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Vancouver Senate

THE NINTH MEETING OF THE VANCOUVER SENATE FOR THE 2025/2026 ACADEMIC YEAR

WEDNESDAY, 13 MAY 2026

6:00 P.M. | LSC 1003 AND VIA ZOOM

1. **Call to Order and Territorial Acknowledgement** – Dr Benoit-Antoine Bacon

2. **Senate Membership** – Dr Rella Ng

   a. Nominating Committee – Student Members

   As a result of the call for nominations issued last month, Zarifa Nawar and Drédyn Fontana are acclaimed as elected to the Senate Nominating Committee until 31 March 2027 and thereafter until replaced. (information)

   b. Vice-Chair of Senate

   A call for nominations is issued for a Vice-Chair of Senate for a one (1) year term and thereafter until replaced, pursuant to Section 37(1)(a) of the *University Act* and Section 7 of the *Rules and Procedures of the Vancouver Senate.* If more than one person is nominated, an election will occur under this item. (approval)

3. **Minutes of the Meeting of 15 April 2026** – Dr Benoit-Antoine Bacon (approval) (docket pages 5-32)

4. **Business Arising from the Minutes** – Dr Benoit-Antoine Bacon

   Referred Motion to Agenda Committee – with Mx Jasper Lorien (information)

   N.B.: Materials for this item will be made available via the Senate website by Saturday, 9 May 2026.

5. **Remarks from the Chair** – Dr Benoit-Antoine Bacon (information)

   a. Expression of Thanks to Senators Completing their Terms
   b. General Remarks

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6. Candidates for Degrees – Dr Benoit-Antoine Bacon

The list, as approved by the Faculties, is available for advance inspection at the Senate Office, and will also be available at the meeting.

The Chair of the Senate calls for the following motion:

That the candidates for degrees and diplomas as recommended by the Faculties be granted the degree or diploma for which they were recommended, effective May 2026, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of the Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required)

7. Academic Policy Committee – Dr Kin Lo

a. Revisions to Academic Regulations for Examination for the Faculty of Commerce and Business Administration: Diploma in Accounting (approval) (docket pages 33-35)
b. Revisions to Academic Regulations for Class Standing for the Faculty of Land and Food Systems (approval) (docket pages 36-37)
c. Revisions to Academic Regulations for the Faculty of Graduate and Postdoctoral Studies: Master of Architecture (approval) (docket page 38-43)
d. Revisions to Academic Regulations for the Faculty of Graduate and Postdoctoral Studies: Master of Advanced Studies in Landscape Architecture (approval) (docket page 44)
e. Revisions to Academic Regulations for the Faculty of Graduate and Postdoctoral Studies: Graduate Diploma in Pharmacy Leadership (approval) (docket pages 45-46)
f. Revisions to Academic Regulations for Recognition of Academic Achievement for the Faculty of Science: Bachelor of Science (approval) (docket pages 47-52)
g. Revisions to Academic Regulations for Promotion Requirements and Degree Progression for the Faculty of Science: Bachelor of Science (approval) (docket pages 53-54)
h. Revisions to Academic Regulations for Admission and Continuation Requirements for Honours and Combined Honours for the Faculty of Science: Bachelor of Science in Computer Science (approval) (docket pages 55-57)
i. Revisions to Academic Regulations for Second-Degree Studies for the Faculty of Science: Bachelor of Science (approval) (docket pages 58-59)
j. Revisions to Joint Senate Policy J-101: *Student Conduct during Examinations* (approval) (docket pages 60-66)

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k. New Joint Senate Policy J-500: *Academic Freedom* (approval) (docket pages 67-77)

8. Admissions Committee – Dr Joanne Fox

a. Revisions to Admission and Transfer Requirements: Bachelor of Science (approval) (docket pages 78-81)
b. New Affiliation Agreement: UBC Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (approval) (docket pages 82-89)
c. Annual Report on Matters of Delegated Authority (information) (docket pages 90-93)

9. Agenda Committee – Mx Jasper Lorien

Amendments to the *Rules and Procedures of the Vancouver Senate* (approval) (docket pages 94-95)

10. Awards Committee – Dr Lawrence Burr

a. New Awards and Changes to Existing Awards (approval) (docket pages 96-114)
b. Annual Report on Matters of Delegated Authority (information) (docket pages 115-116)

11. Budget and Academic Buildings Committee – Mr Mitchell Prost

Annual Report (information) (docket pages 117-120)

12. Curriculum Committee – Dr Sathish Gopalakrishnan

a. May Curriculum Proposals (approval) (docket pages 121-174)
b. Non-Credit Credential Proposals (approval) (docket pages 175-206)
c. Revisions to Policy V-129: *Non-Credit Credentials* (approval) (docket pages 207-216)
d. Annual Report on Matters of Delegated Authority (information) (docket pages 217-218)

13. Joint Report of the Academic Policy, Admissions, and Curriculum Committees – Dr Sathish Gopalakrishnan

New Graduate Certificates (approval) (docket pages 219-235)

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14. **Joint Report of the Admissions and Curriculum Committees** – Dr Sathish Gopalakrishnan

Revised Master of Engineering Leadership and related Curriculum Proposals (approval) (docket pages 236-269)

15. **Library Committee** – Dr Elisa Baniassad

Annual Report (information) (docket page 270)

16. **Nominating Committee** – Dr Ben Britton

a. Triennial Review (approval) (docket pages 271-289)
b. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) (docket pages 290-291)
c. Appointment to a President's Advisory Committee for the Selection of a Vice-President Students (approval) (docket page 292)
d. Nominating Committee Response to External Review Recommendations (information) (docket pages 293-318)

17. **Teaching and Learning Committee** – Dr Laura Moss

Annual Report (information) (docket pages 319-321)

18. **Tributes Committee** – Dr John H.V. Gilbert

Emeritus Appointments (approval) (docket pages 322-323)

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

2026-2029 Triennial Election Results (Continued) (information) (docket page 324)

20. **Other Business**

Motion on Ad Hoc Committee on Graduate Student Funding Policy – Dr Martin Hirst (approval) (docket page 325)

Regrets: Telephone 604.822.5239 or email: facsec@mail.ubc.ca

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VANCOUVER SENATE

MINUTES OF 15 APRIL 2026

DRAFT

Attendance

Present: B.-A. Bacon (Chair), R. Ng (Secretary), M. Adshade, S. Anandasabapathy, F. Andrew, G. Averill, P. Awasthi, S. Bates, B. Bhandar, S. Bredin, B. Britton, B. Buraga, L. Burr, A. Chui, I. Chung, J. Cool, C. Crowston, K. Doering, A. Dulay, P. Englezos, A. Esteves, D. Evans, A. Fisher, D. Fontana, N. Ford, B. Forster, S. Forwell, J. Fox, J. Gilbert, S. Gopalakrishnan, S. W. Graham, S. Hagerman, J. Hare, P. Harrison, M. Hirst, A. Ivanov, E. Jenkins, S. Kamal, R. Kozak, K. Li, C. Lim, K. Lo, J. Lorien, M. MacLachlan, C. W. Marshall, S. McElduff, S. McGillivray, C. Menzies, L. Moss, Z. Nawar, P. Ng, W. Norman, J. Olson, J. Panchi, S. Parker, S. Pelech, J. Phelps, N. Pindell, A. Pratap-Singh, I. Price, M. Prost, L. Raman-Wilms, E. Ruggiero, S. Singh, R. Spencer, P. Spilsbury, J. Stewart, G. Tsiakos, G. Turcotte, N. Viegas, H. von Bergmann, D. Warburton, M. Wilson Sladkus

Regrets: B. Agafitei, E. Baniassad, J. Cragg, D. Dahl, C. Dai, A. d'Entremont, C. Godwin, R. Kim, D. Kitts, F. Lalji, C. Overall, S. Razia, J. Rogers, R. Topping, A. Uzama

Clerk: C. Eaton

Call to Order and Territorial Acknowledgement

The President and Chair of Senate, Dr Benoit-Antoine Bacon, called the eighth meeting of the Senate for the 2025/2026 academic year to order at 6:01 pm and he provided an acknowledgement of the land.

Senate Membership

NEW MEMBERS

The Registrar and Secretary to Senate, Dr Rella Ng, announced the following new members of Senate, with terms until March 31, 2027 and thereafter until replaced:

- Bryan Buraga, Student for the Faculty Graduate and Postdoctoral Studies
- Ian Chung, Representative of the Students At-Large
- Alex Chui, Student for the Faculty of Science (Continuing)

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- Dylan Evans, Student for the Faculty of Forestry and Environmental Stewardship (Continuing)
- Drédyn Fontana, Representative of the Students At-Large (Continuing)
- Sarah Kamal, Student for the Faculty Graduate and Postdoctoral Studies
- Kevin Li, Student for the Faculty of Applied Science
- Chaeyoung Lim, Student for the Faculty of Pharmaceutical Sciences (Continuing)
- Jasper Lorien, Representative of the Students At-Large (Continuing)
- Zarifa Nawar, Student for the Faculty of Arts (Continuing)
- Priscilla Ng, Student for the Peter A. Allard School of Law
- Jaiya Panchi, Representative of the Students At-Large
- Sultana Razia, Representative of the Students At-Large
- Ethan Ruggiero, Student for the Faculty of Commerce and Business Administration
- Nicholas Viegas, Student for the Faculty of Medicine
- Max Wilson Sladkus, Student for the Faculty of Land and Food Systems

The Registrar also noted that Pratyaksha Awasthi remained as Student for the Faculty of Education until September 30, 2026.

The President expressed appreciation for their service.

NOMINATING COMMITTEE

The Registrar issued a call for nominations for two student members of Senate to serve on the Senate Nominating Committee until 31 March 2027 and thereafter until replaced. She explained that if there were more than two nominees, an election would occur. She asked those interested in nominating themselves to email the Clerk to Senate, Mr Christopher Eaton.

Minutes of Previous Meetings

Wendy Norman Jasper Lorien	*That the minutes of the meeting of 18 March 2026 be approved.*

Approved

Remarks from the Chair

The President observed that the term and academic year were concluding and extended best wishes to students preparing for final examinations. He also conveyed appreciation to faculty, staff, and others for their support of students.

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The President reported that he had joined the Honourable Ravi Kahlon, Minister of Jobs and Economic Growth, at Aspect Biosystems to announce a partnership between the University and the BC government through InBC. He indicated that both parties committed $10 million to establish the UBC Catalyst Ventures Fund, with a target of raising an additional approximately $40 million. He explained that the fund aimed to support investment in companies arising from licensed university research, address challenges in attracting venture capital in Canada, and retain talent and companies within British Columbia.

The President noted that the Jack Bell Building, which houses the School of Social Work, had reopened following a two-year renovation.

The President advised that a balanced operating budget for the 2026-2027 fiscal year had been approved by the Board of Governors, consistent with the budget presented at the previous Senate meeting. He indicated that, despite ongoing financial pressures facing universities across Canada, the University remained in a relatively stable position. He added that this outlook depended on meeting enrolment targets for the coming year, both domestic and international, and acknowledged challenges related to international enrolment.

The President indicated that the current financial position reflected multi-year planning and contributions from across the institution. He added that the University continued to invest in its academic mission and strategic priorities while maintaining long-term resilience.

Dean Mark MacLachlan inquired about the administration of the new venture fund and asked how it would be managed.

> The President responded that the administration would be led by a Thomas Park, Chief Investment Officer at InBC Investment Corp., and indicated that this role would work in collaboration with relevant partners to determine investment decisions.

Correspondence

The President noted correspondence had been received from the Alma Mater Society of UBC Vancouver. He noted that the usual practice would be to refer such correspondence to a committee for consideration. He explained that a Notice of Motion from Senator Drédyn Fontana had been submitted concurrently and was listed under Other Business on the agenda. He indicated that the Senate Agenda Committee had proposed an alternative method for considering the matter. The Chair suggested that consideration of the matter be held until the Agenda Committee's report.

Seeing no objection, he indicated that the matter would be considered under the Agenda Committee's report.

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From the Board of Governors

The President confirmed that materials from the following meetings, as approved by Senate, were subsequently approved by the Board of Governors as required under the *University Act*:

19 November 2025

Awards: New and revised awards

Curriculum: Curriculum proposals from the Faculties of Applied Science and Medicine, Arts, and Graduate and Postdoctoral Studies (Arts)

New Program: New Undergraduate Certificate in Geomatics for Environmental Management in the Faculty of Forestry

17 December 2025

Awards: New and revised awards

Curriculum: Curriculum proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, Medicine), and Pharmaceutical Sciences, and Vantage College

New Program: New Graduate Certificate in Nurse Practitioner Oncology and associated courses in the Faculty of Graduate and Postdoctoral Studies (Applied Science)

18 February 2026

Awards: New and revised awards

Curriculum: Curriculum proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Education, Forestry and Environmental Stewardship, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry and Environmental Stewardship, and Medicine), Land and Food Systems, Medicine, Pharmaceutical Sciences, and Science, and the Peter A. Allard School of Law

New Program: Undergraduate Certificate in French Translation in the Faculty of Arts

Undergraduate Enrolment Targets: Undergraduate Enrolment Targets for 2026-2027

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Candidate for Degree

The President advised that an exceptional request had been received to grant a degree to one student.

Senator Ben Britton noted that the matter continued to present operational challenges for Senate and that discussions were underway regarding possible ways to address it. He requested information on potential approaches, particularly in relation to the timing of the two regular degree conferral periods.

> The Clerk to Senate, Mr Christopher Eaton, responded that requests of this nature had increased in recent years, due in part to changes in United States visa-related requirements and greater awareness of institutional flexibility in granting such requests. The Clerk advised that a proposal was before the Academic Policy Committee to introduce a third regular degree conferral period in February, which would allow students completing requirements in December to receive confirmation without waiting until May. The Clerk added that implementation would require coordination with Faculties to support internal processes.
>
> > Senator Britton responded that discussions within the Faculty of Applied Science indicated support for a more structured approach and expressed agreement with the proposal.

Jasper Lorien
Bryan Buraga

That the candidate for the degree of Bachelor of Applied Science, as recommended by the Faculty of Applied Science, be granted the degree effective April 2026, and that a committee comprised of the Registrar, the Dean of the relevant Faculty, and the Chair of the Senate be empowered to make any necessary adjustments.

Approved

Academic Policy Committee

The Vice-Chair of the Senate Academic Policy Committee, Mx Jasper Lorien, presented.

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RENUMBERING OF POLICY J-136 TO J-137: *DEFINITION OF FULL-TIME STATUS FOR UNDERGRADUATE STUDENTS*

Senator Lorien indicated that, when the policy had previously been approved, an existing policy number had been assigned, and the matter had been addressed through renumbering the policy to J-137.

Agenda Committee

The President indicated that the Agenda Committee had brought forward a proposal concerning the letter received from the Alma Mater Society of UBC Vancouver and the motion from Senator Drédyn Fontana, and that the proposal involved suspending the normal rules to call a special meeting to address the motion.

The President further explained that, if Senate agreed to suspend the rules, a special meeting would be scheduled, and if not, the motion would remain on the docket under Other Business.

The Chair of the Senate Agenda Committee, Mx Jasper Lorien, presented.

CORRESPONDENCE AND MOTION REGARDING ISRAEL/PALESTINE

Senator Lorien indicated that recent correspondence received by the Senate Agenda Committee included a letter from the Alma Mater Society of UBC Vancouver regarding institutional partnerships with Israeli institutions with which the University has affiliation agreements, following a referendum passed by the Alma Mater Society of UBC Vancouver, as well as correspondence from "Apartheid Free Communities coalition, UBC," and a notice of motion from Senator Fontana.

Senator Lorien indicated that the Agenda Committee had considered procedural options given the time constraints for inclusion on the agenda, applicable procedural requirements, and the scheduling of the May meeting as the final meeting of the year and of the triennium.

Senator Lorien indicated that the Agenda Committee had concluded that, should Senate proceed with consideration of the motion, a dedicated Special Meeting would be appropriate to allow sufficient time for discussion. They further indicated that, if the motion to suspend the rules did not pass, the motion from Senator Fontana would remain on the agenda under Other Business.

MOTION TO SUSPEND RULES AND CALL A SPECIAL MEETING

Jasper Lorien Drédyn Fontana	*That the* Rules and Procedures of the Vancouver Senate *be suspended to:*

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1) *Set aside* Rule 21 *to allow for the consideration of Senator Fontana's motion at a Special Meeting of Senate;*

2) *Set aside* Rules 18 (c) *and* (d) *to allow the President to set a time and date for a Special Meeting of the Senate in June 2026 to consider the motion of Senator Fontana; and*

3) *Set aside* Rule 10 *so that this Special Meeting will be attended only by electronic means; and*

That The Senate Call a Special Meeting of Senate to consider the motion of Senator Fontana in June 2026.

That the Senate Agenda Committee be directed to propose any further rule suspensions or special rules needed for such a Special meeting; and

That the Senate Agenda Committee be directed to solicit and distribute to Senators any background materials it considers relevant in preparation for the proposed Special Meeting.

Senator Charles Menzies indicated support for proceeding with consideration of the matter at the present meeting and expressed opposition to calling a special meeting. He expressed the view that there would be little change in members' positions or in the substantive material presented, and that it would be more appropriate, from a logistical standpoint, to address the matter during the current meeting.

Senator Ben Britton noted that the student referendum had received support, with over 8,000 students voting in favour, and identified this as relevant to the question of whether a special meeting was warranted.

Senator Britton also referenced changes in the broader context since the matter had previously been discussed, and identified these as relevant to the timing and format of consideration.

Senator Britton indicated that, in his capacity as a committee chair, he was aware of the volume of business scheduled for the next Senate meeting and referenced this in relation to the option of a dedicated special meeting.

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Senator Britton explained that community correspondence received by senators was part of the procedural context for consideration of the matter. He further noted that the composition of Senate had changed since the previous discussion.

Senator Britton indicated support for the proposed special meeting to allow time for consideration of the matter.

Senator Siobhán McElduff expressed support for debating the resolution at a special meeting. She described the issue as significant and indicated that it warranted consideration on its merits, noting that a related but distinct motion had been debated previously. She observed that the University followed evidence-based approaches and indicated that sufficient evidence existed to support holding the debate.

Senator McElduff indicated that declining to consider the issue as a standalone topic, including through a separate meeting if required, was not consistent with the role of a university. She noted that students had requested the motion and had voted in favour of it by a notable margin.

Senator Lorien noted that, from a procedural perspective, the motion did not constitute a reconsideration of the same issue, as it was based on a different precedent and procedural framework, despite addressing a similar geopolitical topic. They noted that the Agenda Committee had determined that the motion did not repeat a previous motion or topic.

Senator Lorien referred to the Senate's responsibility to address issues of importance to the broader university community. They noted that a significant proportion of students had voted in favour of the motion. They indicated that the issue was of considerable significance and warranted discussion by the Senate.

Senator Lorien observed that the current meeting had not provided sufficient opportunity to obtain relevant data from the Provost's Office regarding institutional affiliations or to review recent correspondence. They indicated that a more thorough discussion was required and that the motion would enable the issue to be considered in greater depth.

Senator Santokh Singh remarked that the issue was important and required proper discussion and debate. He raised a question regarding the timing of a special meeting in June, noting that many members might be unavailable due to conferences and other commitments. He asked whether sufficient attendance could be ensured for such a meeting, given that this type of scheduling had not occurred previously. He also asked whether deferring the discussion to September would be too late or whether it remained a viable option.

Senator Paul Harrison expressed support for the motion. He referred to the background materials and observed that they presented an opportunity to examine potential policy gaps that could assist in addressing similar issues in the future. He noted that comparable matters had arisen in

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previous years and suggested that decisions had not consistently been made based on established principles and policies. He remarked that this consideration supported the need for a special meeting.

Senator Harrison also commented on attendance at special meetings, noting that those held during the summer had been well attended. He added that the proposed meeting would be held virtually, which would allow members to participate regardless of their location.

Senator Joanne Fox expressed opposition to the motion to call a special meeting. She explained that a special meeting had already been held on the issue, noting that the June 2024 meeting included public consultation and extensive debate. She noted that she had attended that meeting and reviewed the meeting minutes and considered the matter to have been fully addressed, with no substantive issues remaining.

Senator Fox raised a second concern regarding the scope of Senate's role. She expressed concern that the motion extended Senate beyond its academic mandate and suggested that convening special meetings to debate politically motivated motions risked compromising this role. She added that such discussions could subject senators to external pressure and could affect the Senate environment and its ability to make independent academic decisions.

Senator Fox acknowledged that academic affiliations fell within Senate's responsibilities. However, she suggested that the proposed special meeting was not focused on assessing the academic merits of specific agreements.

Senator Fox further noted that concerns related to academic matters had been raised at Senate and that a response was underway. She referred to the Provost's establishment of a working group on global partnerships, on which she served, and described its broad representation and mandate to examine legal frameworks, safety considerations, and human rights issues, and to develop guiding principles for academic partnerships. She explained that this work had been substantive, principled, and rigorous, and that such processes were more appropriate than convening another special meeting.

In response, Senator Drédyn Fontana expressed agreement that the matter required careful consideration. He clarified that the motion concerned the timing of the debate rather than whether a debate would occur, noting that if the motion failed, the matter would remain on the agenda for discussion later in the meeting.

Senator Fontana suggested that discussion of the motion's substance be reserved for the appropriate agenda item. He added that senators should take time to engage with the wider community to support a more informed discussion.

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Senator Laura Moss explained that she had received a significant volume of feedback from senators, colleagues, former students, and community members with respect to the discussion topic.

Senator Moss asked whether, if the motion did not proceed and was considered under Other Business, there would still be time for discussion, including whether debate could occur during the current meeting for a set period, whether it would result in a quick vote, or whether it would instead be deferred to a full discussion at a later meeting in June. She further asked the Clerk whether the procedural options were strictly alternative or whether there was flexibility for discussion within the current framework.

> The Clerk responded that the matter had been placed on the agenda for consideration should the current motion not pass. The Clerk further advised that, under Other Business, the same opportunity for debate would apply as for any other motion, subject to procedural limits.

Senator Bryan Buraga noted that because the motion was introduced in a different meeting and session, it did not procedurally constitute a reconsideration or renewal.

Senator Buraga explained that, based on his prior experience serving two terms on McGill University Senate, the governing body had engaged in discussion and debate on important issues. He added that difficult conversations should not prevent due deliberation and proposed that strong decisions were made through substantive discussion and debate.

Senator Sarah Kamal noted that she was mindful of the student referendum and supported the Agenda Committee's recommendation for a special meeting in June to allow sufficient time for discussion of the student-led motion.

Senator Kamal noted that the Students' Union Okanagan of UBC had passed a resolution at its annual general meeting calling on the UBC Okanagan Senate to discontinue student mobility agreements with institutions it identified as upholding apartheid. She added that, across both campuses and through the Graduate Student Society, students had called for the motion to be considered.

Following the initial vote, Senator Lorien requested that a roll call vote be conducted for those attending virtually.

With general consent, a roll call vote of virtual participants was performed.

Failed

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The President indicated that the result of the vote was close and thanked members for the debate. He suggested that consideration be given to the most appropriate way to conduct further discussion.

Senator Kevin Doering indicated that this issue was likely to arise again in future matters and requested clearer guidance from Senate on determining when a motion constituted reconsideration.

The President responded that the matter would be addressed under Other Business.

Awards Committee

The Chair of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AWARDS AND CHANGES TO EXISTING AWARDS

See Appendix A: Awards Report

Lawrence Burr Ben Britton	*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 and Joint Report of the Admissions and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Sathish Gopalakrishnan, presented.

APRIL CURRICULUM PROPOSALS;

NEW NON-CREDIT PROGRAMS; AND

REVISED GRADUATE CERTIFICATES

See Appendix B: Curriculum Report

Senator Gopalakrishnan requested leave from the Senate to present two reports from the Curriculum Committee and one joint report from the Admissions and Curriculum Committees as an omnibus motion.

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Sathish Gopalakrishnan Alex Chui	*That the Senate approve and recommend to the Board of Governors for approval the new courses, new subject code, revised program, and discontinued programs brought forward by the Faculties of Arts, Education, Graduate and Postdoctoral Studies (Arts, Medicine), and Pharmaceutical Sciences;* *That the Senate approve the new non-credit program certificate and non-credit program microcertificates brought forward by UBC Extended Learning; and* *That the Senate approve and recommend to the Board of Governors for approval the revised graduate certificates brought forward by the Faculty of Graduate and Postdoctoral Studies (Applied Science and Education).*

Approved

Report from the Registrar

The Registrar, Dr Rella Ng, presented.

2026-2029 TRIENNIAL ELECTION RESULTS (CONTINUED)

The Registrar advised Senate that pursuant to Section 15 of the *University Act*, that the following faculty members were acclaimed as elected as representatives of the Faculty of Pharmaceutical Sciences on the Vancouver Senate for terms beginning on September 1, 2026 and ending August 31, 2029 and thereafter until successors are elected:

- Jessica Kalra, Associate Professor of Teaching
- Ingrid Price, Associate Professor of Teaching

The Registrar explained that Jessica Kalra was previously elected as a Joint Faculties Representative but has vacated that role upon being elected as a Faculty Representative. A call for nominations to fill the resulting vacancy will be issued soon.

The Registrar advised that pursuant to Section 16 of the *University Act*, Shirin Eshghi Furuzawa was elected as a Professional Librarian Representative on the Vancouver Senate for a term

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beginning on September 1, 2026 and ending August 31, 2029 and thereafter until a successor is elected.

The Registrar also advised that pursuant to Section 16 of the *University Act*, the following individuals were elected as representatives of the Convocation on the Vancouver Senate for terms beginning on September 1, 2026 and ending August 31, 2029 and thereafter until successors are elected:

- Eshana Bhangu
- Lawrence Burr
- Ruth Derksen
- Kevin Doering
- Andrea Dulay
- Michael Jud
- Kamil Kanji
- Christian Kyle
- Stewart McGillivray
- Jenny Phelps
- Mitchell Prost
- David P. Wilkinson

The Registrar noted that elections are required for the Faculties of Education and Medicine, with polls scheduled for April 8-22, 2026. She further noted that a third call for nominations for the remaining positions was issued on April 1, 2026.

2026 VANCOUVER STUDENT SENATE AND BOARD OF GOVERNORS ELECTIONS

The Registrar advised that pursuant to Section 16 of the *University Act*, the following individuals were elected as representatives of the Students At-Large on the Vancouver Senate for terms beginning on April 1, 2026 and ending March 31, 2027 and thereafter until successors are elected:

- Ian Chung
- Drédyn Fontana
- Jasper Lorien
- Jaiya Panchi
- Sultana Razia

The Registrar advised that pursuant to Section 15 of the *University Act*, the following individuals were acclaimed as elected as student representatives of the Faculties on the Vancouver Senate for terms beginning on April 1, 2026 and ending March 31, 2027 and thereafter until successors are elected:

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- Alex Chui, Faculty of Science
- Dylan Evans, Faculty of Forestry and Environmental Stewardship
- Chaeyoung Lim, Faculty of Pharmaceutical Sciences
- Priscilla Ng, Peter A. Allard School of Law
- Ethan Ruggiero, Faculty of Commerce and Business Administration
- Nicholas Viegas, Faculty of Medicine
- Max Wilson Sladkus, Faculty of Land and Food Systems

Further, pursuant to Section 16 of the *University Act*, the following individuals were elected as student representatives of the Faculties on the Vancouver Senate for terms beginning on April 1, 2026 and ending March 31, 2027 and thereafter until successors are elected:

- Kevin Li, Faculty of Applied Science
- Zarifa Nawar, Faculty of Arts

The Registrar also advised that pursuant to Section 16 of the *University Act*, the following individuals were acclaimed as elected as Graduate Student representatives on the Vancouver Senate for terms beginning on April 1, 2026 and ending March 31, 2027 and thereafter until successors are elected:

- Bryan Buraga
- Sarah Kamal

The Registrar also advised that pursuant to Section 16 of the *University Act*, the following individuals were acclaimed as elected as student representatives on the Board of Governors for terms beginning on April 1, 2026 and ending March 31, 2027 and thereafter until successors are elected:

- Drédyn Fontana
- Zarifa Nawar

Other Business

MOTION ON CORRESPONDENCE FROM "APARTHEID FREE COMMUNITIES COALITION, UBC"

The President advised the Senate that the motion had been received relatively late and indicated that this timing was circumstantial rather than intentional. He noted that there had been limited time for members to consider the matter and suggested that this informed the rationale for the special meeting.

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The President further noted that the Senate had received extensive correspondence reflecting a broad range of views on the matter and indicated that such correspondence would typically be considered by Senators prior to substantive discussion.

Senator Fontana noted that proceeding with discussion at the current meeting was not the preferred approach and expressed hope that an appropriate process could be identified. He referenced comments regarding principles and indicated awareness that a task force was working on the matter. He added that proceeding immediately was not advisable.

In response, the Clerk outlined procedural options available, including not proceeding with the motion and providing notice for a future meeting, seeking a special meeting at a later date, or initiating a special meeting through a majority request or a petition signed by 18 Senators. The Clerk noted the associated timing requirements, including that a special meeting would need to occur within 21 days of receipt of a valid petition.

Senator Lorien sought clarification on a procedural matter and indicated their understanding that the requirement for a two-thirds majority applied only to the suspension provisions, and that a motion to call a special meeting could otherwise be approved by a simple majority.

The Clerk responded in the affirmative.

Senator Menzies referred to a previous motion regarding affiliations that had been referred back to committee, revised following consultation, and later returned to Senate for approval in amended form.

MOTION TO REFER

Charles Menzies Paul Harrison	*That the motion be referred to the Senate Agenda Committee for further consideration and that the Committee report back to Senate with any recommendations.*

Senator Wendy Norman indicated support for referring the motion to the Agenda Committee for consideration. She also noted that 13,476 students participated in the referendum, with 8,894 voting in favour, representing approximately 65.9%, and suggested that this did not constitute an overwhelming majority.

Senator Britton noted a concern based on a previous instance in which a matter had been referred back to committee and later returned to Senate, noting that Senators had expressed dissatisfaction with aspects of the outcome. He asked what specific differences in process were being anticipated by referring the current motion to the Agenda Committee. He indicated support for action on the matter but requested clarity on what the Agenda Committee would be expected to do differently.

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Senator Richard Spencer sought clarification on whether the motion required a simple majority.

> The Clerk confirmed that a simple majority was required to refer the matter to the Agenda Committee.

Senator Spencer asked what outcomes might arise if the matter were referred to the Senate Agenda Committee, including whether it could return for debate at a future meeting or lead to a recommendation for a special meeting. He noted that he had supported holding a special meeting and stated that he was seeking clarity on what would be achieved through referral before proceeding to a vote.

Senator Lorien requested a 10-minute recess to allow further discussion of procedural options.

With general consent, the Senate recessed for 10 minutes.

Senator Anubhav Pratap-Singh noted that he did not understand why there was insufficient time to begin the debate. He explained that the topic affected many community members on both sides of the issue.

Senator Gopalakrishnan suggested that the Academic Policy Committee would be a more appropriate committee to consider the matter given the scope of the discussion.

Senator George Tsiakos raised a point of order, noting that a motion was already before the Senate that required consideration. He added that the existing motion regarding referral back to committee should be addressed first, after which any additional motions could be considered.

> In response, the Clerk clarified that the motion remained on the floor and that a suggestion to amend it to invite the Provost's Working Group on Global Partnerships to meet with the Agenda Committee was not required. He noted that they were willing to attend without a formal motion.

Senator Ingrid Price sought clarification whether the Agenda Committee was the appropriate committee for the Provost's Working Group on Global Partnerships to discuss the issue.

> Senator Fontana responded that the Agenda Committee was the appropriate committee, as it determined when matters were brought forward for discussion at Senate.

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Senator Lorien agreed with the proposal and noted that a motion was on the table to refer the matter back to the Agenda Committee. They also indicated that the Agenda Committee could consult with other committee chairs or committees as needed.

Motion to Refer
Approved

Adjournment

Seeing no other business, the meeting was adjourned at 7:27 pm.

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Appendix A: Awards Report

NEW AWARDS – ENDOWED

Dr. Bruce Mohr Award in Emergency Medicine

Awards totalling $1,750 have been made available through an endowment established by friends, family, and the wider community, in memory of Dr. Bruce Mohr (1957–2023), for M.D. students whose research proposals are related to Emergency Medicine. At the time of his passing, Bruce (M.D.) was a clinical assistant professor in the Department of Emergency Medicine. He was also an accomplished emergency physician at Whistler Health Care Centre, where he recently served as Medical Director during the pandemic and had previously served as Head of the Emergency Department. In addition to teaching through UBC, he regularly presented at local, provincial and national conferences in the specialty area of acute orthopedic injuries. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2026/2027 winter session).

Kozak Family Award

Awards totalling $4,200 have been made available through an endowment created by the Kozak family for undergraduate students who are refugees. Preference will be given to students who are enrolled in a program in the Faculty of Forestry and Environmental Stewardship. Subject to eligibility, the awards may be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The Kozak family, who came to Canada as political refugees in 1957, are grateful to the University of British Columbia for all the opportunities that it provided them. The awards are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

Adel Foundation Award in Persian Language and Culture

Awards totalling $1,900 have been made available through an endowment established through a gift from the Adel Foundation Fund, a donor-advised fund held at the Private Giving Foundation, in honour of Mahmoud Adel-Sabzevari, for outstanding third- or fourth-year undergraduate students or graduate students taking Persian language courses. Preference will be given to students who have demonstrated exceptional dedication to community engagement and the promotion of Persian language, literature, and culture. After growing up as an orphan in poverty, Mahmoud Adel-Sabzevari studied History and Geography in the late 1930s at the University of Tehran. His expertise was wide-ranging and endured throughout his life: he was a renowned author, editor, translator and teacher in the arts and sciences, and at age 90 he translated a defining encyclopedic volume of Quranic works into Persian. His most significant passion was Persian literature, and this award has been created to honor his legacy. The awards are made on the recommendation of the Department of Asian Studies, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

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Heber Suiker Memorial Bursary in Law
Bursaries totalling $10,500 have been made available through an endowment established by the estate of Jean Lucy Suiker, in memory of Heber Suiker (1929–2007), for students in the Peter A. Allard School of Law. The bursaries are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

NEW AWARDS – ANNUAL

ETRO Construction Limited Award in Men's Baseball
Awards totalling $10,000, which may range from a minimum value of $500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from ETRO Construction Limited for outstanding members of the UBC Thunderbirds Men's Baseball team, in any year of study, who demonstrate leadership, dedication to their sport and an exceptional work ethic. ETRO Construction Limited is a leading construction management and general contracting firm that takes pride in its deep-rooted ties to the local baseball community and its commitment to supporting amateur athletes. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2026/2027 winter session).

Dr. William H. Holt Travel Award in Psychiatry
Two awards of $2,500 each have been made available annually, via the Vancouver Foundation, in memory of Dr. William H. Holt (1937–2023), for full-time residents in the Department of Psychiatry whose abstract, as first author, has been accepted for presentation at a national or international psychiatric conference. The awards are made on the recommendation of the Department of Psychiatry. (First award available for the 2026/2027 winter session).

NEW AWARDS – INTERNAL

Master of Urban Forestry Leadership Bursary
Bursaries totalling $10,000 have been made available by Faculty of Forestry and Environmental Stewardship for Master of Urban Forest Leadership students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6740 - Grace and Alexander MacInnes Award in Occupational and Environmental Health

Rationale for Proposed Changes
To reflect that adjudication is carried out by the School of Population and Public Health.

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Current Award Description
A $3,100 award has been made available through an endowment established by Grace and Alexander MacInnes to support a graduate student studying in the area of occupational and environmental health. Given the many global challenges we face, there is a pressing need to train researchers who can find solutions to new and existing environmental health issues. Students must be entering their second year of graduate studies, with preference given to students who have returned to academia after an absence of at least one year and who demonstrate leadership qualities in the course of their studies. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description
A $3,100 award has been made available through an endowment established by Grace and Alexander MacInnes to support a graduate student studying in the area of occupational and environmental health. Given the many global challenges we face, there is a pressing need to train researchers who can find solutions to new and existing environmental health issues. Students must be entering their second year of graduate studies, with preference given to students who have returned to academia after an absence of at least one year and who demonstrate leadership qualities in the course of their studies. The award is made on the recommendation of the School of Population and Public Health, ~~Faculty of Medicine~~ in consultation with the Faculty of Graduate and Postdoctoral Studies.

1419 - Thelma Sharp Cook Scholarship

Rationale for Proposed Changes
To allow for multiple recipients to be selected each year.

Current Award Description
A $9,250 scholarship has been made available through an endowment for a student entering the penultimate or final year of a baccalaureate program, the first year of Graduate Studies, or enrolled in the Faculty of Medicine, Faculty of Dentistry or the Peter A. Allard School of Law. Nominees are expected to have good academic standing, have demonstrated achievement in athletics, and have shown leadership through participation in student, community and service activities. Preference is given to First Nations, Inuit or Métis students of Canada or to those planning a career involving work with children or youth. The awards are made on the recommendation of a selection committee that adjudicates the Premier Undergraduate Scholarships and Wesbrook Scholars award program.

Proposed Award Description
Scholarships totalling $47,550 ~~$9,250 scholarship has~~ have been made available through an endowment for ~~a~~ students entering the penultimate or final year of a baccalaureate program, the first year of ~~G~~graduate ~~S~~studies, or enrolled in the Faculty of Medicine, Faculty of Dentistry or the Peter A. Allard School of Law. Nominees are expected to have good academic standing, have demonstrated achievement in athletics, and have shown leadership through participation in

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student, community and service activities. Preference is given to First Nations, Inuit or Métis students of Canada or to those planning a career involving work with children or youth. The awards are made on the recommendation of a selection committee that adjudicates the Premier Undergraduate Scholarships and Wesbrook Scholars award program.

103222 - Jane Hood Memorial Award in Psychiatry

Rationale for Proposed Changes
To clarify that adjudication is carried out by the Department of Psychiatry and to narrow down the criteria as the department felt the current criteria was too broad.

Current Award Description
Awards totalling $10,150 have been made available through an endowment established by Daniela Tiger, in memory of Jane Hood (1953–2021), for graduate students in the Master of Health Science in Psychiatry program who demonstrate research excellence. Preference will be given to women. Jane (Ph.D.) completed her doctorate in Psychiatry and Psychological Medicine at the University of Toronto Institute of Medical Science in 1994. Following research appointments at the Hospital for Sick Children and the Centre for Addiction and Mental Health in Toronto, Jane served as Deputy Director of Programs Branch from 1996 to 2000 at the Canadian Institutes of Health Research in Ottawa. After moving to Vancouver in 2000, she held several different roles at UBC, Simon Fraser University and the Provincial Health Services Authority working on research with mental health and addiction services, as well as she created her own consulting firm to aid researchers on their applications for peer-reviewed grant-funding. The awards are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description
Awards totalling $10,150 have been made available through an endowment established by Daniela Tiger, in memory of Jane Hood (1953–2021), for ~~graduate~~ students in the Master of Health Science in Psychiatry program who ~~demonstrate research excellence~~ show a strong potential for an academic career in research. Preference will be given to women. Jane (Ph.D.) completed her doctorate in Psychiatry and Psychological Medicine at the University of Toronto Institute of Medical Science in 1994. Following research appointments at the Hospital for Sick Children and the Centre for Addiction and Mental Health in Toronto, Jane served as Deputy Director of Programs Branch from 1996 to 2000 at the Canadian Institutes of Health Research in Ottawa. After moving to Vancouver in 2000, she held several different roles at UBC, Simon Fraser University and the Provincial Health Services Authority working on research with mental health and addiction services, as well as ~~she created~~ creating her own consulting firm to aid researchers on their applications for peer-reviewed grant-funding. The awards are made on the recommendation of the ~~School of Population and Public Health,~~ Department of Psychiatry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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Annual Awards

1348 – William and Nona Heaslip Leadership Award

Rationale for Proposed Changes
The donors have asked to change the parameters of the scholarship to focus more on financial need and community involvement.

Current Award Title: William and Nona Heaslip Leadership Award

Current Award Description
Scholarships of $15,000 each are offered by The William and Nona Heaslip Foundation to undergraduate students entering their second year of study in the Faculty of Arts. The donors' contribution is matched in part by the Faculty of Arts. In selecting recipients, consideration is given to strong academic performance (minimum 75% average), financial need, and community involvement. The award is renewable for an additional two years or until a first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of a selection committee within the Faculty of Arts.

Proposed Award Title: ~~William and Nona~~ Heaslip ~~Leadership~~ Undergraduate ~~Scholarship~~ Award in Arts

Proposed Award Description
Awards totalling $~~15~~120,000 have been made available annually ~~are offered~~ by The William and Nona Heaslip Foundation for domestic undergraduate students entering their second year of study in the Faculty of Arts who demonstrate financial need and community involvement. Ordinarily, each award will be valued at $20,000. ~~The donors' contribution is matched in part by the Faculty of Arts. In selecting recipients, consideration is given to strong academic performance (minimum 75% average), financial need, and community involvement.~~ The award is renewable for an additional two years or until a first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of ~~a selection committee within~~ the Faculty of Arts.

6754 - Graduate Award in Population Health and Engineering

Rationale for Proposed Changes
To reflect that adjudication is carried out by the School of Population and Public Health and in collaboration with the Department of Mechanical Engineering, rather than at the Faculty level.

Current Award Description
Awards totalling $2,000 are offered annually by friends and family to honour and remember UBC faculty members in the disciplines of occupational & environmental health and mechanical engineering who dedicated their careers to training and mentoring students to use knowledge

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from different disciplines with the goal of improving work and community environments. This award is for graduate students enrolled in the School of Population and Public Health or the Department of Mechanical Engineering, who undertake multidisciplinary research or training activities that bridge health and engineering disciplines to improve work or community environments. The awards are made on the recommendation of the Faculty of Medicine in collaboration with the Faculty of Applied Science and in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description
Awards totalling $2,000 are offered annually by friends and family to honour and remember UBC faculty members in the disciplines of occupational & environmental health and mechanical engineering who dedicated their careers to training and mentoring students to use knowledge from different disciplines with the goal of improving work and community environments. This award is for graduate students enrolled in the School of Population and Public Health or the Department of Mechanical Engineering, who undertake multidisciplinary research or training activities that bridge health and engineering disciplines to improve work or community environments. The awards are made on the recommendation of the ~~Faculty of Medicine~~ School of Population and Public Health in collaboration with the ~~Faculty of Applied Science~~ Department of Mechanical Engineering, and in consultation with the Faculty of Graduate and Postdoctoral Studies.

Internal Awards

6556 - CIHR Canada Graduate Scholarship Master's Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government’s preferences for award titles.

Current Award Title: CIHR Canada Graduate Scholarship Master's Award

Current Award Description
The Canadian Institutes of Health Research (CIHR) offers funding to support Master's students undertaking health research. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: CIHR Canada Graduate Research Scholarship Master's Award

Proposed Award Description
The Canadian Institutes of Health Research (CIHR) offers funding to support Master's students undertaking health research. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

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6563 - NSERC Canada Graduate Scholarship Master's Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government's preferences for award titles.

Current Award Title: NSERC Canada Graduate Scholarship Master's Award

Current Award Description
The Natural Sciences and Engineering Research Council (NSERC) offers funding to support Master's students undertaking research in natural sciences and engineering. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: NSERC Canada Graduate Research Scholarship Master's Award

Proposed Award Description
The Natural Sciences and Engineering Research Council (NSERC) offers funding to support Master's students undertaking research in natural sciences and engineering. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

6566 - SSHRC Canada Graduate Scholarship Master's Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government's preferences for award titles.

Current Award Title: SSHRC Canada Graduate Scholarship Master's Award

Current Award Description
The Social Sciences and Humanities Research Council (SSHRC) offers funding to support Master's students undertaking research in social sciences and humanities. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: SSHRC Canada Graduate Research Scholarship Master's Award

Proposed Award Description
The Social Sciences and Humanities Research Council (SSHRC) offers funding to support Master's students undertaking research in social sciences and humanities. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

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6557 - Canadian Institutes of Health Research (CIHR) Doctoral Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government's preferences for award titles.

Current Award Title: Canadian Institutes of Health Research (CIHR) Doctoral Award

Current Award Description
The Canadian Institutes of Health Research (CIHR) offers funding to support doctoral students undertaking health research. Recipients are selected by the funding agency.

Proposed Award Title: ~~Canadian Institutes of Health Research (~~CIHR~~)~~ Canada Graduate Research Scholarship Doctoral Award

Proposed Award Description
The Social Sciences and Humanities Research Council (SSHRC) offers funding to support Master's students undertaking research in social sciences and humanities. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

6564 - NSERC Doctoral Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government's preferences for award titles.

Current Award Title: NSERC Doctoral Award

Current Award Description
The Natural Sciences and Engineering Research Council (NSERC) offers funding to support doctoral students undertaking research in natural sciences and engineering. Recipients are selected by the funding agency.

Proposed Award Title: NSERC Canada Graduate Research Scholarship Doctoral Award

Proposed Award Description

The Natural Sciences and Engineering Research Council (NSERC) offers funding to support doctoral students undertaking research in natural sciences and engineering. Recipients are selected by the funding agency.

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6567 - SSHRC Doctoral Award

Rationale for Proposed Changes
The title has been updated to better align with the federal government's preferences for award titles.

Current Award Title: SSHRC Doctoral Award

Current Award Description
The Social Sciences and Humanities Research Council (SSHRC) offers funding to support doctoral students undertaking research in social sciences and humanities. Recipients are selected by the funding agency.

Proposed Award Title: SSHRC Canada Graduate Research Scholarship Doctoral Award

Proposed Award Description
The Social Sciences and Humanities Research Council (SSHRC) offers funding to support doctoral students undertaking research in social sciences and humanities. Recipients are selected by the funding agency.

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Appendix B: Curriculum Report

FACULTY OF ARTS

New courses
CHIN_V 496 (3) Chinese-English Modern Literary Translation; **HESO_V 399 (3-6)** Directed Studies; **HESO_V 499 (3-6)** Directed Studies

New subject code
AMNL_V: Ancient Mediterranean and Near Eastern Languages

FACULTY OF EDUCATION

Revised Program
Bachelor of Kinesiology > Practicing Kinesiology Pathway

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses
ENGL_V 556 (3-6) Literatures of the Global South; **ENGL_V 557 (3-6)** Literatures of Migration and Diaspora

Applied Science

Revised graduate certificate
Graduate Certificate in Clinical Informatics

Education

Revised graduate certificates
Graduate Certificate in Educational Technology; Graduate Certificate in Higher Education

Medicine

Discontinued Programs
Doctor of Philosophy in Reproductive and Developmental Sciences; Master of Science in Reproductive and Developmental Sciences

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FACULTY OF PHARMACEUTICAL SCIENCES

New course
PHAR_V 496 (3-6) Industry-Based Directed Studies in Pharmaceutical Sciences

UBC EXTENDED LEARNING

New non-credit program certificate
Essentials of Neuroscience Non-Credit Program Certificate (EoN)

New non-credit program microcertificates
Neuroscience and Our World Non-Credit Program Microcertificate (NOW); Thinking Like a Neuroscientist Non-Credit Program Microcertificate (TLN)

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Faculty of Commerce and Business Administration – Diploma in Accounting Program - Examinations** (approval)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Commerce and Business Administration Diploma in Accounting regulations on examinations, effective 2026 Winter Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Proposal Form

Faculty: Commerce and Business Administration **Department:** UBC Sauder Undergraduate Office **Faculty Approval Date:** November 20, 2025 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** September 26, 2025 **Contact Person:** Gabriela Aragay **Phone:** 604 822 9424 **Email:** gabriela.aragay@sauder.ubc.ca
Proposed Calendar Entry: **Examinations** In-term tests may be scheduled throughout the term. Formal examinations are usually held during the formal examination periods: December and April for Winter Session, June and August for Summer Session. **Students are expected to attend examinations and assessments in person on campus at the scheduled times.** Students are responsible for attending their scheduled examinations and are subject to the University's regulations regarding **Student Conduct during Examinations** during these assessments. All submitted work may be subject to review by the University as per the **Review for Authenticity** policy. Any requests for making-up a missed exam will be reviewed in accordance with UBC's policy on Academic Concessions. The minimum passing mark for DAP courses is 50%. Some courses require passing the final exam or other core element to successfully complete the course with a passing grade, regardless of performance in other course requirements.	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-commerce-and-business-administration/diploma-accounting-program **Present Calendar Entry:** **Examinations** In-term tests may be scheduled throughout the term. Formal examinations are usually held during the formal examination periods: December and April for Winter Session, June and August for Summer Session. ~~No examinations are permitted during the two weeks preceding the formal examination periods of the Winter Session or the single week preceding the formal examination periods of the Summer Session. Students are expected to make travel plans and schedule interviews, extra-curricular commitments, and appointments accordingly.~~ Students are responsible for attending their scheduled examinations and are subject to the University's regulations regarding Student Conduct during Examinations during these assessments. All submitted work may be subject to review by the University as per Review for Authenticity. Any requests for making-up a missed exam will be reviewed in accordance with UBC's policy on Academic Concessions. The minimum passing mark for DAP courses is 50%. Some courses require passing the final exam or other core element to successfully complete the course with a passing grade, regardless of

Additionally, the final exam or core element may not be sufficient to pass the course. Supplemental and retake exams are not offered.	performance in other course requirements. Additionally, the final exam or core element may not be sufficient to pass the course. Supplemental and retake exams are not offered.
	Type of Action: Clarify exam expectations **Rationale for Proposed Change:** Update information for accuracy and easier navigation

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Faculty of Land and Food Systems Academic Regulations – Class Standing** (approval)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Land and Food Systems academic regulations on class standing, effective 2027 Summer Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Proposal Form

Faculty: Land and Food Systems **Department:** **Faculty Approval Date:** Feb 18, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** Feb 13, 2026 **Contact Person:** Sandra Brown **Email:** Sandra.brown@ubc.ca
Proposed Calendar Entry: **Class Standing (formerly Year Promotion)** **Class Standing** Class Standing is reviewed on an ongoing basis. Students in all undergraduate programs except the BSFN Dietetics Major will be assigned class standing based on all of the following criteria: **Class Standing Total Credits Completed Required Courses1** 1 Fewer than 24 credits None 2 Minimum of 24 credits None 3 Minimum of 54 credits **LFS_V 251 and LFS_V 261 (or** LFS_V 250**)** 4 Minimum of 89 credits LFS_V 250	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-land-and-food-systems/academic-regulations/class-standing-formerly-year-promotion **Present Calendar Entry:** **Class Standing (formerly Year Promotion)** **Class Standing** Class Standing is reviewed on an ongoing basis. Students in all undergraduate programs except the BSFN Dietetics Major will be assigned class standing based on all of the following criteria: **Class Standing Total Credits Completed Required Courses1** 1 Fewer than 24 credits None 2 Minimum of 24 credits None 3 Minimum of 54 credits LFS_V 250 4 Minimum of 89 credits LFS_V 250
	Type of Action: Update degree requirements **Rationale for Proposed Change:** LFS_V 250 is being split into two 3 credit courses to provide flexibility in programs and scheduling; no change in course content; no change in credit value. Note, LFS_V 250, LFS_V 251 and LFS_V 261 are restricted to students in the Faculty of Land and Food Systems.

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Proposals from the Faculty of Graduate and Postdoctoral Studies**
- **a. Master of Architecture Academic Regulations** (approval)
- **b. Master of Advanced Studies in Landscape Architecture Academic Regulations** (approval)
- **c. Graduate Diploma in Pharmacy Leadership Academic Regulations** (approval)

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a. Master of Architecture Academic Regulations (approval)(circulated)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Graduate and Postdoctoral Studies Master of Architecture academic regulations, effective 2026 Winter Session and thereafter, as attached.*

b. Master of Advanced Studies in Landscape Architecture Academic Regulations (approval)(circulated)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Graduate and Postdoctoral Studies Master of Advanced Studies in Landscape Architecture academic regulations, effective 2026 Winter Session and thereafter, as attached.*

c. Graduate Diploma in Pharmacy Leadership Academic Regulations **(**approval)(circulated)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Graduate and Postdoctoral Studies Graduate Diploma in Pharmacy Leadership academic regulations, effective 2026 Winter Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Proposal Form

Faculty: Applied Science **Department:** School of Architecture and Landscape Architecture **Faculty Approval Date:** 2025 Nov 6 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** 2025 December 1 **Contact Person:** Theresa Juba, Academic Coordinator **Email:** academicservices@sala.ubc.ca
Proposed Calendar Entry: **Academic Regulations** Students **enrolled** in the Master of Architecture program **are governed by the Academic Regulations of the Faculty of Graduate and Postdoctoral Studies, including those pertaining to academic progress, appeals, leaves of absence, withdrawal, reinstatement, readmission, and the maximum time permitted for completion of the degree.** **Grading and Progression Requirements** **Minimum Passing Grade** **The minimum passing grade in all courses taken while enrolled in the Master of Architecture program is 60%.** **Credits in the 60–67% Range** **No more than 15 credits with grades in the 60–67% range may be applied toward degree requirements.** **Design Studio Progression** **A minimum grade of 68% is required in each of ARCH_V 500, ARCH_V 501, ARCH_V 520, ARCH_V 521, and ARCH_V 540 (or any substituting design studio course) to advance to the subsequent design studio.**	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-architecture-and-landscape-architecture/master-architecture/academic-regulations **Present Calendar Entry:** **Academic Regulations** Students in the Master of Architecture program ~~fall under academic regulations in place for master's programs as set out by the Faculty of Graduate and Postdoctoral Studies. The following apply specifically to the Master of Architecture program:~~ ~~A grade of at least 60% is required in any course taken in the program with no more than 15 credits of Pass-level standing (60-67%) being counted towards degree requirements. In addition, a grade of at least 65% is required in ARCH_V 500 and at least 68% in ARCH_V 540 and 549. Failure to obtain credit for a total of three design studios will require the student to withdraw from the program and the student will not be permitted to re-register in the program.~~ ~~Should a student not attain 65% or above in ARCH_V 500, the following conditions would apply:~~ • ~~If the mark is less than 60% the student would be required to withdraw from the program for eight months and retake ARCH_V 500 in the subsequent Winter Session Term 1;~~ • ~~If the mark is between 60% and 65% the student will not be granted credit for ARCH_V 500. The student will be required to re-register for ARCH_V 500 the following term.~~

Repeat Course Requirement A minimum **grade** of 74% is required when repeating a failed course.	A minimum ~~mark~~ of 74% must be obtained when repeating a failed course. ~~**Portfolio**~~ ~~All students are required to keep a portfolio of their work in each design studio for review by faculty members at the end of each term in which the studio is held. The portfolio must contain, at a minimum, all the presentation drawings from each project in a studio, but these may be digital files or reproductions of originals and photographs of other presentation materials such as models, etc. The portfolio is to be kept available for review in case of an appeal of grade in a studio or other dispute regarding the student's standing.~~ ~~**Advanced Placement**~~ ~~As noted under Admission, advanced placement is normally established at the time of admission, subject to confirmation of previous experience by appropriate faculty.~~ ~~**Supplementary Work**~~ ~~No supplementary work is available in design studios.~~ ~~For courses other than design studios, the normal University regulations apply. Only in exceptional circumstances will a student be allowed to undertake supplementary work in those other Architecture courses, which are assessed on a continuing basis throughout the term.~~ ~~**Appeal Procedures**~~ ~~Students may protest decisions relating to their academic studies. In this event, it is recommended that the student first consult the faculty member directly involved in the decision. At any point in seeking resolution, a student should feel free to seek the advice of the chair of the program's Standings and Promotion Committee. If satisfactory resolution is not forthcoming at this point, the appeal process should continue with a written request of appeal to the chair of the program. When the protest relates to a decision in a design studio, the program chair would establish an appeal committee to hear the case. The appeal committee would consist of three~~

	~~full-time design faculty plus the program head, ex-officio, and has the authority to interview all persons involved and to recommend to the program chair that the grade be affirmed or changed. The appeal would only be heard if it is initiated within thirty days from the time the decision has been communicated to the student, whether it be by letter or by posting on Workday.~~ ~~If the matter has not reached satisfactory resolution, the student would then contact the following sequence of individuals as necessary: the Director of SALA, the Dean of Applied Science, and finally the Dean of the Faculty of Graduate and Postdoctoral Studies. Any change of grade must be approved by the Dean of the Faculty of Graduate and Postdoctoral Studies. Normally resolution can be achieved through the above processes, however the following additional procedures are in place. In matters of academic judgment, students may request a Review of Assigned Standing through Enrolment Services. For details, see Review of Assigned Standing. With respect to matters of procedure, resolution may be sought through the Registrar to the Senate Committee on Appeals on Academic Standing. For details, see Senate Appeals on Academic Standing.~~ **Type of Action:** Amend Academic Regulations section for conciseness and clarity including: • Reference and link to the Academic Regulations for the Faculty of Graduate and Postdoctoral Studies section but keep reference to policy re: failed courses • Add grading and progression requirements unique to the Master of Architecture • Remove portfolio requirement • Remove advanced placement information • Remove reference to Supplemental Work • Remove minimum grade requirement for ARCH_V 549 • Remove Appeals Procedures information **Rationale for Proposed Change:**

	The proposed amendments provide clarity on academic regulations relevant to the Master of Architecture, remove policies that are no longer applicable and redirect as appropriate. No changes are being made to the passing grade or the number of credits with grades in the 60–67% range that can be counted toward degree requirements, but the structure and wording is being revised for clarity. The policy on grading for the design studio classes – ARCH_V 500, 501, 520, 521 and 540 – has been amended so that progression is dependent on a minimum grade of 68% course. This change in policy in grading enables similar academic regulations across Architecture and Landscape Architecture for Dual Degree students who participate in both programs. Grading for ARCH_V 549 was changed to Honours/Pass/Fail in 22W. Advanced placement is covered in the Admissions and Degree Requirements sections and is being removed from this page. Appeals procedural information is removed as the reader is directed to the Academic Regulations section of the Faculty of Graduate and Postdoctoral Studies.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Proposal Form

Faculty: Applied Science **Department:** School of Architecture and Landscape Architecture **Faculty Approval Date:** 2025 Nov 6 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** 2025 December 1 **Contact Person:** Tara Deans **Email:** academicservices@sala.ubc.ca
Proposed Calendar Entry:	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-architecture-and-landscape-architecture/master-advanced-studies-landscape-architecture/academic-regulations **Present Calendar Entry:** ~~**Academic Regulations**~~ ~~Students taking a full course load normally complete this program within two academic years.~~ ~~Part-time study is allowed after the first year has been completed at full-time and with prior approval from the Graduate Program Committee. After successful completion of the first year, students may request to take a reduced course load in subsequent years. Students must complete all degree requirements within five years.~~ **Type of Action:** Remove entry **Rationale:** Content from the MASLA section of the Calendar is being consolidated into the Graduate and Postdoctoral Studies section. While this specific information will not be replicated in the Graduate and Postdoctoral Studies entry, there is no change to existing practices. Students will continue to be able to request a reduced course load after successfully completing their first year, in accordance with current procedures.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Faculty: Pharmaceutical Sciences **Department:** n/a **Faculty Approval Date:** 24 Feb 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** February 2, 2026 **Contact Person:** Patricia Gerber **Phone:** **Email:** patricia.gerber@ubc.ca
	URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/diploma-programs/graduate-diploma-pharmacy-leadership
Proposed Calendar Entry: Home > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Diploma Programs > Graduate Diploma **in** Pharmacy Leadership Credential offered: G.D.P.L. Program Overview . . . Academic Regulations Students registered in the G.D.P.L. program will be held to the Academic Regulations administered by the Faculty of Graduate and Postdoctoral Studies. The program is designed to be completed in **11** months. Students who must interrupt their studies should speak to **the G.D.P.L. program manager** and expect that the completion timeline will be extended. Program Requirements . . .	**Present Calendar Entry:** Home > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Diploma Programs > Graduate Diploma in Pharmacy Leadership Credential offered: G.D.P.L. Program Overview . . . Academic Regulations Students registered in the G.D.P.L. program will be held to the Academic Regulations ~~of non-thesis master's degrees~~ administered by the Faculty of Graduate and Postdoctoral Studies. The program is designed to be completed in ~~12~~ months. Students who must interrupt their studies should speak to ~~an advisor~~ and expect that the completion timeline will be extended. ~~See On-Leave Status~~. Program Requirements . . .

. . .

	Type of Action: 1. Delete reference to Academic Regulations of non-thesis master's degrees. 2. Change program duration from 12 months to 11 months. 3. Change advising contact from program advisor to program manager. 4. Delete reference to On-Leave status policy. **Rationale for Proposed Change:** 1. Students registered in the program will be held to the Academic Regulations administered by the Faculty of Graduate and Postdoctoral Studies as they apply to graduate diplomas. 2. The curriculum starts in mid-September and ends in mid-August for a program duration of 11 months. 3. The program manager is the contact for student advising as the G.D.P.L. does not have a dedicated graduate advisor. 4. On-leave policy 302.5 referenced in this section does not apply to graduate diplomas.

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Proposals from the Faculty of Science**

a. B.Sc. Recognition of Academic Achievement (approval)
b. B.Sc. Promotion Requirements and Degree Progression (approval)
c. B.Sc. in Computer Science – Admission and Continuation Requirements for Honours and Combined Honours (approval)
d. B.Sc. Second-Degree Studies (approval)

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a. B.Sc. Recognition of Academic Achievement (approval)(circulated)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Science Bachelor of Science regulations on recognition of academic achievement, effective 2026 Summer Session and thereafter, as attached.*

b. B.Sc. Promotion Requirements and Degree Progression (approval)(circulated)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Science Bachelor of Science regulations on promotion requirements and degree progression, effective 2026 Winter Session and thereafter, as attached.*

c. B.Sc. in Computer Science – Admission and Continuation Requirements for Honours and Combined Honours (approval)(circulated)

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

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Motion: *That Senate approve the revisions to the Faculty of Science Bachelor of Science in Computer Science admission and continuation requirements for Honours and Combined Honours specializations, effective 2026 Winter Session and thereafter, as attached.*

d. B.Sc. Second-Degree Studies (approval)(circulated)

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

Motion: *That Senate approve the revisions to the Faculty of Science Bachelor of Science second-degree studies requirements, effective 2026 Winter Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Proposed Changes to the Academic Calendar

Faculty: Science **Department:** Dean's Office **Faculty Approval Date:** **Effective Session (W or S):** S **Effective Academic Year:** 2026	**Date:** February 10th, 2026 **Contact Person:** James Charbonneau **Phone:** 604-822-4214 **Email:** charboneau@science.ubc.ca
Effective Date for Change: 26S **Proposed Calendar Entry:** Recognition of Academic Achievement **To be considered for Dean's Scholar or Dean's List, students must meet the Faculty's standards for credit load and academic integrity.** **Students must have completed a minimum of 27 percentage-graded credits and have passed all courses in a Winter Session.** **For students in a cooperative education or an education abroad program who are registered at UBC for only one term in Winter Session, the minimum for the academic term at UBC is 12 percentage-graded credits.** **For students in a Dual Degree in Science and Arts or in Science and Music, the overall course load is a minimum of 27 percentage-graded credits, and the minimum B.Sc. course load is 12 percentage-graded credits. The average of all B.Sc. credits, as well as the average of B.Sc. credits combined with the best credits registered under the other Faculty's degree code (totaling at least 27 credits), must both meet the minimum average stated below.**	https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/recognition-academic-achievement **Present Calendar Entry:** Recognition of Academic Achievement

For students in a Dual Degree in Science and Education, the overall course load is a minimum of 27 percentage-graded credits, and the minimum B.Sc. course load is 21 percentage-graded credits. The average of all B.Sc. credits, as well as the average of B.Sc. credits combined with the best credits registered under the other Faculty's degree code (totaling at least 27 credits), must both meet the minimum average stated below. **Students who have been found by the President to have committed academic misconduct, or who have admitted to committing academic misconduct and have entered into an Integrity Plan as part of the [Diversionary Option] (https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/6-integrity-plans-diversionary-option) are not eligible for these designations for the session in which the academic misconduct occurred. Decisions regarding the awarding of the Dean's Scholar or Dean's List designation may be paused or held until the President's decision regarding any allegations of academic misconduct has been made.**	
Dean's Scholar **Dean's Scholar designation recognizes the highest level of academic achievement in the Faculty of Science.**	~~Science~~ Scholar
Graduating students and students promoted to 2nd-, 3rd-, or 4th-year class standing with an average of 90.0% or better in the previous Winter Session will receive the **designation** "**Dean's** Scholar" on their records.	Graduating students and students promoted to 2nd, 3rd, or 4th year class standing with an average of 90% or better in the previous Winter Session will receive the ~~notation~~ "~~Science~~ Scholar" on their records ~~if they passed all courses completed and carried a~~

	~~course load of at least 27 percentage-graded credits~~. ~~For students in a cooperative education or an education abroad program who are registered at UBC for only one term in Winter Session, the minimum is 15 percentage-graded credits.~~
Dean's List Graduating students and students promoted to 2nd-, 3rd-, or 4th-year class standing with an average of at least 80.0% **and less than 90.0%** in the previous Winter Session will receive the **designation** "Dean's List" on their records. …	Dean's List Graduating students and students promoted to 2nd, 3rd, or 4th year class standing with an average of 80% ~~or better~~ in the previous Winter Session will receive the ~~notation~~ "Dean's List" on their records ~~if they passed all courses completed and carried a course load of at least 27 percentage-graded credits~~. ~~For students in a cooperative education or an education abroad program who are registered at UBC for only one term in Winter Session, the minimum is 15 percentage-graded credits.~~ … **Action:** 1) Changing the title of the recognition. 2) Changing 90% under the heading of "Science Scholar" to 90.0%. Change 80% under the heading of "Dean's List" to 80.0%. 3) Adding an upper limit to the Dean's List so students don't expect both designations to appear f they are above 90.0%. 4) Adding new statements under the section of "Recognition of Academic Achievement". Within the same section, lower the minimum credits for Co-op and Exchange students' academic term

	at UBC to 12 credits from 15 credits. 5) Adding an expectation that to be eligible for this distinction a student must not have been found by the President to have committed academic misconduct. 6) Rearranging the structure of the page for readability. **Rationale:** Science Scholar no longer appears on a student's transcript when they receive this distinction. The transcript now reads Dean's Scholar. Adding the decimal point to the averages ensures that students reach 80.0% or higher or 90.0% or higher. Academic integrity is a key component of academic excellence. We want to make it explicit that students who engage in academic misconduct will not receive designations of academic achievement, even if they meet the other academic criteria. Lower the minimum credit limit for Co-op and Exchange students' academic term at UBC to better align with the course load of general students (i.e. a minimum of 27 credits) for the academic achievement notation. In general, students may take 12 or more credits per term. The course credit requirements for dual-degree students to receive the academic achievement recognition are currently not included/specified in the Calendar, so we are making the requirements explicit.

Faculty: Science **Department:** Dean's Office **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
	https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/promotion-requirements-and-degree-progression
Proposed Calendar Entry:	**Present Calendar Entry:**
Promotion Requirements and Degree Progression …	**Promotion Requirements and Degree Progression** …
Sufficient Progress Towards a Degree	**Sufficient Progress Towards a Degree**
The Faculty of Science uses the number of credits a student has attempted to assess their progress toward a degree. In the detailed requirements below, the number of credits attempted includes transfer credits but does not include advance credits.	
Progress upon 48 attempted credits	**Progress upon 48 attempted credits**
Students must meet the minimum requirements for 2nd-year class standing either by the end of the Winter Session during which they reach or exceed 48 total attempted credits (including transfer credit) or by the end of the Winter Session of their third academic year since enrolling in the B.Sc. program, whichever comes first. Those who do not will normally be required to withdraw.	Students must meet the minimum requirements for 2~~nd~~-year class standing either by the end of the Winter Session during which they reach or exceed 48 total attempted credits (including ~~advance or~~ transfer credit) or by the end of the Winter Session of their third academic year since enrolling in the B.Sc. program, whichever comes first. Those who do not will normally be required to withdraw.
Students with 2nd-year class standing or above without a specialization must apply for a specialization via the coordinated BSc Specialization Application process which takes place each May/June. Students who do not apply for a specialization and who have more than 48 credits at the time of the application	Students with 2nd-year class standing or above without a specialization must apply for a specialization via the coordinated BSc Specialization Application process which takes place each May/June. Students who do not apply for a specialization and who have more than 48

will be assigned a specialization by the Faculty of Science. Students admitted with transfer credit that puts them at risk of exceeding this limit must consult an advisor in Science Advising on admission to the Faculty of Science. …	credits at the time of the application will be assigned a specialization by the Faculty of Science. Students admitted with ~~advance or~~ transfer credit that puts them at risk of exceeding this limit must consult an advisor in Science Advising on admission to the Faculty of Science. … **Action:** Add a sentence to clarify the exclusion of advanced credits. Remove “advance or” in two places to clarify this policy. **Rationale:** Students with large numbers of advance credits from AP/IB courses can prematurely exceed the limits for having too many attempted credits before meeting the requirements for sufficient progress. This causes stress and can distort course selection. This change makes the requirements for sufficient progress similar to students who did not take AP/IB courses in high school.

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **Computer Science** … **Admission and Continuation Requirements for Honours and Combined Honours** Students who wish to register in an Honours or Combined Honours specialization in Computer Science, must seek approval from the Department Honours advisor prior to registering for second year. To be admitted to **or continue in an Honours or Combined Honours specialization in Computer Science, students must satisfy the Faculty of Science requirements for admission to or continuation in an Honours or Combined Honours specialization, which** can be found at Introduction to Degree Options. **Achievement of these requirements does not guarantee admission.** …	https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/computer-science **Present Calendar Entry:** **Computer Science** … **Admission and Continuation Requirements for Honours and Combined Honours** Students who wish to register in an Honours or Combined Honours specialization in Computer Science, must seek approval from the Department Honours advisor prior to registering for second year. To be admitted to ~~an Honours or Combined Honours specialization in Computer Science, students must:~~ 1. ~~satisfy the Faculty of Science requirements for admission to an Honours or Combined Honours specialization; and~~ 2. ~~obtain a minimum average of 76%. Achievement of this minimum does not guarantee admission.~~ ~~To be permitted to continue in an Honours or Combined Honours specialization in Computer Science, students must:~~ 1. ~~satisfy the Faculty of Science requirements for continuing an Honours or Combined Honours specialization; and~~ 2. ~~obtain an average of 72% or higher.~~

Major (0376): Computer Science (CPSC)

Second Year

CPSC_V 210[1]	4
CPSC_V 213, 221	8
MATH_V 111 or 221	**3**
MATH_V 200	**3**
STAT_V 251[2]	3
Electives[3]	9
Total Credits	30

Third and Fourth Years

CPSC_V 310, 313, 320	10
CPSC_V **or AI_V** courses numbered 300 or higher[4]	9
CPSC_V **or AI_V** courses numbered 400 or higher[4,5]	9
Electives[3]	32
Total Credits	60
Total Credits for Degree	120

…

~~The Faculty of Science requirements for admission to or continuation in an Honours or Combined Honours specialization~~ can be found at Introduction to Degree Options.

…

Major (0376): Computer Science (CPSC)

Second Year

CPSC_V 210[1]	4
CPSC_V 213, 221	8
MATH_V 200, ~~221~~	~~6~~
STAT_V ~~241 or~~ 251[2]	3
Electives[3]	9
Total Credits	30

Third and Fourth Years

CPSC_V 310, 313, 320	10
CPSC_V courses numbered 300 or higher[4]	9
CPSC_V courses numbered 400 or higher[4,5]	9
Electives[3]	32
Total Credits	60
Total Credits for Degree	120

…

Action: Remove separate specification of the percentage to be admitted to or continue in an honours specialization, and remove the associated numbered lists.

Add MATH_V 111 as alternate to MATH_V 221.

Delete STAT_V 241.

Allow AI_V courses to count for credit alongside CPSC_V courses.

Rationale: The Faculty of Science updated its honours specialization requirements in the Fall of 2025. We are updating this information by

	linking to the Faculty of Science honours requirements. The link to the Faculty of Science honours requirements was already present on this page. The Mathematics Department has re-organized its offerings of matrix algebra. MATH_V 111 is equivalent to MATH_V 221. We are adding this possibility. STAT_V 241 was last taught in 2018 and was removed from the calendar in the Fall of 2025. The new AI course code broadens the set of classes that are applicable for Computer Science specializations.

Faculty: Science **Department:** Dean's Office **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **Second-Degree Studies** Requirements for the Bachelor of Science Students with a recognized undergraduate degree may be eligible to pursue a B.Sc. as a second degree if they have a focus of study that is distinct from the discipline(s) of the first degree. **Students considering pursuing honours, dual degree, or minor options should consult with Science Advising [Link to: https://science.ubc.ca/students/advising?t=1771282758] and departmental and major-specific advisors.** Students wishing to take courses prerequisite to another program should consider instead Unclassified studies. For a second degree, students must satisfy all Faculty and specialization requirements with a combination of first and second-degree credits and must earn a minimum of 50% of the credits required while enrolled at UBC Vancouver in their second-degree program. For the B.Sc., this will mean earning at least 60 new credits; **for an Honours B.Sc., this could mean up to 66 new credits. M**ore will likely be required if the Lower-level Requirements of the B.Sc. were not fulfilled with first-degree studies. It is expected that the Science Upper-Level Requirements, which **are listed as 300+ level course requirements under the General Degree Requirements [Link to: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/general-degree-requirements],** will be completed with second degree courses. …	https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/second-degree-studies **Present Calendar Entry:** **Second-Degree Studies** Requirements for the Bachelor of Science Students with a recognized undergraduate degree may be eligible to pursue a B.Sc. as a second degree if they have a focus of study that is distinct from the discipline(s) of the first degree. ~~The pursuit of honours, combined honours, double major, dual degree, or minor options during a second degree is not permitted unless the student begins studies at the 1st year class standing.~~ Students wishing to take courses prerequisite to another program should consider instead Unclassified studies. For a second degree, students must satisfy all Faculty and specialization requirements with a combination of first and second-degree credits and must earn a minimum of 50% of the credits required while enrolled at UBC Vancouver in their second-degree program. For the B.Sc., this will mean earning at least 60 new credits; ~~m~~ore will likely be required if the Lower-level Requirements of the B.Sc. were not fulfilled with first-degree studies. It is expected that the Science Upper-Level Requirements, which ~~include at least 30 upper-level Science credits and at least 48 upper-level credits in total~~, will be completed with second degree courses. … **Action:** Updating the wording to allow students seeking a second degree to pursue an honours B.Sc.

	specialization, double majors, dual degrees and minors without having to start with 1st-year class standing. **Rationale:** These restrictions for these degrees to be in 1st-year class standing was to ensure that students were fully meeting the progression requirements of these degree options. Degree progression is no longer tracked through year level, but is tracked through attempted credits. These are outlined later on the page.

THE UNIVERSITY OF BRITISH COLUMBIA
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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Policy J-101: *Student Conduct during Examinations*** (approval)

The Academic Policy Committee is pleased to recommend revisions to Policy J-101: *Student Conduct during Examinations*. The changes are being brought forward jointly with the Okanagan Senate Academic Policy Committee.

The proposed revisions reflect the widespread availability of electronic devices and clarify that such devices are not permitted during examinations unless explicitly authorized. References specific to paper-based examinations have also been removed to better align with the increased use of electronic and alternative examination formats since the policy's original approval.

Motion: *That Senate approve the revisions to Policy J-101: Student Conduct during Examinations, effective September 1, 2026 and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: J-101.1

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

Number & Title:

J-101.1: *Student Conduct during Examinations*

Effective Date:

~~1 September 2012~~ 1 September 2026

Approval Date:

~~*Vancouver Senate* on 18 April 2012 and the *Okanagan Senate* on 25 April 2012.~~ ~~TBD~~
Vancouver Senate on 13 May 2026 and the *Okanagan Senate* on 14 May 2026

Review Date:

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

Responsible Committees:

Vancouver Senate Academic Policy Committee
Okanagan Senate Academic Policy Committee

Authority:

University Act, S. 37~~(1)~~Powers of senate of university named in section 3

"(1) The academic governance of the university is vested in the senate and it has the following powers:

> *...(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;...*
>
> *...(s) to make rules respecting the conduct and financing of examinations referred to in paragraph (r) and other examinations*

conducted by the senate under any other Act;"

Purpose and Goals:

The goal of this policy is to provide for consistent, fair, and equitable treatment of *examination candidates*, and to clarify expectations with regard to behaviour at *formal* and *in-term examinations*. Its purpose is to preserve and uphold the broad values of academic integrity and honesty in the specific context of *examinations*.

Applicability:

This policy is applicable to all *examinations* associated with academic *courses* at the University, including supplemental and deferred examinations, as well as distance-learning examinations.

Exclusions:

None.

Definitions:

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

- *Course* shall mean course of instruction.
- *Examiner* shall mean the instructor(s) of record of the course for which the *examination* is being conducted, unless otherwise specified by the dean or director of the faculty or school in which the *examination* is being written.
- *Examination Candidate* shall mean a student undertaking an *examination* for a course in which ~~he or she is~~they are enrolled.
- *Examinations* shall include:
    - *Formal Examinations:* meaning an oral, written or practical assessment that contributes toward the determination of an *examination candidate's* final grade or standing in the respective course, and that is scheduled by the Registrar and time-limited, with invigilation provided.
    - *In-term Examinations*: meaning any ~~major *examination*~~assessment held during class-time or scheduled outside of class-time, during the ~~Summer or Winter Sessions~~teaching terms.
- *Invigilator* shall mean an *examiner* or an individual who has been assigned by a department, faculty, school, Enrolment Services, the Centre for Accessibility or the Disability Resource Centre ~~or Access and Diversity~~ to assist in presiding over an *examination.*

Policy:

1. Each *examination candidate* ~~must~~ shall be prepared to produce, upon the request of the *invigilator or examiner*, ~~his or her~~their UBCcard for identification.

2. *Examination candidates* are not permitted to ask questions of the *examiner(s)* or *invigilator(s)*, except in cases of supposed errors or ambiguities in *examination* questions, illegible or missing material, or the like.

3. No *examination candidate* shall be permitted to enter the *examination* room after the expiration of one-half hour from the scheduled starting time, or to leave during the first half hour of the *examination*. Should the *examination* run forty-five (45) minutes or less, no *examination candidate* shall be permitted to enter the *examination* room once the *examination* has begun.

4. *Examination candidates* ~~must~~ shall conduct themselves honestly and in accordance with established rules for a given *examination,* which will be articulated by the *examiner* or *invigilator* prior to the *examination* commencing. Should dishonest behaviour be observed by the *examiner(s)* or *invigilator(s)*, pleas of accident or forgetfulness shall not be received.

5. *Examination candidates* suspected of any of the following, or any other similar practices, may be immediately dismissed from the *examination* by the *examiner/invigilator,* and may be subject to disciplinary action:
    i. speaking or communicating with others ~~*examination candidates*~~, unless otherwise authorized;
    ii. purposely exposing ~~written papers~~*examination* materials to the view of other *examination candidates* or imaging devices;
    iii. purposely viewing the ~~written papers~~*examination* materials of other *examination candidates*;
    iv. using or having visible any material or resource, electronic or otherwise, ~~at the place of writing any books, papers or other memory aid devices~~ other than those authorized by the *examiner(s);* and,
    v. using or operating electronic devices for

any of the above purposes, other than those authorized by the *examiner(s)*. This includes, ~~including~~ but is not limited to, devices capable of connecting to the internet or storing information. ~~telephones, calculators, computers, or similar devices other than those authorized by the *examiner(s)*~~ All ~~(~~electronic devices other than those authorized by the *examiner(s)* must be completely powered down if present at the place of writing~~)~~.

6. *Examination candidates* ~~must~~ shall not destroy or damage any *examination* material, ~~must~~ shall hand in all *examination* papers, ~~and~~ ~~must~~ shall not take any *examination* material from the *examination* room, and ~~must~~shall not copy or reproduce any examination material, including in the form of photographs, screenshots, live sharing, or any other reproduction, ~~o~~in whole or in part, without permission of the *examiner(s)* or *invigilator(s)*.

~~7. Notwithstanding the above, for any mode of *examination* that does not fall into the traditional, paper-based method, *examination candidates* shall adhere to any special rules for conduct as established and articulated by the *examiner(s)*.~~

~~8.~~7. *The above notwithstanding, E~~e~~xamination candidates* ~~must~~ shall follow any additional *examination* rules or directions communicated by the *examiner(s)* or *invigilator(s)* prior to or during the examination.

Academic Calendar Statement:

Same as per policy.

Consultations:

The following groups were consulted during the review of the policy in March 2026: Enrolment Services; Deans; Centre for Accessibility; Disability Resource Centre; Faculty of Medicine; Office of the Ombudsperson for Students; Office of the Vice-President, Academic; Office of the University Counsel

The following groups ~~have been~~were consulted during the development of the first version of this policy:

Enrolment Services; Deans; Access & Diversity; Faculty of

Medicine; Office of the Ombudsperson for Students; Office of the Vice-President, Academic; ~~Legal Counsel~~Office of the University Counsel

History:

J-101.1:
Effective 1 September 2026

The policy was updated to remove references specific to paper-based examinations, reflecting the increased use of electronic and other non-paper-based examination formats since the policy's original approval.

Revisions reflect the widespread availability of electronic devices and clarify that such devices are not permitted during examinations unless explicitly authorized.

J-101:
Effective 1 September 2012 through 31 August 2026
Approved by the Vancouver Senate on 18 April 2012 and the Okanagan Senate on 25 April 2012
The first rules around formal examinations were approved by Senate 13 October 1976 and have been subject to amendments from time to time as exhibited in the archive of Academic Calendars. This policy codifieds~~ds~~ these historical developments.

Related Policies:

Academic Concession
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0

Discipline for Academic Misconduct
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0

Exam Scheduling Policies and Procedures
http://www.students.ubc.ca/classroomservices/course-and-exam-scheduling/exam-scheduling/policies-and-procedures

Sudden Examination Disruption Policy
http://www.senate.ubc.ca/vancouver/policies.cfm?ID=15

UBC Policy #65: Religious Holidays
http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf

UBC Policy #73: Academic Accommodation for Students with Disabilities
http://www.universitycounsel.ubc.ca/files/2010/08/policy73.pdf

Appendix:

There is no appendix to this policy.

THE UNIVERSITY OF BRITISH COLUMBIA

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Policy J-500: *Academic Freedom*** (approval)

The last draft version of Policy J-500: *Academic Freedom* was presented to the Senates for information in May 2025. At that time, a number of concerns were raised, including those related to institutional critique and cautions regarding the inclusion of a formal mechanism for adjudicating academic freedom disputes.

Since that presentation, the Senate Academic Policy Committees have continued to review and refine the policy. Following the May 2025 meetings of the Vancouver and Okanagan Senates, Senators were invited to provide feedback via email. The Committees met in August 2025 to review this feedback.

In addition, the Chairs of the Senate Academic Policy Committees have consulted with relevant groups, including UBC Human Resources, the Faculty Association, and UBC's Indigenous Strategic Plan Executive Advisory Committee, to further examine previously raised concerns and to seek additional guidance.

Feedback gathered through these consultations has informed a series of revisions to the draft.

The revisions focus on:

- Adding the right to institutional critique, by situating it within the framework of academic governance.
- Clarifying the authority of Senate with regard to academic freedom, including consideration of the limits imposed by Senate governance and the *University Act*.
- Refining the role of the Policy's Ad Hoc Committee, including the option to decline to consider an application where the matter is already being addressed in another forum. The Ad Hoc Committee does not direct other bodies; rather, those bodies are expected to make independent determinations informed by the Committee's findings. References to taking action beyond Senate's authority have been removed.

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It is important to recognize the impetus that started the process to establish this policy seven years ago. Central to this policy is the affirmation of academic freedom as a right enjoyed by members of the University and the corresponding obligations of the University to protect those rights. While the University has maintained a statement on academic freedom since the 1970s, there has not previously been a formal mechanism within Senate governance to assess or address concerns related to its application or alleged breaches. This policy establishes such a mechanism.

Therefore, the Senate Academic Policy Committee is pleased to recommend the following:

Motion: *That Senate approve Policy J-500: Academic Freedom, effective September 1, 2026 and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair, Vancouver Senate Academic Policy Committee
Dr. Jannik Haruo Eikenaar, Chair, Okanagan Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: J-500

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

Number & Title

J-500: *Academic Freedom*

Effective Date:

Upon approval by both Senates

Approval Date:

Vancouver Senate	May 13 2026 (anticipated)
Okanagan Senate	May 14 2026 (anticipated)

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committees.*

Responsible Committees:

Okanagan Senate Academic Policy Committee
Vancouver Senate Academic Policy Committee

Authority:

The University's institutional autonomy to adopt its own policies and standards without governmental interference is established by its authority under the University Act. Academic governance is vested exclusively in its Senates.

University Act, S. 37, Powers of senate of university named in section 3

"(1) The academic governance of the university is vested in the senate and it has the following powers:

> *…(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or to any faculty, and to determine in which faculty the students pursuing a course of study must register;*
>
> *(d) to determine the conditions under which candidates must be received*

for examination, to appoint examiners and to determine the conduct and results of all examinations;…

(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university;…

(k) to determine the members of the teaching and administrative staffs who are to be members of each faculty;…

(n) to provide for the preparation and publication of a university calendar;…

(o) to make recommendations to the board considered advisable for promoting the interests of the university or for carrying out the objects and provisions of this Act;"

S. 48, Minister not to interfere

"(1) The minister must not interfere in the exercise of powers conferred on a university, its board, senate and other constituent bodies by this Act respecting any of the following:

(a) the formulation and adoption of academic policies and standards;

(b) the establishment of standards for admission and graduation;

(c) the selection and appointment of staff."

"(2) Despite subsection (1), a university must not establish a new degree program without the approval of the minister."

S. 66, Theological colleges

"(1) A university must be non-sectarian and non-political in principle.

(2) Despite subsection (1), a theological college incorporated in British Columbia may be affiliated with a university under a resolution or order made by the senate and approved by the board.

(3) An incorporated theological college affiliated with a university may, despite that affiliation, have power to confer and grant degrees in theology, including honorary degrees.

(4) Despite any other provisions of this Act, an affiliated college may

(a) make provisions it considers proper in regard to religious instruction and religious worship for its own students, and

(b) require religious observance as part of its discipline."

Purpose and Goals:

This policy sets out the principle of academic freedom as a right enjoyed by *members* of the University and the obligations of the University and its *members* to protect those rights. It is an update of the 1977 Statement on Academic Freedom, presented in the standard format for Senate policies. Because limits to academic freedom can prove subtle or difficult to anticipate, and because academic freedom flourishes in an environment of respect, academic freedom will thrive only if the University and all its *members* shoulder the responsibility to support and safeguard its manifestations. This policy is intended to provide the common framework that will allow that to happen.

While the University has had a statement on academic freedom since the 1970s, there has not previously been a formal mechanism within Senate governance to assess or address concerns relating to its application or alleged breaches. This policy establishes such a mechanism.

The intent of this policy is to treat academic freedom as a matter within the jurisdiction of Senate, distinct from employment or labour relations processes, which fall under the authority of other University bodies, including the Board of Governors. The policy establishes a process through which concerns regarding potential violations of academic freedom may be reviewed and assessed. This policy does not address employment-related grievances or labour relations matters.

Applicability:

This policy applies to the entire University and is applicable to all *members* of the UBC Community.

Exclusions:

There are no exclusions.

Definitions:

For the purposes of this policy:

Members of the UBC Community ("*members*") means individuals who fall under one or more of the following categories:

1. student, which means a person who is presently enrolled at the university in a credit course or who is designated by resolution of the Senate as a

student;
2. employees, including faculty and staff;
3. holders of teaching appointments;
4. post-doctoral fellows; and
5. anyone contractually obligated to comply with this Policy.

Applicant means any *member* who believes that their academic freedom has been violated and submits a request in writing to the Office of the Senate for a determination under this policy.

Application means a written submission by an *applicant* to the Office of the Senate.

Investigator means a person or persons appointed by an Ad Hoc Academic Freedom Committee to conduct interviews, gather information, and undertake other fact-finding activities to inform the work and determinations of the Committee.

Respondent means an individual or group alleged to have violated this policy.

Policy:

1. *Members* of the University enjoy certain rights and privileges essential to the advancement and dissemination of knowledge, central among which is academic freedom. *Members* have the right to academic freedom while they are engaged in academic pursuits. Academic freedom is distinct from freedom of expression and nothing in this policy extends or limits a *member's* freedom of expression.

2. Academic freedom is a fundamental principle of the University without which the University cannot function with integrity. The University as an institution has the right to autonomy and self-determination in adopting academic policies and standards.

3. This Senate policy is the principal academic policy of the University with respect to academic freedom and all other Senate policies should be interpreted recognizing the highest importance of academic freedom to the University. In the event of any conflict between this policy and any policies issued by the Board of Governors or other issuing bodies within UBC, the

conflict will need to be reconciled in a manner consistent with the respective jurisdictional powers of their issuing bodies and applicable law.

4. Academic freedom is the right, within the law and guided by scholarly integrity and professional ethics, to engage in scholarly activities grounded in disciplinary knowledge and standards. It includes the pursuit of avenues of inquiry that *members* deem to be fruitful, as well as teaching, discussing, debating, criticizing, and receiving the views of others, unhindered by non-academic constraints whether external or internal to the University, while recognizing that the Senates have overall jurisdiction over academic governance.

5. Academic freedom pertains not only to ideas that are safe and accepted but also to ideas that might prove contentious or unpopular.

6. Academic freedom extends not only to the *members* of the University but also to any who are invited by *members* to participate in its forum.

7. The University's system of collegial governance relies on free participation from certain *members*, notably faculty members and all those elected or appointed to its academic governance bodies (Senates, Faculty Councils, etc.). This collegial governance requires such *members* to have the freedom to critique the institution and its administration.

8. Any *member* of the University may submit an *application* to determine if their rights under this policy have been contravened. The Senates shall jointly establish procedures to determine if this policy has been contravened in response to such an *application*. The Agenda Committees of the Senates shall jointly be responsible for amendments to the procedures of this policy and for reporting the changes at the following regular meetings of the Senates.

9. The Agenda Committees of the Senates will report annually on the applications for determination of matters of academic freedom under Section 8 of this policy, for their respective campuses.

Calendar Statement

Same as per policy above.

Consultations

The following were invited to provide comment during the development of this policy:

UBC Okanagan and Vancouver students, faculty and staff via UBC Broadcast email September 26, 2022 with link to consultation survey; a second consultation survey that was open to the UBC community in May and June of 2025; Advisor to the Provost's Office on Academic Freedom; Office of the University Counsel; Graduate Student Society; Faculty Association; Ombuds Office; UBC Human Resources; the Equity and Inclusion Office, and Indigenous Strategic Plan Executive Advisory Committee (ISPEAC).

History

This is an update to the current UBC Senate policy on academic freedom which was endorsed in 1977 and adopted by the Okanagan Senate in 2005 when UBC Okanagan was established.

This is the first templated version of the policy.

Related Policies

None

Appendix

There is no appendix to this policy.

Procedures:

1. An *application* under this Policy must be made in writing to the Office of the Senate and include the following:
    a. The *applicant*'s request for a determination of whether this policy has been contravened.
    b. The parties to the matter for consideration, including the identification of potential *respondents*.
    c. The chronology of events from which the matter arose.
    d. Steps taken to resolve the matter within their respective unit(s).
    e. All written materials the *applicant* wishes the Agenda Committee and/or the Ad Hoc Academic Freedom Committee to consider.

2. The Agenda Committee of the relevant Senate will make a preliminary determination if the matter may be one of academic freedom under Section 4 or Section 7 of the policy. If so, they will strike an Ad Hoc Academic Freedom Committee and refer the *application* to that committee for consideration. The composition of the Ad Hoc Academic Freedom Committee shall be determined by the relevant Agenda Committee. The Ad Hoc Committee shall receive appropriate support and training from the Registrar, who shall be their secretary.

3. The Ad Hoc Academic Freedom Committee has the discretion to handle applications as it sees fit, subject to procedural fairness and without limiting the generality of the foregoing, may:
    a. conduct an inquiry, in alignment with UBC's Investigations Policy (SC8), to determine whether this policy has been contravened;
    b. refer the matter to another appropriate body within the University for consideration;
    c. decline to consider the application if the issue is already being appropriately addressed in another forum; or,
    d. dismiss the *application*, without an inquiry where it is of the view that an inquiry cannot practically be undertaken or an inquiry will not serve a practical purpose.

4. If the Ad Hoc Academic Freedom Committee determines that an inquiry is warranted, it will:

    a. make findings of fact regarding the allegations set out in the *application*;
    b. exercise its academic judgement to determine whether there has been a breach of this Academic Freedom Policy on the basis of the facts as found;
    c. determine any actions or recommendations that arise from the Committee's findings.

5. In conducting the fact-finding process referred to in Section 4(a) above, the Ad Hoc Academic Freedom Committee may utilize whatever process it determines to be appropriate under the circumstances (provided that the

process meets procedural fairness requirements). Without limiting the generality of the foregoing, the Ad Hoc Academic Freedom Committee may:

a. request written submissions or documents from any individuals or relevant units of the University; and,
b. delegate the responsibility for making findings of fact to an *investigator* to interview relevant witnesses, make findings of fact, and produce a report for the Ad Hoc Academic Freedom Committee's consideration.

6. If the Ad Hoc Academic Freedom Committee appoints an *investigator*, the *investigator* must possess the appropriate skills and experience for interviewing witnesses and writing an investigation report that sets out the relevant evidence and findings of fact in a manner that can be relied upon by the Ad Hoc Academic Freedom Committee and any other decision-makers to which the Ad Hoc Academic Freedom Committee may choose to make recommendations.

7. If the *respondent* is an employee, the Ad Hoc Academic Freedom Committee may request that Human Resources assist the Ad Hoc Academic Freedom Committee to identify an appropriate *investigator* and prepare appropriate terms of reference for the *investigator*. If the *respondent* is a UBC student, the Ad Hoc Academic Freedom Committee may request that the President's Advisory Committee on Student Discipline take on the role of *investigator*.

8. Upon receipt of the *investigator's* report, the Ad Hoc Academic Freedom Committee will determine whether to accept the report and adopt the *investigator's* findings of fact as its own.

9. Determining whether there has been a breach of this Academic Freedom Policy on the basis of the findings of fact requires academic judgement. The Ad Hoc Academic Freedom Committee will not delegate responsibility for making this determination.

10. At the conclusion of its inquiry, the Ad Hoc Academic Freedom Committee shall:

a. make a determination and report the same to the relevant Agenda Committee as to whether the policy has been contravened;

b. inform the *applicant* and any *respondents* or other relevant individuals or units of the University of the determination of the Ad Hoc Academic Freedom Committee; and,

c. if a breach of this Academic Freedom Policy is determined to have occurred, make recommendations for this particular *application* and/or changes to University procedures or practices to avoid similar situations in the future and if it is of the view that actions against a *respondent(s)* are warranted, impose such actions on behalf of the Senate if they are within the authority of the Senate. (Remedies such as employment discipline or student discipline are not within the jurisdiction of Senate, with the exception that academic discipline for students may be appealed to Senate.)

11. The Ad Hoc Academic Freedom Committee shall normally take no more than 90 days from the date of an *application* to conduct an inquiry. If more than 90 days is required for a particular *application*, the relevant Agenda Committee may grant an extension.

12. In their annual reports to the Senates, the Agenda Committees shall state the number of applications for determination of matters of academic freedom received, their disposition, and the general nature of the applications, and shall draw Senate's attention to any other matters of general significance in the University that have arisen out of the Ad Hoc Committee on Academic Freedom's work.

THE UNIVERSITY OF BRITISH COLUMBIA
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Phone 604 822 5239
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13 May 2026

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Bachelor of Science – Admission and Transfer (approval)
b) Affiliation Agreement: Guangdong University of Technology and Faculty of Forestry and Environmental Stewardship (approval)

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a) Bachelor of Science – Admission and Transfer (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes to admission and transfer requirements for applicants to the Bachelor of Science program. For post-secondary transfer applicants, only pre-requisites completed in the five years prior to entry to the program will accepted.

Motion: That Senate approve changes in admission requirements for post-secondary transfer applicants to the Bachelor of Science program, effective for admission to the 2026 Winter Session and thereafter.

b) Affiliation Agreement: Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (GDUT). As outlined in the agreement, GDUT students may complete Year 4 of the GDUT Bachelor of Engineering in Landscape Architecture (B.Eng.) at UBC under the 'Visitor' student classification. Upon completion of the GDUT B.Eng., students may be considered for admission to one of four Master's programs in the UBC Faculty of Forestry and Environmental Stewardship, as outlined in the agreement.

Motion: That Senate approve the terms of the affiliation between Guangdong University of Technology and The University of British Columbia Faculty of Forestry and Environmental Stewardship, as outlined in the "Agreement between Guangdong University of Technology and The University of British Columbia for Provision of the 3+1+1 Undergraduate Visiting and Master Pathway Program in Landscape Architecture and Urban Forestry at UBC."

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Faculty: Science **Department:** Dean's Office **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **Admission and Transfer** General Information … Transfer applicants to Science must also present the required high school academic pre-requisites, as listed in Admission. **Only prerequisites completed within five years of the start of the Session for which the applicant is applying will be accepted.** In some cases, university transferable coursework may satisfy these pre-requisites. Any transfer applicant who did not take Chemistry 11 or Physics 11 or acceptable equivalent from outside of BC must have taken transferable first-year courses as a replacement. These courses are critical to degree progression within the Faculty. …	https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/admission-and-transfer **Present Calendar Entry:** **Admission and Transfer** General Information … Transfer applicants to Science must also present the required high school academic pre-requisites, as listed in Admission. In some cases, university transferable coursework may satisfy these pre-requisites. Any transfer applicant who did not take Chemistry 11 or Physics 11 or acceptable equivalent from outside of BC must have taken transferable first-year courses as a replacement. These courses are critical to degree progression within the Faculty. … **Action:** Clarifying the rules for applicability of prior course work to meet the admission requirements to the Faculty of Science. **Rationale:** Students who are admitted to a second degree or who are readmitted to the University have clear language for the time limits for course work to apply towards their B.Sc. degree. This language is meant to align with the 7-year limit in which a student must complete their B.Sc. The goal is to ensure a student who is re-engaging in studies after some time is sufficiently prepared to be

	successful. In these cases, we would require students to retake coursework. This 5-year window for accepting coursework for admission requirements aligns with other policy we have for second degree students and for students who have been readmitted to UBC. These changes would go live for the 2027W admission cycle. Potential questions regarding PSEC B.Sc.-V application scenarios: 1. Science prerequisites (Math, Chemistry, Physics) **completed at the high school level within the 5-year timeframe:** o The applicant is **eligible for consideration**. The Admissions Office will proceed with the application, and the applicant will either be admitted or placed on a waitlist based on whether they meet the B.Sc. competitive threshold. 2. **Science prerequisites (Math, Chemistry, Physics) completed at the high school level more than 6 years ago, with no corresponding PSEC-level coursework in these subjects:** o The applicant is **not eligible for consideration**. The Admissions Office will refuse the application (internally referred to as **REFU PREQ**). 3. **Applicant did not complete the B.Sc. prerequisites at the high school level but has completed first-year Math, Chemistry,** **and Physics (intended for Science and BASc students) at the PSEC level within the 5-year timeframe:** o The applicant is **eligible for consideration**. The Admissions Office will move the application

	forward, and the applicant will either be admitted or placed on a waitlist depending on whether they meet the B.Sc. competitive threshold. 4. **Applicant did not complete B.Sc. prerequisites at the high school level but has completed first-year Math, Chemistry, and Physics (intended for Science and BASC students) at the PSEC level, and these courses were taken more than 6 years ago:** o The applicant is **not eligible for consideration**. The Admissions Office will refuse the application (internally referred to as **REFU PREQ**). 5. **Permutations of the following Scenario: Applicant completed Math (Math 12) at the high school level more than 6 years ago (past the 5-year timeline), and is presenting first-year Physics and Chemistry at the PSEC level within the 5-year timeline:** o Faculty Decision

Agreement between Guangdong University of Technology and The University of British Columbia for Provision of the 3+1+1 Undergraduate Visiting and Master Pathway Program in Landscape Architecture and Urban Forestry at UBC

Title of Program: 3+1+1 Undergraduate Visiting and Master Pathway Program in Landscape Architecture and Urban Forestry

Guangdong University of Technology
Address: No.100 Waihuan Xi Road, Guangzhou Higher Education Mega Center,
Panyu District, Guangzhou, Guangdong Province, China
Legal Representative: [To be inserted]
Position: President

The University of British Columbia
Address: 6200 University Boulevard, Vancouver, BC, Canada V6T 1Z4
Legal Representative: President
Faculty responsible: Faculty of Forestry & Environmental Stewardship

A. Guangdong University of Technology ("**GDUT**") and The University of British Columbia ("**UBC**") wish to strengthen academic cooperation and promote international education through a joint "3+1+1" Bachelor–Master pathway program (the "**Program**").

B. GDUT and UBC would like to establish a collaborative framework for student mobility, visiting study, and graduate study pathways between GDUT's Bachelor of Engineering in Landscape Architecture degree ("**BEng Degree**") and UBC's Faculty of Forestry & Environmental Stewardship (the "**UBC Faculty of Forestry**") undergraduate and graduate programs in Urban Forestry and related areas of study.

PURPOSE AND OBJECTIVES:

PURPOSE: The purpose of this Agreement is to establish an educational collaboration between GDUT and UBC through the Program. This partnership aims to foster academic cooperation between the two institutions in a spirit of friendly collaboration and achieve mutual benefit.

OBJECTIVES:

a. to cultivate high-caliber, interdisciplinary talent in GDUT's Landscape Architecture (Engineering) and UBC's Urban Forestry leveraging the academic strengths and resources of GDUT and UBC;

b. to provide GDUT students with international education experiences and bilingual academic training;

c. to strengthen academic cooperation, faculty exchange, and research collaboration; and

d. to create a structured pathway for GDUT students to pursue graduate studies at UBC.

AGREEMENT:

1. EDUCATION PLAN AND PROGRAM STRUCTURE

Undergraduate degree: Years 1-4

1.1 **Years 1-3:** GDUT students participating in the Program ("**Participating Students**") may, after completion of the first three years of the BEng Degree at GDUT, apply to UBC.

1.2 **Year 4:** Participating Students who meet the entrance requirements of UBC may then complete one year of visiting studies in UBC Faculty of Forestry's regularly scheduled classes in Urban Forestry or related programs, leading to a BEng Degree at GDUT.

Master's degree: Year 5

1.3 **Year 5:** After successfully completing the fourth-year visiting study at UBC and obtaining a BEng from GDUT with an overall average of at least B+ in the first three years of coursework at GDUT and the fourth year's Chinese courses (typically equivalent to approximately 85% in the grading systems used by most Chinese universities), Participating Students may apply to one of the following Master's degree programs in the UBC Faculty of Forestry:

a) Master of Urban Forestry & Leadership (MUFL);

b) Master of International Forestry (MIF);

c) Master of Sustainable Forest Management (MSFM); and

d) Master of Environmental Management in Geographic Information Systems (MGEM)

(the "**Master's Degrees**").

1.4 Participating Students from GDUT must satisfy minimum and competitive admission requirements for the "Master's Degrees." Eligible Participating Students from GDUT may be evaluated for priority admission to the "Master's Degrees."

1.5 Each party acknowledges that the other party has complete and absolute discretion over any and all academic standards and decisions related to the portion of the Program conducted by that party, including but not limited to admissions requirements. For clarity, UBC may determine in its sole discretion whether any particular Participating Student enrolled by GDUT in the Program meets UBC's admission requirements for Year 4 and Year 5 of the Program.

1.6 GDUT will make appropriate arrangements for those Participating Students who do not meet UBC's admission requirements (including but not limited to students who do not obtain a student visa) to study related subjects at GDUT.

2. RESPONSIBILITIES

2.1 GDUT will:

a. obtain a license from the applicable authorities to allow the Program to be offered;

b. enroll Participating Students into Years 1 to 4 of the Program at GDUT, adhering to all relevant GDUT regulations and requirements;

c. be responsible for all aspects of Years 1-3 of the Program, including but not limited to the teaching, student management, and quality control of the Program;

d. give advice to Participating Students who wish to apply to UBC;

e. evaluate, process, and approve Participating Students' application for the UBC visiting study;

f. assist Participating Students with visa applications to UBC, UBC credit recognition, and transfer procedures;

g. communicate regularly with UBC regarding Year 4 Program progress to ensure effective curriculum articulation;

h. nominate Participating Students for Year 4 of the Program who have accumulated no less than the credits required by GDUT, and who meet applicable UBC English language competency requirements.

i. enroll not more than 40 Participating Students in Year 4 of the Program in any one year unless UBC has consented in writing to a larger cohort; and

j. be responsible for arranging and completing the fourth year of Chinese course teaching and thesis guidance required for Participating Students to meet the graduation requirements of GDUT.

2.2 UBC will:

a. facilitate the application processes for nominated Participating Students to attend UBC for Year 4 of their GDUT BEng Degree;

b. facilitate the application process for Participating Students who wish to apply to a Master's Degree for Year 5 of the Program;

c. review Participating Student applications to attend UBC for Year 4 and Year 5 of the Program, and enroll qualified and accepted applicants at UBC;

d. provide necessary supportive documents for Participating Students' visa applications;

e. provide Participating Students visiting UBC in Year 4 of the Program with undergraduate coursework and research support;

f. make sure that students in Year 4 of the Program, once admitted to UBC, have the same rights as visiting students at UBC;

g. administer, and provide academic and administrative support to Year 5 Participating Students admitted to a Master's Degree in accordance with UBC policies, procedures, and regulations applicable to regular UBC Master's students;

h. assign academic advisors to guide Participating Students during their studies at UBC;

i. assess Participating Students' results, grade examinations, and maintain and process their student records while they are attending UBC;

3. STUDENT RECORDS

3.1 GDUT will keep Participating Students' records for Years 1-3 of the Program, and the Chinese courses in the fourth year.

3.2 UBC will keep Participating Students' records during Year 4 and Year 5 of the Program.

3.3 The parties will exchange Participating Student records only with permission of the student and in accordance with applicable laws.

4. PROGRAM ADMINISTRATION

4.1 UBC and GDUT will establish an Administrative Advisory Committee (the "**Committee**") to make recommendations regarding the promotion and administration of the Program. The Committee will be responsible for examining and appraising the implementation of this Agreement and each party's fulfillment of its duties and obligations, and provide a written report of its findings and recommendations at least once per year.

4.2 The parties acknowledge that the Committee is an advisory body only and its recommendations are not binding on the parties.

4.3 Each party will appoint representatives to the Committee, for a total of seven members on the Committee (three from UBC and four from GDUT). GDUT will chair the Committee. At least four members must attend each meeting, with two representatives from each party. If the minimum number of meeting participants is not present within 30 minutes of the scheduled meeting start time, the meeting will be rescheduled.

4.4 The Committee's meetings will be held face to face, by telephone or by video conference. Each party is responsible for all costs associated with its representatives attending the meetings, such as travel costs, long distance charges, video conference charges and other similar expenses.

4.5 Each party will advise the Committee of any changes in its tuition or other student fees applicable to the students enrolled in the Program.

5. DEGREE AWARDING

5.1 Upon successful completion of the first four years of study and meeting all undergraduate graduation requirements of GDUT, GDUT will award Participating Students a Bachelor of Engineering in Landscape Architecture, and will provide degree certificates to the graduates.

5.2 Upon successful completion of all of UBC's requirements for completion of the Master's Degree, and in accordance with all other UBC regulations and policies applicable to students in the Program, UBC will award Participating Students the corresponding Master's degree from UBC, and will provide graduate degree certificates to the students.

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

6.1 GDUT will collect and retain for its own benefit the fees from Participating Students enrolled in Years 1-4 of the Program in accordance with the standards of the GDUT International College.

6.2 UBC will collect and retain for its own benefit the fees from Participating Students enrolled in Year 4 visiting study and Year 5 of the Program. Tuition shall be in accordance with UBC's international student fee standards.

6.3 The intellectual property of each party remains the intellectual property of that party and each party will not have any right to use the other parties' intellectual property on or after the termination or expiration of this Agreement.

6.4 No party will use the trade-marks or name of the other party in any promotional material without prior written consent.

7. TERM AND TERMINATION AND RENEWAL

7.1 Notwithstanding its signature, it is a condition precedent of this Agreement that this Agreement is approved by the academic bodies and government, if required, of each party and this Agreement only comes into force upon receipt of those approvals.

7.2 The term of this Agreement is 5 years (the intention of the parties is that one cohort of students will be recruited into the Program in each year of this Agreement, for a total of 5 cohorts), commencing on the date when all necessary approvals from the academic bodies and governments of each party have been received. The parties will cause the Committee to review its terms and operation of this Agreement each year and provide a report before [date]_____ each year.

7.3 This Agreement may be amended or extended only by written agreement signed by the parties (or their authorized representatives).

7.4 Upon termination of this Agreement, the assets owned by each party before the implementation of the Program shall be returned to its original owner. Assets shared by the parties, if any, will be allocated in accordance with the ratios that each party provided capital to the Program.

7.5 Either party may terminate this Agreement by providing 12 months' written notice to the other, in which case the Agreement expires at the end of the academic year.

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

7.6.1 defaults in performing, observing or fulfilling any provisions of this Agreement and if such default is capable of remedy, where the default has not been remedied within 30 days of receiving written notice of that default from the non-defaulting party;

7.6.2 has appointed a liquidator, provisional liquidator, administrator or similar officer, or a like appointment is made in relation to the assets of either party, or an application is made to a competent court for an order, or an order is made, or a meeting is convened, or a resolution is passed for the purpose of appointing a liquidator, provisional liquidator, administrator or similar officer;

7.6.3 fails to duly and punctually comply with the proper laws binding on it for the purposes of the rights and obligations specified in this Agreement; or

7.6.4 ceases or threatens to cease to carry on the business customarily carried on by it.

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

7.8 Termination of this Agreement for any reason does not affect the position of a Participating Student immediately prior to the effective date of termination and each such student has the opportunity to complete the studies for which the student was enrolled immediately prior to the date of termination at the party in which that student was enrolled.

7.9 This Agreement will be reviewed if visa requirements prevent Participating Students from coming from China to Canada.

8. GENERAL

8.1 This Agreement is not assignable without the prior written consent of the other party.

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

8.3 This Agreement is binding on and enures to the benefit of the parties hereto and to their respective successors and permitted assigns.

8.4 The parties agree that the English version of this Agreement is the official version and is consistent with the content of the Chinese version. If any disputes arise under this Agreement, the parties shall first attempt to resolve the dispute by consultation between the parties on a friendly basis. If no resolution can be reached using this method, then disputes arising in China

will be resolved using Chinese law, and disputes arising in Canada will be resolved using Canadian law.

8.5 No amendment of this Agreement is valid unless it is in writing and signed by the parties.

8.6 UBC does not in any way or for any purpose become a partner, a joint venturer or a member of joint enterprise with GDUT. No provision of this Agreement is intended to create a relationship between the parties other than that of independent contractors.

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

8.8 If to GDUT:

Dr. xxx
No.100 Waihuan Xi Road, Guangzhou Higher Education Mega Center,
Panyu District, Guangzhou, Guangdong Province, China
Attention: Director of International Office
Email:
Fax:

8.9 If to UBC:

Dr. Guangyu Wang
The University of British Columbia
Faculty of Forestry

2614-2424 Main Mall

Vancouver, BC V6T 1Z4
Attention: Associate Dean, Asian Strategies
Email: guangyu.wang@ubc.ca
Fax: +1-604-822-8645

8.10 Notices given by personal delivery will be deemed to have been received on the date of the delivery. Notices given by overnight courier, email or facsimile transmission will be deemed to have been received on the day following the date of delivery. Notices delivered by mail will be deemed to have been received on the fourteenth day following the date of mailing.

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

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

GUANGDONG UNIVERSITY OF TECHNOLOGY
Per: _____
Authorized Signatory

Date: _____

Per: _____
Authorized Signatory
Date: _____

THE UNIVERSITY OF BRITISH COLUMBIA

Per: _____
Authorized Signatory
Date: _____

Per: _____
Authorized Signatory
Date: _____

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13 May 2026

To: Vancouver Senate

From: Senate Admission Committee

Re: Annual Report on Appeals and Matters of Delegated Authority (2025-2026) (information)

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1. Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University.* For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2026 Winter Session, grades presented for admission were adjusted upwards by 4%.

2. Editorial Changes to Admission Requirements

Senate has delegated to the Senate Admissions Committee to approve editorial changes admission requirements outlined in the UBC Vancouver Academic Calendar. From 1 May 2025 until 30 April 2026, the Committee approved 21 editorial changes/updates to the Calendar under delegated authority (as compared to 26 proposals approved in the 2024-2025 reporting period).

3. Appeals on Applications for Admission, Re-admission and Transfer to Programs

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2025 and 30 April 2026, the Admissions Committee reviewed 134 appeals, of which 4 were allowed (as compared to 123 appeals considered during the 2024-2025 reporting period, of which 6 were allowed).

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As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. It should be noted that the vast majority of admission appeals are without merit and are denied as they fail to meet the standard(s) to overturn an admission decision.

As per recommendations outlined in the April 2024 external review of the Vancouver Senate, the Committee is in the process of reviewing structures and processes related to admission appeals.

4. Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning,* the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

These agreements allow for reciprocal tuition-waived study for outbound UBC students and incoming students from the partner institution. Standard exchange eligibility requirements for UBC students are outlined here. Requirements for inbound students are available here.

From 1 May 2025 until 30 April 2026, the Committee has approved the following mobility agreements:

Renewal of Exchange Partnerships:

- Chinese University of Hong Kong (Hong Kong)
- Doshisha University (Japan)
- Durham University (United Kingdom)
- Hebrew University of Jerusalem (Israel)
- HEC Montréal (Canada)
- KEDGE Business School (France)
- Korea University (South Korea)
- Ritsumeikan University (Japan)
- Sciences Po Grenoble (France)
- Stockholm University (Sweden)
- Thammasat University (Thailand)
- Tsinghua University (China)
- University of California, Berkeley (United States of America)

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- University of Konstanz (Germany)
- University of Osaka (Japan)
- Vrije Universiteit Amsterdam (Netherlands)
- Wageningen University Research (Netherlands)
- EDHEC Business School (France)
- Aoyama Gakuin University (Japan)
- Ashoka University (India)
- ESADE Business School (Spain)
- France Agro3 (France)
- Hainan University (China)
- IE University (Spain)
- International Christian University (Japan)
- Loughborough University (United Kingdom)
- Lund University (Sweden)
- Monash University (Australia)
- Nanyang Technological University (Singapore)
- Pontifical Catholic University of Chile (Chile)
- Queen Mary University (United Kingdom)
- Universidad Austral (Argentina)
- Universidad de Piura (Peru)
- Universidad de Salamanca (Spain)
- Université Lumière Lyon II (France)
- University of East Anglia (United Kingdom)
- University of Geneva (Switzerland)
- University of Gothenburg (Sweden)
- University of Hawai'i at Mānoa (United States of America)
- University of Helsinki (Finland)
- University of Mannheim (Germany)
- University of Melbourne (Australia)

Expansion of Exchange Partnerships:

- San Diego State University (United States of America)

New Exchange Partnerships:

- Fundação Getulio Vargas (Brazil)
- Seattle University (United States of America)
- Strathmore University (Kenya)
- University of Ghana
- University of Sopron (Hungary)
- Villanova University (United States of America)
- Adelaide University (Australia)
- Bucerius Law School (Germany)

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- Charles University (Czech Republic)
- National Chengchi University (Taiwan)
- Northeast Forestry University (China)
- Nova School of Business (Portugal)
- University of Zurich (Switzerland)

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

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May 13, 2026

To: Vancouver Senate

From: Vancouver Senate Agenda Committee

Re: Amendments to the *Rules and Procedures of the Vancouver Senate*

The Senate Nominating Committee has concluded its triennial review of Senate and its committees and originally proposed changes to the *Rules and Procedures of the Vancouver Senate* pursuant to those recommendations. Firstly, the name of the Budget and Academic Buildings Committee needs to be updated in the formal rules. Secondly, the Research and Scholarship Committee is to be added to the formal rules. In relation to these two items, the list of committees is to be reordered alphabetically and the numbering adjusted accordingly. Thirdly, the Awards Committee has requested that it be granted powers similar to the Senate Curriculum Committee to allow a sub-committee to approve "category 2" proposals for existing awards. The Agenda Committee has subsequently met, reviewed these proposals, and now recommends that the Vancouver Senate approve the following amendments:

That the Rules and Procedures of the Vancouver Senate *be amended as follows*:

27. The standing committees of Senate are as follows:

~~a. Academic Building Needs~~

~~b.~~a. Academic Policy

~~c.~~b. Admissions

~~d.~~c. Agenda

d. Appeals on Academic Standing

e. Awards

~~e.~~f. Budget and Academic Buildings

~~f.~~g. Curriculum

h. Library

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~~g.~~i. Nominating

~~h.~~j. Research and Scholarship

~~i.~~k. Student Appeals on Academic Discipline

~~j. Awards~~

~~k.~~l. Teaching and Learning

~~l.~~m. Tributes

~~m.~~n. Council of Senates Vancouver Representative Committee One

~~n.~~o. Council of Senates Vancouver Representative Committee Two

~~o.~~p. Council of Senates Vancouver Representative Committee Three

~~p.~~q. Council of Senates Vancouver Representative Committee Four

~~q.~~r. Council of Senates Vancouver Representative Committee Five

48. A standing committee may not delegate any of its powers or responsibilities to a sub- committee without permission to do so being granted by Senate. The following standing committee has permission to do so:

a. Curriculum Committee (to allow a sub-committee or sub-committees to approve curriculum proposals on behalf of the committee if such proposals would normally only require the approval of the Curriculum Committee before implementation).

~~a.~~b. Awards Committee (to allow a sub-committee to approve awards proposals on behalf of the committee if such proposals would normally only require the approval of the Awards Committee before implementation).

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13 May 2026

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 44 awards, including 13 new endowed awards, 23 new annual awards, and 8 existing awards with changes in terms or funding source.

The following is recommended to Senate:

> **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. Lawrence Burr
Chair, Senate Awards Committee

May 13 2026

To: Vancouver Senate

From: Vancouver Senate Awards Committee

Re: Awards recommended for approval by the Senate

NEW AWARDS – ENDOWED

Kenneth Bieber Memorial Award in Chemistry
Awards totalling $1,950 have been made available through an endowment established by Madhu Bieber, in memory of her husband Kenneth "Ken" Bieber (1950–2023), for graduate students studying chemistry who are engaged in summer research and do not hold other major awards (e.g. NSERC). Preference will be given to international students. Following his high school years as a cross-country runner, Ken earned a degree in Chemistry from the University of Waterloo, as well as degrees in Chemistry and Mathematics from UBC. He went on to build a long career as a chemist, working as a designer and head chemist for a variety of organizations across Canada and the United States. The awards are made on the recommendation of Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Jan Erik Christoffersen Scholarship in Geology
Scholarships totalling $1,750 have been made available through an endowment established by family, friends and colleagues, in memory of Jan Erik Christoffersen (1944–2025), for outstanding students enrolled in the Bachelor of Science in Geological Sciences or the Bachelor of Applied Sciences in Geological Engineering program. Preference will be given to students focusing on mining. Jan's (B.Sc., P.Eng, M.B.A. 1989) extensive career in exploration geology spanned more than 50 years and took him to 72 countries. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available for 2026/2027 winter session).

Chaudhary Hans Raj Dayal Centennial Scholars Award
Renewable entrance awards totalling $10,000 have been made available through an endowment established by Bhupinder (B.A.Sc. 1990) and Ravinder Dayal (B.Com. 1991, B.Ed. 1993), in memory of Chaudhary Hans Raj Dayal (1905–1986), for outstanding domestic students entering undergraduate programs directly from secondary school or transferring from another post-secondary institution. Preference will be given to students entering the Bachelor of Commerce program or engineering students entering the Bachelor of Applied Science program. 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). Ordinarily, each award will be valued at no less than $10,000. Through the establishment of this award, Bhupinder is proud to honour Hans Raj, his paternal grandfather and a central figure in his life, upholding his legacy of empowering others in achieving their full potential through education. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Durgi Dayal Centennial Scholars Award
Renewable entrance awards totalling $5,000 have been made available through an endowment established by Bhupinder (B.A.Sc. 1990) and Ravinder Dayal (B.Com. 1991, B.Ed. 1993), in memory of Durgi Dayal (1926–1976), for outstanding domestic students entering undergraduate programs directly from secondary school or transferring from another post-secondary institution. Preference will be given to engineering students entering the Bachelor of Applied Science program. 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). Ordinarily, each award will be valued at no less than $5,000. Bhupinder is proud to honour Durgi Dayal, his mother, who was born in a remote village in Punjab, India, in the 1920s. Although she never attended school due to limited access, Durgi inspired her children to pursue higher education. This award therefore honours her commitment to selfless service and helping others to succeed. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Amarjeet Kaur Sandhu Centennial Scholars Award
Renewable entrance awards totalling $5,000 have been made available through an endowment established by Ravinder (B.Com. 1991, B.Ed. 1993) and Bhupinder Dayal (B.A.Sc. 1990), in honour of Amarjeet Kaur Sandhu, for outstanding domestic students entering undergraduate programs directly from secondary school or transferring from another post-secondary institution. Preference will be given to students entering the Bachelor Commerce program. 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). Ordinarily, each award will be valued

at no less than $5,000. Ravinder is proud to honour her mother by establishing this award. In the early 1970s, Amarjeet Kaur Sandhu immigrated to Canada, making a commitment to build a better future for her young family. She believed in the power of education to create transformative opportunities for generations to come and believed that education was the one asset that could never be taken away, no matter the circumstance. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Faculty Women's Club Graduate Award in Community and Regional Planning
A $2,000 award has been made available through an endowment established by the Faculty Women's Club for an outstanding woman enrolled in a Master's or Ph.D. program in the School of Community and Regional Planning. Preference will be given to domestic students who demonstrate leadership and a commitment to sustainability and community engagement. The award is made on the recommendation of the School of Community and Regional Planning, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Robert and Maureen Hole Thunderbird Award
Awards totalling $8,750, 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 Robert and Maureen Hole for varsity athletes who are enrolled in the Bachelor of Commerce program. Preference will be given to members of the UBC Thunderbirds Men's Baseball team. Robert (B.Com. 1975) and Maureen (B.A. 1974, M.B.A. 1976) are dedicated members of the UBC community and are proud to support the athletic endeavors of commerce students. The awards are made on the recommendation of the Athletics Awards Committee, in consultation with the UBC Sauder School of Business. (First award available for the 2026/2027 winter session).

Matthew Jackson Memorial Entrance Award in Physical Therapy
Entrance awards totalling $1,750 have been made available through an endowment established by friends, family and colleagues, in memory of Matthew Jackson (1965–2023), for outstanding students entering of the Master of Physical Therapy program. Preference will be given to students in the Victoria cohort who demonstrate involvement in athletic clubs or activities. After emigrating from England with his family in 1968, Matthew (B.Sc. Kines., B.Sc. P.T. 1992) settled in Victoria, BC, where he spent his formative years. He completed numerous courses in orthopedics and manual therapy and worked at Cook and Pandora Physiotherapy before joining RebalanceMD when it opened in 2013. Matthew was a keen swimmer, cyclist, climber, hiker and surfer, and the family hope that the recipients of this award will share his love for the outdoors. The awards are made on the recommendation of the Department of Physical Therapy, in

consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Peter Mansbridge Travel Award in Journalism
Awards totalling $3,500 have been made available through an endowment established by Peter Mansbridge for outstanding students in the Master of Journalism program who are participating in an internship outside of BC. Mr. Mansbridge is a widely respected journalist who enjoyed a nearly 50-year career with CBC News, including more than three decades as Chief Correspondent and is an Officer of the Order of Canada. This award reflects Mr. Mansbridge's commitment to encouraging excellence in journalism by supporting students pursuing valuable professional opportunities outside the province and helping offset associated travel costs. The awards are made on the recommendation of the School of Journalism, Writing and Media, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Alfred and Constance Parminter Award in Indigenous Education
Awards totalling $1,750 have been made available through an endowment established by John Parminter (B.S.F. 1975, M.F. 1979), in memory of Alfred Vye Parminter (1916–1990) and Constance Parminter (1915–2011), for First Nations, Inuit, or Métis students of Canada in the Indigenous Teacher Education Program (NITEP) who demonstrate community service, volunteerism and/or leadership skills. Preference will be given to students pursuing a science teaching focus. Alfred (B.A. 1943, M.A. 1964) was a member of UBC's Faculty of Education's teaching staff from 1962 until his retirement in 1982. He received his Ph.D. from Stanford University in 1971; his thesis focused on education in Indigenous communities. While at UBC, he served on multiple committees addressing the challenges faced by Indigenous students in attaining their degrees. Constance (B.A. 1935, M.A. 1943) taught for 24 years, from kindergarten through university, taking a strong interest in her students' academic progress. John established this award to honour his parents' lifelong commitment to learning and their belief in the importance of post-secondary education. The awards are made on the recommendation of the Faculty of Education's Indigenous Teacher Education Program. (First award available for the 2026/2027 winter session).

Helen Ying Ping Shu Scholarship in Arts
A $3,000 scholarship has been made available through an endowment established by the estate of Helen Ying Ping Shu (1948–2024) for an outstanding student enrolled in a program in the Faculty of Arts. The award is made on the recommendation of the Faculty of Arts and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Helen Ying Ping Shu Scholarship in Medicine
A $3,000 scholarship has been made available through an endowment established by the estate of Helen Ying Ping Shu (1948–2024) for an outstanding M.D. student. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2026/2027 winter session).

Rajen S. Sidhu Memorial Award in Materials Engineering
Awards totalling $1,750 have been made available through an endowment established by Martha Dudek (B.A.Sc. 2004, Ph.D.), in memory of Rajen S. Sidhu (1979–2025), for Bachelor of Applied Science students specializing in Materials Engineering who have good academic standing. Preference will be given to students who have demonstrated outstanding collegiality—demonstrating integrity, respect for others, and a commitment to fostering a supportive and collaborative engineering community. Rajen (B.A.Sc. 2003, Ph.D.) was a senior principal engineer who spent his career advancing semiconductor materials science at companies such as Intel Corporation and Advanced Micro Devices (AMD). His career was marked not only by technical excellence, but also by his generosity, humility, and collaborative spirit. Rajen was known for his calm presence, warm smile, and genuine willingness to help others, qualities that made him a trusted colleague, a friend and an inspiration to many. The awards are made on the recommendation of the Department of Materials Engineering. (First award available for the 2026/2027 winter session).

NEW AWARDS – ANNUAL

ANYLOAD Scholarship for Women in Engineering
A $2,500 scholarship has been made available annually through a gift from ANYLOAD Weigh & Measure Inc. for a woman in the Bachelor of Applied Science program studying engineering. Headquartered in Burnaby, BC, ANYLOAD Weigh & Measure Inc. is an integrated design and manufacturing company specializing in the development of load cells, scales, and weighing and force measurement solutions. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2026/2027 winter session).

Association of Women in Finance Award in Commerce
A $5,000 award has been made available annually through a gift from the Association of Women in Finance for an outstanding woman entering the Bachelor of Commerce program. Preference will be given to a student who demonstrates an interest in finance, community involvement and/or barriers to entering post-secondary education. Led by a group of professionals, the Association of Women in Finance is a non-profit organization devoted to supporting the advancement of women in finance. The award is made on the recommendation of the UBC Sauder School of Business. (First award available for the 2026/2027 winter session).

Concert Properties Award in Commerce for Indigenous Students
Two awards of $5,000 each have been made available annually through a gift from Concert Properties for First Nations, Inuit, or Métis students of Canada who are enrolled in the Bachelor of Commerce program. Financial need may be considered. Preference will be given to students who demonstrate involvement in their community. Concert Properties is a real estate company that aims to improve the lives of the people who live and work in their communities by building resilient, inclusive and sustainable communities across Canada. Concert is proud to establish this award to support the next generation of Indigenous students in commerce. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2026/2027 winter session).

Fiona Dalton Oxford Scholars Award
A $100,000 award has been made available annually through a gift from the Blenheim Foundation and augmented by donors, in honor of Fiona Dalton, for an outstanding domestic undergraduate student participating in a student study abroad program at St. Edmund Hall at the University of Oxford. Recipients must demonstrate academic excellence, intellectual promise and/or leadership abilities. Students on both the Vancouver and Okanagan campuses are eligible. The full cost of tuition and fees will be transferred to Oxford on behalf of the student. After graduating from Queen's College, Oxford University, Fiona (B.A., M.A., D.Sc.) had a distinguished career in the UK's National Health Service, before coming to Canada to lead BC's Providence Health Care. She is widely recognized for her forward-thinking, collaborative approach and her commitment to building strong, innovative organizations that leave a lasting legacy and improve the health and lives of patients, families, and caregivers across BC, Canada, and beyond. This award celebrates Fiona's dedication to leadership, international community and intellectual promise. The award is made on the recommendation of Go Global, in consultation with Enrolment Services. (First award available for the 2027/2028 winter session).

Fasken Prize in Indigenous Law
Prizes totalling $3,000 have been made available annually through a gift from Fasken for J.D. students who have demonstrated academic excellence in the Indigenous Peoples and the Law course. Ordinarily, one prize of $750 will be awarded in each section of the course. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2026/2027 winter session).

Holland Family Centennial Scholars Award in Commerce
Renewable entrance awards totalling $20,000 have been made available annually through a gift from the Holland family for outstanding domestic students entering the Bachelor of Commerce 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). Ordinarily, each award will be valued at $5,000. The Holland family are proud to support the next generation of business people, ensuring individuals from all backgrounds have the means to succeed as they enter higher education. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2026/2027 winter session).

Honos Foundation Graduate Travel Award in Asian Studies
Awards totalling $5,000 have been made available annually through a gift from Honos Foundation, a donor-advised fund held at the Vancouver Foundation, for graduate students in the Department of Asian Studies who are conducting field research and/or travel for the presentation of papers at conferences relevant to the area of study. Established to foster academic inquiry and scholarly exchange in Asian studies, this award aligns with Honos Foundation's support of initiatives that promote scholarship and research with the objective of improving human capital. The awards are made on the recommendation of the Department of Asian Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available 2026/2027 winter session).

Dr. Rosalyn Ing and Dr. Greg Younging Memorial Award in Education
Awards totalling $2,000 have been made available annually through a gift from Dr. Alannah Young, in memory of her aunt, Dr. Rosalyn Ing (1938–2020) and her cousin, Dr. Greg Younging (1961–2019) for First Nations, Inuit, or Métis students of Canada, in the Bachelor of Education or the Indigenous Teacher Education Program (NITEP) program who demonstrate excellence in leadership and community engagement through a commitment to advancing Indigenous knowledge, self-determination and reconciliation through education. Dr. Ing (B.S.W. 1988, M.Ed. 1990, Ph.D. 2001) was a scholar and educator in UBC's Ts'kel Educational Studies program who supported Indigenous teachers and students in advancing Indigenous knowledge traditions. Dr. Younging (B.A., M.A., M.Pub., Ph.D. 2006) was a publisher and writer who advanced Indigenous editorial practices and Indigenous knowledge protocols across nations and was posthumously awarded the Association of Canadian Publishers' President's Award in 2019. Their work shaped national conversations on education, authorship, and Indigenous intellectual revitalization. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2026/2027 winter session).

Integral Ecology Group Scholarship in Forestry
A $2,500 scholarship has been made available annually through a gift from Integral Ecology Group for a graduate student in the Faculty of Forestry & Environmental Stewardship whose studies or research focus on sustainable ecosystem management, stewardship, and/or restoration

that supports diverse land users through disciplines such as: social science, ecology, and soil science. Research may also involve modelling, remote sensing, or other appropriate methods. Preference will be given to students who demonstrate engagement with Indigenous partners in Canada and/or a commitment to ethical, respectful, and inclusive approaches. Integral Ecology Group is a small employee-owned consulting company that provides expertise in practical applications of ecological and cultural research. The award is made on the recommendation of the Faculty of Forestry & Environmental Stewardship, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

International Mother Language Day Award in Linguistics
Awards totalling $2,000 have been made available annually through a gift from Mother Language Lovers of the World Society for graduate students in the Department of Linguistics who have demonstrated an interest in mother languages and community involvement. The awards are made on the recommendation of the Department of Linguistics in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Julie C. Jackson Memorial Award in Political Science
Awards totalling $2,000 have been made available annually through a gift from friends, family and the wider community, in memory of Julie C. Jackson, for undergraduate First Nations, Inuit or Métis students of Canada majoring in Political Science. Raised in Chilliwack, BC, Julie completed her undergraduate and graduate studies at UBC, including a scholarship that took her to Australia. Her career was dedicated to advancing the rights of Indigenous Peoples and reconciliation, and she was deeply engaged in politics and social justice. Julie lived and worked in various locations, including Victoria, Inuvik, Edmonton, Yellowknife, and Vancouver, while pursuing her professional and personal interests. This award recognizes Julie’s contributions to political science and her commitment in advancing Indigenous rights and reconciliation. The awards are made on the recommendation of the Department of Political Science. (First award available for the 2026/2027 winter session).

C.J. and David James Thunderbird Leadership Award
Two awards of $2,500 each have been made available annually through a gift from Chin Jan “C.J.” and David James for women varsity athletes, in any year of study, who are pursuing a degree in any area of health sciences and demonstrate leadership. Preference will be given to outstanding students. C.J. (B.Com. 1994) had a distinguished career at KPMG Canada serving as a Partner and held various industry leadership roles at the firm. She holds both the FCPA and FCA designations from the Chartered Professional Accountants of British Columbia. C.J. and David are passionate about supporting student-athletes and hope this award will help ease the burden of tuition and living expenses, enabling recipients to balance rigorous training with their

academic pursuits. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2026/2027 winter session).

Carol Kennedy Memorial Award in Physical Therapy
A $5,000 award has been made available annually through gifts from friends, family and colleagues, in memory of Carol Kennedy (1957–2023), for an outstanding second-year student enrolled in the Master of Physical Therapy program. Financial need may be considered. Preference will be given to students who demonstrate involvement with clubs and activities on campus, skills in manual therapy and/or high marks in private practice placements. Loving mother, wife, and friend, Carol (B.Sc., M.C.Sc. (P.T.)) was a nationally and internationally respected physiotherapist and among the first to attain the title of Clinical Specialist from the Canadian Physiotherapy Association. She contributed extensively to teaching, professional examinations, writing and clinical research in musculoskeletal physiotherapy, and was a sought-after speaker and mentor, including at international gatherings such as the 2010 Winter Olympic Games. Carol was a clinical associate professor at UBC from 1996 to 2023 and the lead instructor and developer of UBC's Graduate Certificate in Orthopaedic Musculoskeletal Physical Therapy. In 2022, Carol received the Enid Graham Memorial Lecture Award, the highest honour of the Canadian Physiotherapy Association. The award is made on the recommendation of the Department of Physical Therapy, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Rehan Ahmad Khan Memorial Bursary
Bursaries totalling $2,000 have been made available through a gift from Maliha Rehan (B.A. 2022) and Abdullah Rehan, in memory of their father Rehan Ahmad Khan (1966–2024), for undergraduate students enrolled in any program. Rehan completed his Bachelor of Commerce and qualified as a Chartered Accountant in Pakistan before immigrating to Canada, where he earned his CPA designation. One of his core values was the belief that education stays with a person for life and serves as the foundation for opportunity, independence, and dignity. This bursary has been established in honour of his legacy, with the hope of helping to reduce barriers to education and support academic pursuits. The bursaries are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

Barbara MacDonald-Leroy Award in Early Childhood Education
Awards totalling $2,000 have been made available annually through a gift from Barbara MacDonald-Leroy (M.A. 2001) for graduate students studying early childhood education. Preference will be given to students whose gender identities are underrepresented in the field. Financial need may be considered. As one of twelve siblings, Barbara experienced firsthand the importance of financial assistance during her studies in the 1960s. Her teaching career in special education spanned Saskatchewan, Alberta, and British Columbia. She established this award to encourage greater gender diversity in early childhood education. The awards are made on the

recommendation of the Faculty of Education, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Ethel L. Mulligan Graduate Scholarship in Creative Writing
Scholarships totalling $10,000 have been made available annually through a grant from the Gordon F. Mulligan Foundation held at Aqueduct Foundation for outstanding Master of Fine Arts students in the School of Creative Writing. The awards are made on the recommendation of the School of Creative Writing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Adrian F. Mulligan Graduate Scholarship in Mathematics
Scholarships totalling $10,000 have been made available annually through a grant from the Gordon F. Mulligan Foundation held at Aqueduct Foundation for outstanding graduate students studying mathematics in the Faculty of Science. The awards are made on the recommendation of the Department of Mathematics, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Oakwyn Realty WOO Award for Women in Commerce
Awards totalling $10,000 have been made available annually through a gift from Oakwyn Realty for women in the Bachelor of Commerce program who demonstrate an interest in real estate and leadership through community service, volunteerism and/or extra-curricular activities. Ordinarily, each award will be valued at $1,000. This award marks 10 years of Oakwyn Realty's Women of Oakwyn (WOO) program, which celebrates the impact that women have made throughout the organization. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2026/2027 winter session).

Pomerleau Award for Women in Civil Engineering
Awards totalling $9,000 have been made available annually through a gift from Pomerleau for outstanding women in the second year of the Bachelor of Applied Science program studying civil engineering who demonstrate leadership through community service, volunteerism or extra-curricular activities. Financial need may be considered. Ordinarily, each award will be valued at $3,000. Pomerleau is a construction company that specializes in the building, infrastructure, and civil engineering sectors, and is proud to support the next generation of women engineers. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2026/2027 winter session).

Dr. Bob Pritchard and Dr. Keith Hamel Award in Music Technology and New Media
Awards totalling $2,000 have been made available annually, in honour of Dr. Pritchard and Dr. Hamel, for outstanding students taking courses in the School of Music whose research or studies relate to music technology and new media. Professor emeritus Dr. Pritchard (B.Mus. 1978,

M.Mus., D.M.A. 1992) taught music technology in acoustic, electroacoustic and interactive media as well as with film/video, dance and installation art at UBC. He was a research associate with the UBC Institute for Computing, Information and Cognitive Systems (ISICS), a member of the Peter Wall Institute for Advanced Studies and former Director of the UBC digital performance ensemble Sonic UBC Laptop Sounds and Sensors. Dr. Hamel (B.Mus., A.M, Ph.D.) was a Professor of Composition and Music Technology in the UBC School of Music from 1987 to 2025. The awards are made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Dr. K. Stockton Award for Excellence in Healthcare Advocacy
Awards totalling $2,000 have been made available annually for M.D. students and residents who demonstrate outstanding advocacy on behalf of patients, populations, and/or communities. Recipients can only receive the award once and must have made contributions to improving health outcomes through patient-centred advocacy, policy development and/or collaboration with communities and organizations. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2026/2027 winter session).

Dennis and Phyllis Washington Foundation Award for Indigenous Students
Awards totalling $50,000 have been made available annually through a gift from the Dennis and Phyllis Washington Foundation for First Nations, Inuit, or Métis students of Canada who are enrolled in the Bachelor of Commerce program. Recipients must demonstrate financial need, evidence of co-curricular and community activities. Preference will be given to students who graduated from a high school in Metro Vancouver or the Greater Victoria area. Ordinarily, each award will be valued at $5,000. The Dennis and Phyllis Washington Foundation aims to improve the quality of people's lives by providing them with the tools they need to succeed. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2026/2027 winter session).

Lee Wright Thunderbird Award in Men's Field Hockey
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 annually through a gift from the Wright Family, in memory of Lee Wright (1944–2025), for members of the UBC Men's Field Hockey team, in any year of study, who demonstrate leadership, athletic excellence and commitment to their sport. Lee (B.P.E. 1966) was first inducted into the UBC Sports Hall of Fame in 2019 as an individual and again in 2021 as part of the 1965/66 Men's Field Hockey team. He played a pivotal role in revitalizing field hockey at UBC by spearheading the creation of Wright Field, helping build the men's program, leading alumni fundraising initiatives and creating international tournament opportunities for young players. A member of UBC's "First Family" of Olympic sport, Lee represented Canada at the 1964 and 1976 Olympic Games,

leaving a lasting legacy as a player, coach, mentor and benefactor of UBC and Canadian field hockey. The awards are made on the recommendation of the Athletic Awards Committee. (First award available for the 2026/2027 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

3282 - BJ Twaites Prize

Rationale for Proposed Changes
Pathology 408 is no longer being offered so mention of this specific course has been removed. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Description
A $700 prize has been established to honour Mr. B. J. (Bev) Twaites, who retired as Manager of the Department of Pathology in 1991 after serving the University for 35 years. The prize is awarded by the Faculty of Medicine to the student in the graduating class for the B.M.L.Sc. degree who obtains the highest standing in Research and Career Skills (Pathology 408).

Proposed Description
A $700 prize has been made available through an endowment established by the Department of Pathology and Laboratory Medicine, ~~to~~ in honour of ~~Mr~~ B. J. ~~(~~"Bev"~~)~~ Twaites~~, who retired as Manager of the Department of Pathology in 1991 after serving the University for 35 years. The prize is awarded by the Faculty of Medicine to the~~ for a student in the graduating class for the B.M.L.Sc. degree who obtains the highest standing in courses covering Research and Career Skills ~~(Pathology 408)~~. Mr. Twaites retired as Manager of the Department of Pathology in 1991 after serving the University for 35 years. The prize is made on the recommendation of the Bachelor of Medical Laboratory Science Final Marks Committee.

3289 - Donald M McLean Prize in Medical Microbiology

Rationale for Proposed Changes
Pathology 327 is no longer being offered so mention of this specific course has been removed. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Description
A $700 prize has been endowed in honour of Dr. Donald M. McLean who retired from UBC in 1991. The prize is awarded to a graduating student in the Bachelor of Medical Laboratory Science Program with a scholarship average and with the highest standing in PATH 327 (Medical Microbiology). The prize is made on the recommendation of the Department of Pathology and Laboratory Medicine.

Proposed Award Description
A $700 prize has been ~~endowed~~ made available through an endowment established by the Department of Pathology and Laboratory Medicine, in honour of Dr. Donald M. McLean, ~~who retired from UBC in 1991. The prize is awarded to~~ for a graduating student in the Bachelor of Medical Laboratory Science Program with a scholarship average and with the highest standing in courses covering Medical Microbiology topics ~~PATH 327 (Medical Microbiology)~~. Dr. McLean retired from UBC in 1991. The prize is made on the recommendation of the Department of Pathology and Laboratory Medicine.

5675 - William J Godolphin Prize

Rationale for Proposed Changes
Mentions of specific courses have been removed from the award description and the adjudication sentence has been changed to reflect that the Department of Pathology and Laboratory Medicine submits recommendations for the prize. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Description
A prize of $300 is awarded to the graduating student in the BMLSc program who has demonstrated excellence in critical thinking. The award is made on the recommendation of the coordinators of BMLSc courses that emphasize critical thinking (Path 404, Path 405, Path 406 and Path 407). Recommendation is made by the Faculty of Medicine.

Proposed Award Description
A prize of $300 ~~is awarded to the~~ has been made available through an endowment established by the Department of Pathology and Laboratory Medicine for a graduating student in the BMLSc

program who has demonstrated excellence in critical thinking. ~~The award is made on the recommendation of the coordinators of BMLSc courses that emphasize critical thinking (Path 404, Path 405, Path 406 and Path 407). Recommendation is made by the Faculty of Medicine.~~ The prize is made on the recommendation of the Department of Pathology and Laboratory Medicine.

1520 - Morrow Scholarship in Commerce

Rationale for Proposed Changes
To reflect that Commerce 292 has been replaced by Commerce 192. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Description
In honour of Professor Ellis Henry Morrow, from 1938 to 1950, Head of the Department of Commerce, and in recognition of his service to the University and the community, a fund has been endowed by the generosity of Walter and Leon Koerner. A scholarship of $550 is given to the outstanding student enrolled in Commerce 292.

Proposed Award Description
~~In honour of Professor Ellis Henry Morrow, from 1938 to 1950, Head of the Department of Commerce, and in recognition of his service to the University and the community, a fund has been endowed by the generosity of~~ A $550 scholarship has been made available through an endowment established by Walter and Leon Koerner~~. A scholarship of $550 is given to the outstanding student enrolled in Commerce 292.~~, in honour of Professor Ellis Henry Morrow, for an outstanding student enrolled in an introductory course covering management and organizational behaviour. The award is made on the recommendation of the UBC Sauder School of Business.

5618 - Eugenie Phyllis and Philip Edward Reid Memorial Prize in Morphological Sciences

Rationale for Proposed Changes
Mentions of specific courses have been removed from the award description. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Description
A $1,750 prize has been endowed by Janet Reid in memory of her husband Professor Philip E. Reid, who served tirelessly as Coordinator of the B.M.L.Sc. program from 1980 to 1994, and in memory of his mother, Eugenie Phyllis Reid, who encouraged and supported his life-long love of science. The prize is awarded to the graduating student in the B.M.L.Sc. program with the highest overall academic standing in morphological sciences courses (Pathology 304, Pathology 305, Pathology 404). The award is made by nomination of the Bachelor of Medical Laboratory Science Committee.

Proposed Award Description
A $1,750 prize has been ~~endowed~~ made available through an endowment established by Janet Reid~~,~~ in memory of her husband Professor Philip E. Reid~~, who served tirelessly as Coordinator of the B.M.L.Sc. program from 1980 to 1994,~~ and ~~in memory of~~ his mother Eugenie Phyllis Reid~~, who encouraged and supported his life-long love of science. The prize is awarded to the,~~ for a graduating student in the B.M.L.Sc. program with the highest overall academic standing in morphological sciences courses. Professor Reid served tirelessly as Coordinator of the B.M.L.Sc. program from 1980 to 1994. Eugenie encouraged and supported his life-long love of science. The ~~award~~ prize is made ~~by nomination~~ on the recommendation of the Bachelor of Medical Laboratory Science Final Marks Committee.

3757- Kam Li Ma Scholarship in Pharmaceutical Sciences

Rationale for Proposed Changes:
The donor has requested revisions to the award title, description, and criteria to better reflect their intent, ensure appropriate cultural representation, and improve clarity and adjudication. These updates also support a broader and more accessible candidate pool, including the flexibility to allow for multiple awards.

Current Award Title: Kam Li Ma Scholarship in Pharmaceutical Sciences

Current Award Description
A $9,750 scholarship has been endowed by the Ma family in honour of Mr. Kam Li Ma. It is awarded to a graduate student in the Faculty of Pharmaceutical Sciences who is interested in the study and research of the traditional use of herbal and animal medicines based on the traditions of a particular society . The award is made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~Kam Li Ma~~ Ma Kam Li and Ma Cheng Sau Hing Scholarship in Pharmaceutical Sciences

Proposed Award Description
~~A~~ Scholarships totalling $9,750 scholarship ~~has~~ have been made available through an endowment established ~~endowed~~ by the Ma family in honour of ~~Mr. Kam Li Ma.~~ Ma Kam Li and Ma Cheng Sau Hing ~~It is awarded to a~~ for graduate students in the Faculty of Pharmaceutical Sciences who ~~is~~ are interested in the study and research of ~~the traditional use of~~ herbal ~~and animal~~ medicines ~~based on the traditions of a particular society~~ . Preference will be given to students who focus on traditional uses based on the traditions of a particular society. The awards ~~is~~ are made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

4425 - Rajan Family Award in Computer Science

Rationale for Proposed Changes
The donors would like women to be included in the criteria. Changes have also been made to bring the description into alignment with current practices and remove typos.

Current Description
Awards totalling $2,850 have been made available through an endowment established by the Shiraz Rajan Family, who came to Canada in 1973 from East Africa. Three of the Rajan children, Tazim, Amynmohamed and Salima, attended university in British Columbia in the 1980's and 1990's. In the family tradition, the Rajan Family wished to give back to The University of British Columbia in particular and the Canadian community in general. The awards are made on the recommendation of the Department of Computer Science to outstanding full-time undergraduate students in the Computer Science Program who have demonstrated outstanding community service, with preference to female candidates.

Proposed Description
Awards totalling $2,850 have been made available through an endowment established by the Shiraz Rajan family~~, who came to Canada in 1973 from East Africa. Three of the Rajan children, Tazim, Amynmohamed and Salima, attended university in British Columbia in the 1980's and 1990's. In the family tradition, the Rajan Family wished to give back to The University of British Columbia in particular and the Canadian community in general. The awards are made on the recommendation of the Department of Computer Science to~~ for outstanding full-time undergraduate ~~students~~ women enrolled in a ~~the~~ Computer Science program who have demonstrated outstanding community service~~, with preference to female candidates~~. The Shiraz Rajan family came to Canada in 1973 from East Africa. Three of the children - Tazim,

Amynmohamed and Salima - attended university in British Columbia in the 1980s and 1990s. The family are proud to uphold its tradition of philanthropy by supporting UBC students. The awards are made on the recommendation of the Department of Computer Science.

Annual Awards

4494 - Integral Ecology Group Scholarship in Soil Science

Rationale for Proposed Changes
Alongside an increase to their annual donation, the donor has requested changes to the criteria to better align with their intended areas of study and interests. The preference language has also been updated, and the donor has indicated a preference for the award to be granted to a single student.

Current Award Title: Integral Ecology Group Scholarship in Soil Science

Current Award Description
Scholarships totalling $2,000 have been made available annually through a gift from Integral Ecology Group for outstanding third or fourth year undergraduate students or graduate students in the Faculty of Land and Food Systems studying or researching land rehabilitation through the discipline of soil science. Preference will be given to students who are (1) First Nations, Inuit or Metis or (2) female. Integral Ecology Group is a company based in Duncan, British Columbia that provides expertise in practical applications of ecological and cultural research. The scholarships 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 Graduate and Postdoctoral Studies.

Proposed Award Title: Integral Ecology Group Scholarship in ~~Soil Science~~ Ecological and Cultural Research

Proposed Award Description:
A $2,500 scholarship ~~Scholarships totalling $2,000 have~~ has been made available annually through a gift from Integral Ecology Group for an outstanding ~~third or fourth year undergraduate students or~~ graduate students ~~s~~ in the Faculty of Land and Food Systems studying ecosystem restoration, ecosystem management, ecosystem stewardship, or Indigenous food systems through a social science, ecology, soil science, remote sensing, modelling, or interdisciplinary approach. ~~or researching land rehabilitation through the discipline of soil science.~~ Preference will be given to students whose work bridges ecological science, Indigenous knowledge and/or a commitment to ethical, respectful, and inclusive approaches in ways that strengthen land stewardship, food

systems, and community wellbeing work.~~who are (1) First Nations, Inuit or Metis or (2) female.~~ Integral Ecology Group is a small employee-owned consulting company ~~based in Duncan, British Columbia~~ that provides expertise in practical applications of ecological and cultural research. The ~~scholarships~~ award ~~are~~ is 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 Graduate and Postdoctoral Studies.

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13 May 2026

To: Vancouver Senate

From: Senate Awards Committee

Re: 2025-2026 Annual Report including Matters of Delegated Authority (information)

The Senate Awards Committee (the "Committee") met on seven occasions during the 2025-2026 academic year. During these meetings, the Committee continued to act on goals established in response to the External Review of the Vancouver to improve governance efficiency and increase the Committee's focus on strategic oversight.

Triennial Review and Governance Reflections

In early 2026, the Committee concluded an introspective review of its operations over the last three years. This process included an evaluation of what worked well and where gaps exist in current processes. A primary finding was that high operational volumes associated with individual award approvals often limited the time available for substantive policy and strategic discussion.

To address these matters, the Committee finalized recommendations to the Nominating Committee intended to make the fulfillment of its work under the *University Act* more efficient and effective. By streamlining these administrative functions, the Committee aims to increase its capacity to ensure award governance is more closely aligned with the University's commitments to reconciliation, equity, and inclusion.

Policy Review and Strategic Priorities

The Committee continued its review of Vancouver Senate Policy V-200: *Student Awards* throughout 2025-2026. At the March 24, 2026 meeting, the Committee approved the draft policy to be distributed for broad consultation, with the intention of bringing a revised version to Senate in Fall 2026. These revisions aim to modernize the policy framework by addressing evolving student needs, and clarifying eligibility and status requirements.

Delegated Authority

In accordance with *Rule 29(e)* of the *Rules and Procedures of the Vancouver Senate*, the Committee has the authority to approve changes to total dollar amounts, the number of awards

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offered for existing awards, award numbers, and minor editorial changes to previously approved award descriptions.

We report that from May 2025 through April 2026, the Committee approved 19 proposals under delegated authority, including:

- 17 Annual Awards
- 2 Internal Awards

Summary

I offer sincere thanks to the presenters and guests who participated throughout the year and to each member of the Committee, as well as to the Senate staff, including:

- Ben Britton, Representative of the Joint Faculties (Applied Science)
- Jennifer Chin, Associate Registrar and Director, Student Support and Advising (Ex Officio)
- Julie Cool, Representative of the Faculty of Forestry and Environmental Stewardship
- Stu Floyd, Director, International Recruitment, Scholarships and Awards (Ex Officio)
- Bruce Forster, Representative of the Faculty of Medicine
- Taran Gill, Representative of the Students of the Faculty of Applied Science
- Shannon Hagerman, Dean and Vice-Provost, Faculty of Graduate and Postdoctoral Studies (Ex Officio)
- Rob Kim, Representative of the Convocation
- Fawziah Lalji, Representative of the Faculty of Pharmaceutical Sciences
- Valerie Martin, Senior Director, Awards, Development and Alumni Engagement (Ex Officio)
- Bradley Menard, Committee Secretary (Senate Office)
- Brendan Morey, Assistant Dean, Student Administration and Awards, Faculty of Graduate and Postdoctoral Studies (Ex Officio)
- Rella Ng, Registrar (Ex Officio)
- Jacky Xue, Representative of the Students of the Faculty of Commerce and Business Administration

Respectfully submitted,

Dr Lawrence Burr
Chair, Senate Awards Committee

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13 May 2026

To: Vancouver Senate

From: Vancouver Senate Budget and Academic Buildings Committee
Council of Senates Budget Committee - Vancouver Sub-Committee

Re: 2025-2026 Annual Report to Senate (information)

The Vancouver Senate Budget and Academic Buildings Committee (the "Committee") serves a dual role, also as the Council of Senates Budget Committee-Vancouver Sub-Committee. During the 2025-2026 academic year, the Committee met on seven occasions, including one joint meeting with the Senate Research and Scholarship Committee.

Meeting Summary and Topics Addressed

The topics addressed by the Committee during the 2025-2026 academic year included the following:

Date	Topics	Speakers
17 September 2025	Budget Process Overview; Academic Mission Priorities	B. Gopaluni, H. Yung
15 October 2025	Campus Vision 2050; Climate Action Plan 2030; Decarbonization and Discretionary Business Travel Emissions	J. Madden, J. Proft, M. White, M. Zammar
19 November 2025	Budget Reimagination at UBC: Update on Current State	G. Averill, R. Einarson, F. Laezza
21 January 2026	Joint Meeting: AI Infrastructure Planning; Electrical Capacity Constraints and GPU Deployment	S. Cundy, F. Laezza, J. Metras
18 February 2026	2026/27 Budget Update; 2023-2026 Triennial Review; Committee Composition and Reporting Structures	G. Averill, B. Gopaluni, F. Laezza, H. Yung
18 March 2026	2026 UBC Capital Planning & Prioritization; Terms of Reference and Membership Amendments	D. Brown, N. Wagorn
15 April 2026	Transition Planning for the Next Triennium	M. Prost

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Fulfilling the Committee's Mandate

Pursuant to sections 27, 37, and 62 of the *University Act*, and the Committee's Terms of Reference, the following highlights how the Committee fulfilled its consultative and recommendatory roles this year:

1. **Assistance in the Preparation of the University Budget** (*University Act s. 37(1)(e) & s. 62(2)*)

The Committee held multiple sessions to assist in budget preparation with examples including in November the Committee provided feedback on the "Budget Reimagination" project and academic mission priorities, and in a February session with the Provost and Vice-President, Academic and the Vice-President, Finance and Operations the Committee reviewed and provided feedback regarding the projections for the 2026-2027 fiscal year.

2. **Academic Buildings and Real Property Consultation** (*University Act s. 27(1)(d-e)*)

The Committee was consulted on the maintenance and erection of buildings through the 2026 Capital Planning & Prioritization process. In March, the Committee reviewed the new Deloitte-developed scorecard framework. Members provided input on the weighting of strategic versus operational priorities.

3. **Monitoring Campus Plans and Sustainability** (ToR: Review Campus Plans; Impact of Development)

The Committee reviewed the implementation of Campus Vision 2050 and the Climate Action Plan 2030. Discussions focused on the intersection of physical infrastructure and sustainability, specifically building decarbonization and the "Academics for Curtailment of Air Travel" initiative. The Committee intends to provide continued feedback on the long-term impact of campus development on accessibility, wellbeing, and the University's carbon footprint.

4. **Infrastructure for Research and Teaching** (ToR: Recommendations for Academic Buildings)

In a joint session with the Research and Scholarship Committee, the Committee discussed the need for increased AI and computing infrastructure. The Committee discussed reports on electrical capacity constraints, which included a discussion regarding needs of high-demand research technology with the physical plant's existing capabilities.

Triennial Review

As part of the 2023-2026 Triennial Review, the Committee completed a comprehensive assessment of its effectiveness. The Committee recommended changes to ensure its continued effectiveness and fulfillment of its statutory obligations including the following:

- Amending the Terms of Reference to ensure clearly defined roles for campus-specific responsibilities.

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- Expanding the Ex Officio membership to ensure that representatives of the administration are members of the Committee.

Transition Planning and Future Work

In April, the Committee focused on the conclusion of the 2023-2026 triennium. To ensure continuity into the 2026-2029 triennium, the Committee established a framework for the fall committee orientation focused on defining expectations for the Committee's engagement as a consultative group and improving the consultation process.

As part of this transition, the Committee has identified the following priorities for future work:

- The Committee recommends that continued work be done with relevant stakeholders to perform a detailed analysis of revenue streams. This effort will focus on finding ways to ensure the completion of academic buildings that have remained on the Capital Planning Working Group Five-Year Capital Plan Projects list for an extended period of time, for example the Chemistry Lab Complex. This aligns with the Committee's ongoing role in reviewing the 2026 Capital Planning & Prioritization process and the implementation of the new scorecard framework.
- The Committee recommends that continued work be done in relation to research budgets and funding. It is recommended that a focus for the upcoming term be to work closely with the incoming Vice-President, Research and Innovation. This builds upon previous joint sessions regarding the need for increased AI and computing infrastructure to support research.
- The Committee also recommends working with Okanagan Senate counterparts, as necessary, via the full Council of Senates Budget Committee. This collaborative approach supports campus-specific responsibilities while maintaining a cohesive strategy for system-wide budget and academic building priorities.

Summary

The Committee would like to thank all those who shared their expertise over the course of the year; in particular, the university administration. I also offer sincere thanks to each member of the Committee and to the Senate staff for their work, including:

- Peter Englezos, Representative of the Joint Faculties (Applied Science)
- Dylan Evans, Representative of the Students of the Faculty of Forestry and Environmental Stewardship
- Adlai Fisher, Representative of the Faculty of Commerce and Business Administration
- Susan Forwell, Representative of the Joint Faculties (Medicine)
- Kareem Hassib, Representative of the Students At-Large
- Martin Hirst, Representative of the Faculty of Science
- Kin Lo, Representative of the Faculty of Commerce and Business Administration
- Bradley Menard, Committee Secretary (Senate Office)
- Rella Ng, Registrar (Ex Officio)

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Respectfully submitted,

Mr Mitchell Prost
Chair, Senate Budget and Academic Buildings Committee
Chair, Council of Senates Budget Committee – Vancouver Sub-Committee

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13 May 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Pharmaceutical Sciences, Science), Medicine, and Science and encloses those proposals it deems as ready for approval including 22 new courses and 3 revised programs.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the new courses and revised programs brought forward by the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Pharmaceutical Sciences, Science), Medicine, and Science.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

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FACULTY OF APPLIED SCIENCE

New course
CHBE_V 431 (3) Molecular Cloning Laboratory

FACULTY OF ARTS

New courses
ASIX_V 440 (3) Decolonizing Methodologies for Asian Studies; **POLI_V 317 (3)** Queer Politics

FACULTY OF EDUCATION

New course
KIN_V 422 (3) Professional Practice in Kinesiology

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Pharmaceutical Sciences

New course
PHAR_V 598 (3-6) Graduate Practicum in Pharmaceutical Sciences

Science

New courses
EOSC_V 517 (3) Stable Isotopes in Earth, Ocean, and Environmental Sciences; **EOSC_V 519 (3)** Carbonate-rich Magmas and Their Mineral Deposits; **EOSC_V 580 (3)** Physical Climate Modelling; **PHYS_V 515 (3)** Modern Biophysics

FACULTY OF MEDICINE

New courses
BMEG_V 427 (3) ImmunoEngineering; **BMEG_V 428 (3)** Wearable Technology in Clinical Care; **BMEG_V 429 (3)** Experimental Microfluidics for Bioanalytical Applications

FACULTY OF SCIENCE

New courses
AI_V 240 (4) Introduction to Machine Learning; **AI_V 322 (3)** Foundations of Artificial Intelligence; **AI_V 360 (3)** Deep Learning; **CPSC_V 337 (3)** Introduction to Computer Security; **CPSC_V 423 (3)** Natural Language Processing; **FSCT_V 204 (3)** Bioethics; **FSCT_V 313 (3)** Crime and Incident Scene Investigation; **SCIE_V 466 (6)** New Venture Design; **STAT_V 303**

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(3) Introduction to Probabilistic Modelling and Simulation; **STAT_V 416 (3)** Advanced Linear Modelling

Revised programs
Bachelor of Computer Science > Option in Artificial Intelligence; Bachelor of Science > Honours in Computer Science > Option in Artificial Intelligence; Bachelor of Science > Major in Computer Science > Option in Artificial Intelligence

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: APSC **Department: CHBE** **Faculty Approval Date: March 12, 2026** **Effective Session (W or S): W** **Effective Academic Year:** 2026W	**Date: 02/09/26** **Contact Person: Mark Martinez** **Email: mark.martinez@ubc.ca**
Proposed Calendar Entry: **CHBE_V 431 (3) Molecular Cloning Laboratory** Methods and techniques for molecular cloning and genome editing of microorganisms for application in biomanufacturing, biorefining, commodity biochemicals production, drug development, environmental bioremediation, and other sectors utilizing biotechnology. [1-4-0] Prerequisite: Either a) both CHEM_V 121 and CHEM_V 123, or b) CHEM 154; and one of CHBE_V 365 or BMEG_V 245. This course is not eligible for Credit/D/Fail grading.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/chbev **Present Calendar Entry:** (Cut and paste from the current web Calendar.) **Type of Action:** New Course **Rationale for Proposed Change:** Expanding the technical elective options available to undergraduate students in the CHBE and other programs. ☒ **Not available for Cr/D/F grading (undergraduate courses only)** Engineering programs are regulated by the Canadian Engineering Accreditation Board. Courses used to satisfy program requirements are not permitted to use Cr/D/F grading. **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.)

Category: 1 **Faculty:** Arts **Department:** Asian Studies **Faculty Approval Date:** Mar. 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Received:** February 3, 2026 **Contacts:** Aynur Kadir (course author / proposal lead) aynur.kadir@ubc.ca Jessica Main (curriculum chair) jessica.main@ubc.ca Asian Studies Curriculum (staff support) asia.curriculum@ubc.ca
Proposed Calendar Entry: **ASIX_V 440 (3) Decolonizing Methodologies for Asian Studies** Application and expansion of Critical Indigenous Studies methods, practices, and ethical principles for engaging Asian studies. Restricted to students with third-year standing and above.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/asixv **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This advanced undergraduate course contributes to efforts in the Department of Asian Studies to decolonize and Indigenize its curricula, to deepen and broaden understanding of Indigenous histories and peoples, and to create the foundations for future research grounded in Indigenous Research Methodologies, all of which are in line with UBC's Strategic Plan (2018–2028) and Indigenous Strategic Plan. Students will be exposed to a range of important and timely discussions on Indigeneity, covering topics ranging from Indigenous and decolonial praxis, to Indigenous literature, history, sovereignty, language revitalization, and activism, and will deepen their knowledge and understanding of the socio-political predicaments of Indigenous people across a diverse range of contexts in Asia and beyond. At the same time, they will be learning about and engaging with local Indigenous history, media, literature, and activism, and critically reflecting on Indigenous experiences in Asia and beyond in relation to local Indigenous experiences of British Columbia, the land they live and learn on. As they engage with course materials, class activities, and assignments, students will learn through practice to carry out and share research on Indigenous issues in a

	creative, critical, relational, reflexive, and ethical manner, and will be encouraged to draw on personal experience to critically reflect on their relationship to both local and Asian places and Indigenous experiences and issues. Course materials prioritise literature and audio-visual media produced by self-identified Indigenous scholars. Since this is a research-intensive course that brings Asian Studies and Critical Indigenous Studies into dialogue, it will allow students to apply what they learn on the course to their geographical area of interest and knowledge, thus building on and broadening students' perspectives on what they have learned in the specific country-based ASIA_V courses the department offers on history, society, and culture. Students who have taken ASIX_V 220, which introduces Indigenous Research Methodologies, will be able to apply and build on what they have learned, while other students will have the opportunity to gain a grounding in decolonizing methodologies. As the content is pan-Asian in scope, and draws on both Critical Indigenous Studies and Asian Studies scholarship, it is designated as ASIX, Asian Studies Crossings. As with all ASIA_V and ASIX_V courses, this course is taught in English and no background in any Asian language is required. ■ **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:** This advanced seminar course is designed to train academic research skills and will emphasize peer discussion. Students' engagement with the course is instrumental to assess if they have reached the standard. Therefore, it is not available for Cr/D/F. ☐ **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.)

	☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: 1 **Faculty**: Arts **Department:** Political Science **Faculty Approval Date:** Mar. 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Received:** November 11, 2025 **Contact Person:** Callan Hummel (course author); Christopher Kam (department curriculum contact) **Email:** chris.kam@ubc.ca; calla.hummel@ubc.ca
Proposed Calendar Entry: **POLI_V 317 (3) Queer Politics** Political processes and policies governing advances and setbacks in gender and sexual minority rights around the world. Prerequisite: Two of POLI _V 100, POLI_V 101, POLI_V 110, POLI_V 240. Or third-year standing or higher.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/poliv **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale for Proposed Change:** The Department of Political Science requests to develop a 300-level course on **Queer Politics.** The rationale for developing the course is as follows: • A growing number of students enrolled in Political Science undergraduate programs are interested in queer politics and related research. Developing and regularly delivering a stand-alone (rather than special topics) course on this theme is thus important for the department to meet student demand for an emerging subfield of Political Science. • The proposed course POLI_V 317 is distinct from SOCI_V and GRSJ_V courses offered on gender and sexuality because of its focus on policy and the political processes around the expansion of queer rights. This course is unique in its focus on global policy variation, queer candidates, queer data, and public opinion.

	• This course was offered under a special topics course last year and garnered significant student interest. Placing the course under its own number and title will provide students with greater clarity when they choose courses. Several faculty members have the expertise to teach this new course and have expressed their willingness to do so. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** School of Kinesiology **Faculty Approval Date:** Dec. 12, 2024 **Effective Session (W or S):** Winter **Effective Academic Year:** 2026	**Date:** October 19, 2025 **Contact Person:** Paul Kennedy **Phone:** 604-822-9204 **Email:** paul.kennedy@ubc.ca
Proposed Calendar Entry: **KIN_V 422 (3) Professional Practice in Kinesiology** Exploration of professional practice in Kinesiology, encompassing key concepts such as scope of practice, clinical communication skills, professional ethics, shared decision-making, team-based care, entrepreneurship, and evidence-informed practice. Interprofessional collaborative approach to client care, fostering skills crucial for effective on-the-job decision-making. [3-0] Prerequisites: All of KIN_V 120, KIN_V 205, and KIN_V 206.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/kinv **Present Calendar Entry:** **Type of Action:** New Course **Rationale for Proposed Change:** This course was first offered in 2024-25 a generic number and title for the past few years (KIN 483m Seminar). In its first offering, 88 students registered for the course. This is the largest enrolment we have ever had for a seminar course, particularly for a first-time offering. Formally adding KIN 422 to the curriculum will remove the generic label, allow us to create specific course prerequisites, and make the course more visible to both KIN and non-KIN students alike. The proposed KIN 422 will expand the systems biology curriculum and build on content covered in KIN 120 Health and Exercise Management and KIN 320 Exercise Testing and Prescription. The BKIN degree focuses on the study of human movement, anatomy, physiology, biomechanics, and exercise science. This foundational knowledge enables graduates to work in health care and community settings as kinesiologists and exercise specialists. The proposed KIN 422 course will encourage students to reflect on their evolving identities as practitioners and integrates interdisciplinary perspectives to enhance their understanding of how Kinesiology can optimize health, fitness, and community. With a focus on practical application and critical thinking, students will develop a solid foundation in preparing for careers as allied health professionals.

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences **Department:** N/A **Faculty Approval Date:** March 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 12, 2026 **Contact Person:** Olivia Zhao **Email:** olivia.zhao@ubc.ca
Proposed Calendar Entry: **PHAR_V 598 (3-6) Graduate Practicum in Pharmaceutical Sciences** Permission of the supervisor required. Pass/Fail.	**URL:** PHAR_V 598 **Present Calendar Entry:** N/A
	Type of Action: New Course **Rationale for Proposed Change:** To better prepare graduates for diverse career paths, the Graduate Program in Pharmaceutical Sciences proposes a practicum course providing students with experiential learning opportunities to apply their academic training in professional or research settings. Over the past few years, our graduate students have completed practicum placements at a variety of health organizations, with consistently positive feedback from both students and host organizations. These placements have proven valuable in enhancing student career readiness by exposing them to diverse fields and expanding their professional networks. Building on this success, there is a strong interest among faculty and students to expand the scope of placements through new partnerships currently in development.

	To formally recognize students' learning and effort, we propose that academic credit be awarded for the practicum course. Students may earn either 3 or 6 credits: a 3-credit practicum requires a minimum of 80 hours of work over a minimum of 12 weeks, while a 6-credit practicum requires a minimum of 160 hours of work over a minimum of 16 weeks. This credit structure aligns with the faculty's directed studies course requirements, where 3 credits correspond to a minimum of 80 hours of work over a term, and 6 credits correspond to a minimum of 160 hours of work. The practicum course is optional and evaluated on a pass/fail basis. Assessment will be based on a final presentation and a written reflection on the practicum experience. In the MSc program with a 12-credit thesis requirement, a maximum of 3 credits from the practicum course may be counted toward the total credits required for the degree. In the MSc program with an 18-credit thesis requirement, practicum credits will be considered additive credits and may not be counted toward the total credits required for graduation. By bridging theory and practice, the practicum course will provide graduate students in pharmaceutical sciences with hands-on professional experience. At the program level, introducing a practicum option will strengthen the competitiveness of our graduate program, helping attract high-caliber applicants while ensuring our graduates are well-prepared to pursue diverse career paths in pharmaceutical sciences and beyond.

	☐ **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.) ☒ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: (1)

Faculty: Science **Department:** Earth, Ocean & Atmospheric Sciences **Faculty Approval Date**: March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **EOSC_V 517 (3) Stable Isotopes in Earth, Ocean, and Environmental Sciences** **Principles of stable isotope geochemistry applied to environmental systems, including instrumentation, data and sample analysis, and applications to (paleo) climate, oceanographic and environmental research. [3-0-0]**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Stable isotopes are a fundamental tool for many fields within the natural sciences, yet no course at UBC focuses explicitly on these systems. It is also an important and widely-used tool for research and environmental monitoring, so a course that focuses only on stable isotope geochemistry will serve many undergraduate and graduate students. This course will be combining an upper-level undergraduate course (EOSC_V 417) and a graduate course (EOSC_V 517). The graduate course differs substantially from the undergraduate course, as students will do an original group project involving data collection, analysis and presentation, that undergraduates won't do, but will be involved in the peer-review of the project. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-EOSC_V 517**

Category: (1)

Faculty: Science **Department:** Earth, Ocean & Atmospheric Sciences **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **EOSC_V 519 (3) Carbonate-rich Magmas and Their Mineral Deposits** **Carbonate-rich magmas—specifically carbonatites and kimberlites—as sources of iron ores, phosphates, rare earth elements, niobium, and diamonds. Origins, geological characteristics, and exploration strategies of carbonatites and kimberlites as potential hosts of economically significant mineral deposits. Open to students with appropriate background courses (ex. one of EOSC_V 321, EOSC_V 322, or a course in Igneous or/and Metamorphic Petrology with a lab component from another university).**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** The need for critical elements requires geologists that know how to explore for the critical mineral ores, how to discern the ores with the high potential. Many of these critical mineral deposits are associated with carbonate-rich magmatic rocks, yet no course at UBC focuses explicitly on these systems. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a** Supplemental Information Form **for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-EOSC_V 517**

Category: (1)

Faculty: Science **Department:** Earth, Ocean & Atmospheric Sciences **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **EOSC_V 580 (3) Physical Climate Modelling** **Climate models from 1D energy balance to fully coupled atmosphere-ocean general circulation models. Physics and thermodynamics of radiative balance and clouds. Spatial and temporal climate variability. Running simple climate models and data analysis from complex models. [3-0-0]**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** New graduate course on climate modeling to address student interest in climate change, increase expertise in climate modelling, and give students experience using Jupyter notebooks to analyze real climate data. Includes understanding of the development of climate models, and practice reading and assessing peer-reviewed literature. The course fills a gap in our graduate education on climate change and climate models, focusing on the physics of these models. ☐ **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.)

	☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-EOSC_V 580**

Category: 1

Faculty: Science **Department:** Physics and Astronomy **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** 30 January 2026 **Contact Person:** Tom Mattison **Phone:** 2-9690 **Email:** mattison@phas.ubc.ca
Proposed Calendar Entry: **PHYS_V 515 (3) Modern Biophysics** **Fundamental concepts and advanced applications as used in current biophysics research. [3-0-0]**	**Present Calendar Entry:** **Action:** Create new course **Rationale:** Our department of Physics and Astronomy currently has no graduate course in Biophysics, Biological Physics, Physical Biology, Quantitative Biology, or any of the courses intersecting with biological areas that are taught in the graduate programs of Physics departments at peer universities. Nevertheless, when the National Academy of Sciences appointed a committee to carry out the first decadal survey on Biological Physics in 2022, the committee concluded that Biological physics--the physics of living systems--has emerged fully as a field of physics, alongside the more established fields of astrophysics and cosmology, atomic, molecular and optical physics, condensed matter physics, nuclear physics, particle physics, and plasma physics. This new field brings the physicist's style of inquiry to bear on the complex phenomena of life. Their central recommendation was that to realize the promise of biological physics, it should have a home in physics departments, even as its intellectual agenda connects profoundly to efforts in many other departments across schools of science, engineering, and medicine. The overarching topic of community input was that all universities and colleges should integrate biological physics into the

	mainstream physics curriculum, at all levels. This course would fill an unmet need in our department's curriculum in educating the next generation of early-career biophysics researchers in the concepts and tools used by the community to understand the behavior of living matter. ☐ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) **Rationale for not being available for Cr/D/F):** ☐ **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.) **Supporting Documents: SCI-25-2-PHYS_V 515**

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine **Department:** Biomedical Engineering **Faculty Approval Date (Applied Science):** October 20, 2025 **Faculty Approval Date (Medicine):** March 10, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** May 21, 2025 **Contact Person:** Cassandra Sin **Phone:** **Email:** cassandra.sin@ubc.ca
Proposed Calendar Entry: (40 word limit.) BMEG_V 427 (3) ImmunoEngineering Application of biomedical engineering principles to immunology. The immune system's role in biomedical challenges, and engineering applications with the immune system. Fundamental and applied lectures, case studies, and a project proposing biomedical solutions to immunology problems. [3-0-0] Prerequisite: BIOC_V 202 and BMEG_V 371, or CHBE_V 381. *This course is not eligible for Credit/D/Fail grading.*	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/bmegv **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** BMEG 400J ImmunoEngineering has consistently demonstrated strong value and demand at both the undergraduate and graduate levels, with excellent enrollment numbers across all years it has been offered. The course plays a key role in the NSERC CREATE training program, directly supporting the development of interdisciplinary skills in immunology and bioengineering—critical areas in modern biomedical research. Student evaluations have been uniformly high, indicating course relevance and satisfaction. BMEG 400J/591J effectively fills a curricular gap by providing an in-depth exploration of immunological principles from an engineering perspective, thereby complementing and enriching the existing SBME curriculum. Its content is especially relevant given the increasing importance of immunoengineering in therapeutic development and translational medicine. Formalizing BMEG 400J/591J as a permanent offering will ensure continued access to this vital training and further

	strengthen the academic offerings of SBME at both the undergraduate and graduate levels.
	[X] **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. This course was not available for Cr/D/F as a pilot course. Also, we are trying to be consistent with other SBME engineering courses that are not eligible for Cr/D/F grading, as students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis, as per the APSC academic regulations. **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.) [ ] [ ] ***Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.**

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine **Department:** Biomedical Engineering **Faculty Approval Date (Applied Science):** October 20, 2025 **Faculty Approval Date (Medicine):** March 10, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** May 21, 2025 **Contact Person:** Cassandra Sin **Phone:** **Email:** cassandra.sin@ubc.ca
Proposed Calendar Entry: (40 word limit.) **BMEG_V 428 (3) Wearable Technology in Clinical Care** Wearable health sensing technologies, computational techniques, and validation for real-world applications. Physiological responses, signal processing, machine learning, and clinical relevance, as well as a study project utilizing wearable sensors in clinical settings. [3-0-0] Prerequisite: All of BMEG_V 310, BMEG_V 321. *This course is not eligible for Credit/D/Fail grading.*	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/bmegv **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** BMEG 400K has been piloted once with about 55 undergraduate students when it was first introduced while its graduate version 591K was piloted three times and there will be another offering in 2025W. Students are primarily from SBME historically but we also have many units joining from Nursing and Physical Therapy through the Care Anywhere program for example. Also, as there is a limit on how many 400/591 courses students can take, making this a permanent course is recommended and will help our students with their choice of electives in the future. [X] **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. This course was not available for Cr/D/F as a pilot course. Also, we are trying to be consistent with

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	other SBME engineering courses that are not eligible for Cr/D/F grading, as students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis, as per the APSC academic regulations. ☐ **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.) ***Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.**

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine **Department:** Biomedical Engineering **Faculty Approval Date (Applied Science):** October 20, 2025 **Faculty Approval Date (Medicine):** March 10, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** May 21, 2025 **Contact Person:** Cassandra Sin **Phone:** **Email:** cassandra.sin@ubc.ca
Proposed Calendar Entry: (40 word limit.) **BMEG_V 429 (3) Experimental Microfluidics for Bioanalytical Applications** Practical training in microfluidic approaches for bioanalytical applications, covering fabrication, flow control, analysis, and experiment design. Includes hands-on lab sessions and studies applications in biomedicine, materials, and chemistry. [1-2-1] Prerequisite: BMEG_V 373. *This course is not eligible for Credit/D/Fail grading.*	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/bmegv **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** This course was previously offered as a special topics course BMEG_V 400L. This course will be offered the third time in 25W with past offerings in 23W and 24W. SBME would like to make this course permanent as there is a limit on how many 400/591 courses students can take and it will help students with their choice of elective in the future. [X] **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. This course was not available for Cr/D/F as a pilot course. Also, we are trying to be consistent with other SBME engineering courses that are not eligible for Cr/D/F grading, as students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis, as

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	per the APSC academic regulations. ☐ **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.) ***Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.**

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Course Outline

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **AI_V 240 (4) Introduction to Machine Learning** **Core methodological paradigms in machine learning. Models for supervised prediction and unsupervised analysis. Deep learning techniques using differentiable programming. [3-2-0]** **Prerequisite: Both (a) one of CPSC_V 107, CPSC_V 110 and (b) one of MATH_V 111, MATH_V 131, MATH_V 152, MATH_V 221, MATH_V 223.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Machine learning has emerged as the core principle of modern AI and one of the key ideas of modern computer science. The basics of machine learning are currently being repeated across several courses in Computer Science, including CPSC_V 330 and CPSC_V 340 but also CPSC_V 322, 425, 445, and elsewhere; this duplication limits how much depth higher-level courses can achieve. This course will serve as a unified introduction to machine learning with lighter prerequisites (and hence earlier in their degree) for AI and computer science specialists. Application areas such as computer vision, natural language processing, and bioinformatics will be able to require this course rather than duplicating its content. Those who will specialize in AI and machine learning can begin that process earlier; those who will not do so can

	get deeper exposure to the topics with less prerequisite commitment. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-AI_V 240**

COURSE OUTLINE

Category (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **AI_V 322 (3) Foundations of Artificial Intelligence** **Introduction to representation and reasoning via topics such as Search, problem-solving and planning, logic, probabilistic graphical models, preference models, Markov decision processes and reinforcement learning, as well as multi-agent decision making [3-0-0]** **Prerequisites: Either CPSC_V 340 or all of (a) one of AI_V 240, CPSC_V 330 and (b) one of CPSC_V 221, DSCI_V 221 and (c) one of STAT_V 251, ECON_V 325, ECON_V 327, MATH_V 302, STAT_V 302, MATH_V 318.** **Equivalency: CPSC_V 322.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** This is a new course, adapted from CPSC_V 322 to 1) Add prerequisites, 2) Change course code, 3) Change course title. The specifics of the adaptation include: The prerequisite change a) allows DSCI_V 221 as an alternative to CPSC_V 221, and more importantly b) creates a dependency on a course containing the fundamentals of probability. This change streamlines the AI_V 322 syllabus, and unifies student prior knowledge. We are also adding a dependence on an introductory ML course so as to avoid duplication of material. The new AI course code is available, and is a natural pivot for this course in the foundations of the discipline. We are changing the name so as to reduce confusion between this more technical course

	taken primarily by Computer Science majors, and the new AI_V 100 course which is designed to be accessible to any student on campus. Note that CPSC_V 322 will be retired after students have a chance to adjust to the new prerequisites (likely in 26WT2). ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-AI_V 322**

COURSE OUTLINE

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **AI_V 360 (3) Deep Learning** **Advanced machine learning focused on deep learning in practice: mathematical foundations, models for unstructured, sequential, spatial, and graph data, methods for prediction, generative modeling, and reinforcement learning, and hands-on experience designing, optimizing, tuning, and applying deep models. [3-0-1]** **Prerequisites: Either CPSC_V 340 or all of (a) one of AI_V 240, CPEN_V 355 and (b) MATH_V 200 and (c) one of STAT_V 251, ECON_V 325, ECON_V 327, MATH_V 302, STAT_V 302, MATH_V 318.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Deep learning is a core topic in machine learning and the technology driving modern AI systems, yet it currently appears only briefly in existing machine learning courses. This course provides more in-depth exposure to deep learning, its conceptual and mathematical foundations, and the practical knowledge and toolkit needed for designing, debugging, and deploying models. This combined coverage prepares students for further advanced study in AI and equips them to pursue research and applications in university and industry settings. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-AI_V 360**

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **CPSC_V 337 (3) Introduction to Computer Security** **Fundamentals of computer security and privacy. Cryptography, network security, and application security. Security assessments, problem diagnosis, defensive strategies. Impacts and outcomes of security design decisions. [3-1-0]** **Prerequisites: CPSC_V 213.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Creation of a new Computer Security course to provide in-depth coverage of computer security topics not currently covered by existing courses. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-CPSC_V 337**

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **CPSC_V 423 (3) Natural Language Processing** **Fundamentals of data-driven natural language processing, including applications (machine translation, summarization, question answering), text representations (word embeddings, language models), and statistical and neural-network methods. [3-0-0]** **Prerequisites: Either CPSC_V 340 or both (a) one of AI_V 240, CPSC_V 330 and (b) one of STAT_V 200, STAT_V 251, ECON_V 325, ECON_V 327, MATH_V 302, STAT_V 302, MATH_V 318.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** The requested change is to transition CPSC_V 436N, which has been run 4 times since 2021, to a permanent course. With the advent of large language models (LLMs) such as ChatGPT, natural language processing (NLP) became one of the fastest growing sub-areas of AI, with applications in all sectors of our society, including healthcare, business, science and government. It is therefore imperative that our students are offered the opportunity to learn how to build NLP systems that can perform key tasks like question-answering, summarization and machine translation. Existing courses in Computer Science focus on machine learning, covering some methods that are popular in NLP but do not provide in-depth, systematic treatment of most NLP topics and

	techniques; while existing courses outside of Computer Science target a different audience and cover basic topics that are already covered in our prerequisites. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-CPSC_V 423**

THE UNIVERSITY OF BRITISH COLUMBIA

Course Outline

Category: (1)

Faculty: Science **Department:** Biochemistry and Molecular Biology **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **FSCT_V 204 (3) Bioethics** **Credit limited to students in the Joint Degree Program in Biochemistry and Forensic Science. Same as BCIT LIBS 7020.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Replace FSCT_V 202 Applied Ethics with a new course FSCT_V 204 Bioethics in the Biochemistry and Forensic Science program. This course exists solely for transfer credit for students who exit the Combined Honours in Biochemistry and Forensic Science without completing the specialization. It will never be taught at UBC. This change was a recommendation from our program review of the program at BCIT and consultation with students, alumni, and the BCIT Liberal Studies Department. The Bioethics course has examples that are more applicable to Biochemistry and Forensic Science than the Applied Ethics course. FSCT_V 202 will not be discontinued at this time as we wish to have the course remain in the Calendar for five years. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-FSCT_V 204**

Course Outline

Category: (1)

Faculty: Science **Department:** Biochemistry and Molecular Biology **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **FSCT_V 313 (3) Crime and Incident Scene Investigation** **Credit limited to students in the Joint Degree Program in Biochemistry and Forensic Science. Same as BCIT FSCT 7310.**	**Present Calendar Entry:** **Action:** Add new course. **Rationale:** This change was a recommendation from the program review of the program at BCIT and consultation with students, alumni. Students will be exposed to the fundamentals of processing various scenes from start to finish, including in-depth knowledge regarding the theory of scene searching, and in dealing with the entire range of scene specific evidence that can be located and recovered. This course exists solely for transfer credit for students who exit the Combined Honours in Biochemistry and Forensic Science without completing the specialization. It will never be taught at UBC. ☐ **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.)

	☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-FSCT_V 313**

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Science **Department:** Dean's Office **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **SCIE_V 466 (6) New Venture Design** **Teams comprising students in SCIE_V 466 and COMM_V 466 create a business plan and a prototype or scientific solution of a novel product, process, or process component.** **[3-0-0; 3-0-0]** **This course is not eligible for Credit/D/Fail grading.**	**Present Calendar Entry:**
	Action: Create new course. **Rationale:** The Faculty of Science is partnering with the Sauder School of Business to offer a co-located New Venture Design course. Sauder and Applied Science have successfully run COMM_V 466 / APSC_V 486 and the Science version will be run in a similar manner.
	☐ **Not available for Cr/D/F grading (undergraduate courses only)** **Rationale for not being available for Cr/D/F:** The co-located course, COMM_V 466, is not available for Cr/D/F and we are aligning with their policy for consistency for students. ☐ **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.)

	☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a <u>Supplemental Information Form</u> for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-SCI_V 466**

Course Outline

Category: (1)

Faculty: Science **Department:** Statistics **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **STAT_V 303 (3) Introduction to Probabilistic Modelling and Simulation** **Core concepts in probability taught through probabilistic generative modelling, simulation of random variables, basic Monte Carlo, common probability distributions and models, basic probabilistic model design and inference. [3-0-0]** **Prerequisites: All of (a) one of MATH_V 101, MATH_V 103, MATH_V 105, MATH_V 121, SCIE_V 001, (b) one of CPSC_V 103, CPSC_V 110, and (c) one of DSCI_V 100, ECON_V 325, STAT_V 200, STAT_V 251.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** Probabilistic models are at the heart of many modern advances in statistics, machine learning, and AI. Skills related to probabilistic modelling and simulation are in high demand, but are not currently covered by existing courses. The goal of the proposed course is to give students an introduction to working with probabilistic models both mathematically and computationally. The course provides various basic concepts in probability theory, an understanding of how probability can be used to capture uncertainty before and after incorporating data, an understanding of how probabilistic models are used to simplify complicated real-world data-generating processes, the tools to simulate from probabilistic models, basic Monte Carlo and random variable simulation, some useful

model building blocks, and techniques to combine them. This course will serve as a strong foundational basis for students who wish to take further 300- and 400-level courses in probability, inference, model design, and probabilistic machine learning from STAT, DSCI, CPSC, and MATH.

☐ **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.)

☐ **Special Topics/Variable Credits (STVC)**
(Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.)

***Note: Proponents must submit a Supplemental Information Form for any of the following:**

- All new course proposals
- All renumbered course proposals
- All proposals to split or combine existing courses

Supporting Documents: SCI-25-2-STAT_V 303

THE UNIVERSITY OF BRITISH COLUMBIA

Course Outline

Category: (1)

Faculty: Science **Department:** Statistics **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **STAT_V 416 (3) Advanced Linear Modelling** **Advanced topics in linear modelling, including weighted least squares, model selection, robust methods, splines, Bayesian methods, mixed effects models, and generalized linear models. [3-0-1]** **Prerequisites: Both STAT_V 305 and STAT_V 306.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** The proposed course fills a gap in the undergraduate statistics offerings, being an advanced course in linear modelling following on from STAT_V 306: Finding Relationships in Data. While STAT_V 306 provides a comprehensive introduction to linear modelling theory, it cannot encompass more advanced and modern topics that are commonly used in applied areas today. In particular, modern methods such as robust methods, splines, mixed effects models, Gaussian process regression, and generalized linear models, while widely used in practice, are not treated in existing undergraduate STAT_V courses. The proposed course will, therefore, be of great benefit to undergraduates interesting in pursuing either graduate study in the statistical sciences or a career in applied statistics. ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses **Supporting Documents: SCI-25-2-STAT_V 416**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: Degree Requirements … Credits earned in the previous five years may only be applied toward the second-degree program if those credits have not been used to fulfill requirements of any other credential and use of the credit has been approved by the Director of the B.C.S. program. With approval, a maximum of 12 such credits that are relevant to the second-degree program may be applied and of those, at most six may be upper-level (i.e., 300- level and higher). Otherwise, all upper-level requirements must be completed with courses taken while registered in the program. **Bachelor of Computer Science** **Third Year** CPSC_V 110, 121, 210, 221, 213[1] 20 Communication Requirement[2] 3 Upper-level technical communication requirement[3] 3 MATH_V 180 (or 100 or 102 or 104 or 184 or 120)[1] 4 STAT_V 203[1] 3 Upper-level electives[4] 3 Total Credits 36 **Fourth Year**	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-computer-science/ **Present Calendar Entry:** Degree Requirements … Credits earned in the previous five years may only be applied toward the second-degree program if those credits have not been used to fulfill requirements of any other credential and use of the credit has been approved by the Director of the B.C.S. program. With approval, a maximum of 12 such credits that are relevant to the second-degree program may be applied and of those, at most six may be upper-level (i.e., 300- level and higher). Otherwise, all upper-level requirements must be completed with courses taken while registered in the program. **Third Year** CPSC_V 110, 121, 210, 221, 213[1] 20 Communication Requirement[2] 3 Upper-level technical communication requirement[3] 3 MATH_V 180 (or 100 or 102 or 104 or 184 or 120)[1] 4 STAT_V 203[1] 3 Upper-level electives[4] 3 Total Credits 36 **Fourth Year**

CPSC_V 310, 313, 320	10
CPSC_V **or AI_V** courses numbered 300 or above	6
CPSC_V **or AI_V** courses numbered 400 or above[5,6]	6
Upper-level electives[4]	12
Total Credits	34
Total Credits for Degree	70

…

[5] Every student must complete at least 3 credits from 400-level CPSC_V **or AI_V** courses defined as lecture-based.

…

Artificial Intelligence Option

The Option in Artificial Intelligence is available to students who are admitted to the Bachelor of Computer Science specialization and complete the required courses. Students who have completed the option must notify the Department of Computer Science before they apply to graduate. More information may be obtained from the department.

Students seeking the Option in Artificial Intelligence will generally use all of the program's elective credits to fulfill the requirements for the option.

Bachelor of Computer Science, Option in Artificial Intelligence

Third and Fourth Years	
AI_V 240 or CPSC_V 340[1]	**4**
MATH_V 302 or STAT_V 302	**3**
CPSC_V 430 or DSCI_V 430	**3**
AI_V 322 or CPSC_V 322	**3**
AI_V 360	**3**
CPSC_V 440	**3**

CPSC_V 310, 313, 320	10
CPSC_V courses numbered 300 or above	6
CPSC_V courses numbered 400 or above[5,6]	6
Upper-level electives[4]	12
Total Credits	34
Total Credits for Degree	70

…

[5] Every student must complete at least 3 credits from 400-level CPSC_V courses defined as lecture-based.

…

Three of CPSC_V 304, 330, 344, 368, 404, 406, 420, 423, 425, 444, 447, AI_V 422 at least 6 credits of which must be numbered 400 or above **9** **Total Credits for Option** **28** **[1] If a lower-credit course is chosen, an additional elective credit is required.** Co-operative Education Option A co-operative education option is also available for this degree. Since this is a special second degree program, the co-op option requires a minimum of two work terms. To graduate in the co-op option, students are required to complete CPSC_V 298 and 299 work terms in addition to the normal academic requirements. Normally, the two work placements are scheduled after the completion of the first academic year. A complete schedule and additional information on the program can be obtained from Computer Science. …	Co-operative Education Option A co-operative education option is also available for this degree. Since this is a special second degree program, the co-op option requires a minimum of two work terms. To graduate in the co-op option, students are required to complete CPSC_V 298 and 299 work terms in addition to the normal academic requirements. Normally, the two work placements are scheduled after the completion of the first academic year. A complete schedule and additional information on the program can be obtained from Computer Science. …
	Type of Action: Allow AI_V courses to count for credit alongside CPSC_V courses. Allow Bachelor of Computer Science students to tailor their elective credits to allow them to complete the AI Option. *Note: There is a related category 2 proposal to remove references to Integrated Computer Science from the Bachelor of Computer Science program information and move said information to https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-computer-science/.* **Rationale for Proposed Change:**

	The new AI course code broadens the set of classes that are applicable for Computer Science programs. BCS students already integrate their degree with applications in another area, their 'bridging module'. An extremely popular bridging module over the last ten years has been an AI module. Students often seek our guidance on how to assemble such a module. The AI Option represents a way to formalize and streamline that module for BCS students. They can still assemble their own custom module if their focus is different from ours (e.g., focusing more on COGS). However, students who take the AI Option benefit from clear guidance, pre-clearance for the bridging module built into this option, and a designation that makes it clear to potential employers that they completed this rigorous and highly relevant option.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Science **Department:** Computer Science **Faculty Approval Date:** March 3, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** March 3, 2026 **Contact Person:** Philip Loewen **Email:** loew@math.ubc.ca
Proposed Calendar Entry: **Specializations** … **Combined Honours (1376): Computer Science and Statistics (CPSC, STAT)** … **Artificial Intelligence Option** **The Option in Artificial Intelligence is available to students who are admitted to a Computer Science major or honours specialization and complete the required courses. Students who have completed the option must notify the Department of Computer Science before they apply to graduate. More information may be obtained from the department [Link to: https://www.cs.ubc.ca/].** **Major: Computer Science, Option in Artificial Intelligence** **First Year and Second Year** **Same as Major Computer Science** **Third and Fourth Years** **CPSC_V 310, 313, 320 — 10** **AI_V 240 or CPSC_V 340[1] — 4** **AI_V 322 or CPSC_V 322 — 3** **AI_V 360 — 3** **CPSC_V 440 — 3** **CPSC_V 430 or DSCI_V 430 — 3**	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-science/bachelor-science/computer-science **Present Calendar Entry:** **Specializations** … **Combined Honours (1376): Computer Science and Statistics (CPSC, STAT)** …

MATH_V 302 or STAT_V 302	3
Three of CPSC_V 304, 330, 344, 368, 404, 406, 420, 423, 425, 444, 447, AI_V 422 at least 6 credits of which must be 400 or above	9
Electives[2]	22
Total Credits	60
Total Credits for Degree	120

[1] If a lower-credit course is chosen, an additional elective credit is required.

[2] Students are permitted to move elective credits between years. Elective credits together with required courses must fulfill the Faculty of Science's:
a) Foundational Requirement;
b) Laboratory Science Requirement;
c) Science Breadth Requirement;
d) Science and Arts Requirements;
e) Upper-level Requirement;
f) General Degree Requirements.

Honours: Computer Science, Option in Artificial Intelligence

First and Second Year

Same as in the regular Honours specialization.

Third and Fourth Years

CPSC_V 310, 313, 320	10
AI_V 240 or CPSC_V 340[1]	4
AI_V 322 or CPSC_V 322	3
AI_V 360	3
CPSC_V 440	3
CPSC_V 430 or DSCI_V 430	3
MATH_V 302 or STAT_V 302	3
Four of CPSC_V 304, 330, 344, 368, 404, 406, 420, 423, 425, 444, 447, AI_V 422 at least 3 credits of which must be 400 or above	12
CPSC_V 349[2]	0
CPSC_V 449[3]	6
Electives[4]	19
Total Credits	66
Total Credits for Degree	132

[1] If a lower-credit course is chosen, an additional elective credit is required. **[2] Taken in third year.** **[3] Taken in fourth year. It is recommended that students select a thesis topic in artificial intelligence. Students who have completed a research intensive experience in a computer science field may be allowed to waive this requirement. Examples of research intensive experiences include full time summer internships in a research laboratory or Undergraduate Student Research Awards. If this requirement is waived, the student must take 6 additional credits of CPSC_V courses numbered 400 or higher.** **[4] Students are permitted to move elective credits between years. Elective credits together with required courses must fulfill the Faculty of Science's:** **a) Foundational Requirement;** **b) Laboratory Science Requirement;** **c) Science Breadth Requirement;** **d) Science and Arts Requirements;** **e) Upper-level Requirement;** **f) General Degree Requirements** **Software Engineering Option** …	**Software Engineering Option** …
	Type of Action: Add a new Option in Artificial Intelligence to the B.Sc. Major in Computer Science and Honours in Computer Science. **Rationale for Proposed Change:** Mirroring the "Software Engineering Option" for Computer Science Majors, the "AI Option" allows students to refine their interests and generate coherent expertise within the discipline of Artificial Intelligence. This designation will appear on their transcript, certifying completion. Note that the courses required by the option are a super-set of those required for a Computer Science degree -- we are simply providing additional constraints on coursework which would originally have been electives.

THE UNIVERSITY OF BRITISH COLUMBIA
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13 May 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Non-Credit Credential Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculty of Medicine and UBC Extended Learning and encloses the proposals it deems as ready for approval, including 3 new non-credit program microcertificates.

The following is recommended to Senate:

> **Motion:** ***That the Senate approves the new non-credit program microcertificates brought forward by the Faculty of Medicine and UBC Extended Learning.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

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FACULY OF MEDICINE

New non-credit program microcertificates
Non-credit Program Microcertificate in Healthy Aging; Transcranial Magnetic Stimulation Technician Training Program – Non-Credit Program Microcertificate

UBC EXTENDED LEARNING

New non-credit program microcertificate
Step Into Quantum: Non-Credit Program Microcertificate

Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
✓ Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)

Proposed Program Name
Non-credit Program Microcertificate in Healthy Aging

Date of Submission
January 30, 2026

Expected Launch Date
January 4, 2027

Proposing Faculty/ies or UBC Extended Learning
Edwin S.H. Leong Centre for Healthy Aging, Faculty of Medicine (ELCHA)
UBC Extended Learning

Principal Lead Applicants Contact Information
Name: Michael Kobor
Title: Centre Director
Department, Unit or Faculty: Edwin S.H. Leong Centre for Healthy Aging
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Name: James McKendry
Title: Assistant Professor
Department, Unit or Faculty: Faculty of Land and Food Systems and Investigator, ELCHA
Email: james.mckendry@ubc.ca

Additional Co-Applicants
Dr. Kimberly Schmidt – Research Director, Edwin S.H Leong Centre For Healthy Aging; kim.schmidt@ubc.ca

Dr. Kate Davies – Assistant Professor of Teaching, School of Audiology and Speech Sciences, UBC; kate.davies@audiospeech.ubc.ca

Dr. Eli Puterman – Associate Professor, School of Kinesiology| Canada Research Chair Tier 2 in Physical Activity & Health | Michael Smith Foundation for Health Research Scholar, UBC; eli.puterman@ubc.ca

Dr. Najib Ayas – Professor, Department of Medicine, Faculty of Medicine, UBC; Medical Director, UBC Hospital Sleep Program nayas@providencehealth.bc.ca

Dr. Julia Henderson – Assistant Professor of Occupational Science & Occupational Therapy, Faculty of Medicine UBC; julia.henderson@ubc.ca

Program Description (300-500 words)

Globally, populations are aging at an unprecedented rate. In British Columbia (BC), individuals aged 65 and older now make up over 20% of the population, with those over 80 representing the fastest-growing age group in Canada. This demographic shift underscores the urgent need to enhance the skills of health and community professionals, particularly in preventing and managing age-related chronic conditions. Supporting the well-being and independence of older adults requires a coordinated, well-trained workforce equipped to meet their diverse and evolving needs.

The BC Ministry of Health (MoH), through initiatives such as Age Forward: British Columbia's 50+ Health Strategy and 3-Year Action Plan and the Provincial Allied Health Strategy Consultation, emphasizes the importance of integrated, holistic care models that address the physical, emotional, social, and mental health of older adults. Similarly, the World Health Organization advocates for comprehensive approaches to healthy aging. Allied health professionals (AHPs) and those in community-based seniors' services (CBSS) play an essential and expanding role in providing this type of care. Positioned across clinical and community settings, they are uniquely suited to adopt person-centred approaches that promote healthy aging.

The microcertificate is being developed through the support of a UBC Continuing Learning Advancement Fund grant (awarded to James McKendry). It will equip AHPs, CBSS workers, and others working in or aspiring to work in seniors' care with advanced knowledge, practical tools, and evidence-based strategies to support healthy aging. The program is intended for those looking to upskill or reskill to become leaders in aging-related health promotion and seniors' care. Learners will gain interdisciplinary knowledge and skills to provide effective, evidence-informed, and compassionate care for older adults. Delivered by subject matter experts, the curriculum is designed to: (1) deepen understanding of the biological, social, cultural, environmental, behavioural, and lifestyle factors affecting older adults; (2) improve communication with older individuals, including those with dementia; (3) increase awareness of ageism and provide tools to combat it in health and community settings; and (4) develop skills for creating patient-centred care and engagement plans that support autonomy and well-being.

Following a comprehensive labour market and comparative research analysis by UBC Extended Learning, strong demand and interest in education focused on aging was identified. Initially, new Master's and PhD programs in healthy aging were planned. However, after extensive consultations with the UBC community, the focus shifted to developing a graduate certificate in Healthy Aging and this Microcertificate to address immediate professional learning needs through a flexible, non-credit credential. While

healthy aging is a growing priority at all levels of government, and funding for aging-related initiatives is increasing, training opportunities for working professionals remain limited. We partnered with the Centre for Teaching, Learning and Technology to conduct focus groups and surveys with students, alumni, and industry professionals. Feedback was overwhelmingly positive, confirming strong demand and high enrolment potential for this program.

The microcertificate aligns with Strategy 13 of UBC's strategic plan by strengthening ties with community and healthcare organizations. We are collaborating with these groups as we develop the program and SMEs from these sectors will be invited to give guest lectures. Additionally, the certificate expands online, flexible learning in a field of broad interest to AHPs and those in CBSS, many of whom may be UBC alumni.

Program Context (300-500 words)
The Microcertificate in Healthy Aging is designed specifically to meet the needs of individuals working in allied health and community-based senior services. This program addresses a clear and growing demand from employers and service providers for focused training in age-inclusive, culturally responsive, and evidence-informed care.

In the short term, learners will develop practical competencies in five main areas: identifying and addressing ageism, applying socio-cultural perspectives to care, promoting healthy aging through lifestyle and behavioural strategies, integrating geroscience knowledge, and creating person-centred engagement methods. These skills will help professionals serve older adults and their caregiving networks more effectively in health and community settings.

Learners will benefit from a flexible, fully online delivery model that supports working professionals across BC, Canada and globally, including those in rural, remote, and underserved communities. Each course features applied, competency-based assessments that evaluate learners' ability to use their knowledge in real-world settings—skills that employers have identified as critical to improving service quality and outcomes in aging care.

The microcertificate complements and enhances existing offerings in BC's post-secondary system by providing a non-credit, accessible pathway for ongoing professional development. It supports workforce development goals in health and social services, aligning with provincial priorities around healthy aging, age-friendly communities, and equitable access to care for diverse older adults. It also fills an important gap within UBC, as there are currently few formal courses or programs related to aging, despite the Province's focus on this critically important area.

Learners who complete the program will earn a UBC microcertificate, a recognized credential that can be shared with employers, added to professional portfolios, and serve as a foundation for further education. Ultimately, this program enhances the capacity of

BC's allied health and community service workforce to meet the evolving needs of the province's aging population.

With support from UBC Extended Learning, we conducted an in-depth labour market and comparator research analysis (see Appendix). Though originally intended to inform the development of a Master's/PhD program in aging, the findings remain relevant for the proposed microcertificate. The study confirmed that healthy aging is a priority at provincial, federal, and international levels. For example, the BC Ministry of Health recently released Age Forward: British Columbia's 50+ Health Strategy and 3-Year Action Plan, emphasizing healthy aging. The research also highlighted that over 120 BC municipalities have received grants for age-friendly planning through the Age-friendly British Columbia Strategy since 2007. Additionally, in February 2024, the federal and BC governments signed the Aging with Dignity bilateral agreement, committing $733 million over five years to improve services for seniors. The study also identified rising demand for professionals with aging-related expertise across healthcare, biotech, education, and community-based seniors' services (CBSS).

We also consulted with professional societies and potential employers, including the Ministry of Health (MoH), United Way BC (UWBC), UBC Faculty of Medicine, Fraser Health, Vancouver Coastal Health, the Canadian Society of Exercise Physiology (CSEP), the BC Dignity Seniors Society, the Canadian Dental Hygienist Association, BC Association of Kinesiologists, Canadian Association of Medical Radiation Technologists, and Speech and Hearing BC. CSEP noted that "A course like this, with its focus on evidence-based strategies, communication, and person-centred care, could be of interest to some of our members and would be eligible for CSEP Professional Development Credits (PDCs)." CSEP has offered PDC accreditation, enabling promotion to certified exercise physiologists seeking to upskill. UWBC, which supports the CBSS sector by coordinating and guiding local organizations, confirmed that "If this is successful and aligned with our work here at UWBC, we would be supporting all of our healthy aging funded partners to take this program." Letters of support are included.

Proposed Length, Structure, and Duration
The fully online program consists of five short courses, each requiring 13-15 hours to complete. Learners must complete 4 of the 5 courses to receive the microcertificate for a total of approximately 55 hours. Each course includes 4-5 modules that are designed to be completed in 6-8 weeks, for a total of about 2 hours per week. As courses are almost entirely asynchronous, learners can enroll in courses on an ongoing basis. Optional, live Q&A sessions will be offered monthly. Interactive discussion boards will enable ongoing interaction between learners and with instructors. This structure makes it accessible to working professionals and others interested in the growing field of healthy aging. We anticipate the first cohort will begin in January 2027.

Curriculum Topics
The microcertificate will consist of 5 separate courses, each consisting of 4-5 modules. Each course will take about 13-15 hours to complete over a 6-8 week period:

A. ***Understanding and Combating Ageism (Lead Julia Henderson):*** Modules include: 1) cultural narratives of ageism; 2) digital ageism, including AI, and ageism in data; 3) ageism in health and community care, research, training and practice; 4) ageism and older adult mistreatment, 5) anti-ageist communication

Competencies:

- Define and recognize manifestations of ageism in various settings, in particular healthcare.
- Develop strategies to challenge ageist attitudes and foster respect for older adults.
- Apply advocacy skills to promote policies and environments that resist age discrimination.
- Apply anti-ageist and anti-discriminatory strategies and principles to health and community-based care, research, training, and practice.

B. ***Aging Through a Socio-Cultural Lens (Leads Eli Puterman and Julia Henderson):*** Modules include: 1) examining how cultural beliefs, traditions, and practices influence the aging experience; 2) the influence of culture on care needs and priorities; 3) through the framework of intersectionality, assessing the impact of multiple social factors (e.g. race, gender, socioeconomic status, social networks) on older adults' well-being and barriers to accessing care and supports; and 4) exploring cross-cultural communication strategies for working with diverse older adults and their support systems

Competencies:

- Analyze how culture shapes perceptions of aging and health outcomes.
- Develop culturally competent care approaches tailored to diverse older adult populations.
- Enhance cross-cultural communication skills for effective engagement with diverse older adults from various backgrounds.

C. **Lifestyle and Behavioral Factors Supporting Healthy Aging (Lead James McKendry and Najib Ayas):** This course will concentrate on evidence-based lifestyle factors and interventions that foster healthy aging. Modules include: 1) physical activity and movement; 2) nutrition; 3) sleep; and 4) stress management

Competencies:

- Identify lifestyle factors that promote physical and cognitive well-being in older adults and interpret their implications for patient care
- Apply behaviour change principles and evidence-based lifestyle interventions to encourage the effective adoption of healthy habits and enhance well-being and health of older adults.

D. **Geroscience in Practice: Biology, Function, and Healthy Aging (Lead Michael Kobor and Kim Schmidt):** Modules include: 1) Foundations of geroscience and

overview of the biological and physiological processes of aging, 2) implications of these biological changes to age-related conditions and functional decline, 3) evidence for and against gerotherapeutics (pharmacological and non-pharmacological), 4) how to apply geroscience in practice

Competencies:
- Understand the biological mechanisms of aging and how they can be used to inform diagnosis, prevention and treatment.
- Understand how the biological changes with age lead to chronic diseases, function decline and multi-morbidity
- Integrate geroscience knowledge into holistic approaches for aging care.

E. **Interacting and Communicating with Older Adults (Lead Kate Davies):** Modules include: 1) Age-related cognitive and communication changes and their impact in health and community participation; 2) Communication accessibility and inclusivity for older adults; 3) Techniques to support communication, reduce barriers, and enhance participation in health care and community;

Competencies:
- Identify and describe normal age-related cognitive and communication changes with age and how they impact older adult communication and participation in health and community.
- Understand atypical age-related changes in cognition and communication and their impact on older adults
- Describe communication access and inclusivity in health and community settings
- Identify direct and indirect techniques to support the communication of older adults in health and community settings, given a video-based case study.

Assessment Methods

Each module will incorporate a range of engagement methods to create a dynamic learning environment that prepares learners for the multifaceted challenges they may encounter in their careers. The assessments for the courses will include:

A. Completion of weekly activities. Depending on the module, this will be a mixture of quizzes, readings and/or assignments (e.g. case studies);
B. Participation, including attendance to any synchronous components and engagement with online discussion boards;
C. Reflections following the completion of each module to encourage learners to think critically and personally about what they have learned and to apply the learnings to their careers/career goals. Depending on the module, reflections will include personal learning experiences (what was learned and how they learned it), application of learning (how learners could use the learnings in their own careers, challenges they may face and how to overcome them), or descriptions of personal growth and development (how the module changed their views or approaches toward the topic,

how their skills developed and how they may be more prepared to tackle a related task or problem).

Appeals Process

The appeals process will follow the guidelines outlined by UBC Extended Learning (ExL) in the "Submission of UBC Extended Learning Academic and Administrative Appeals". Steps will include:

1. The learner will contact the instructor. The instructor will work with the learner in an attempt to resolve the issue.
2. If the issue persists, learners will contact the Extended Learning Director responsible for the program, who will attempt to resolve the problem in accordance with the general principles and values of Extended Learning.
3. If the appeal remains unresolved, it can be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals in one of the following ways:
    a. If an ExL director has deemed the matter irresolvable – the ExL director will forward any relevant documents to the ExL Appeals Committee for consideration.
    b. If a student chooses to appeal the decision of an ExL director – the student will forward any relevant documents to the ExL Appeals Committee for consideration.
4. A formal meeting will take place with the ExL Appeals Committee to consider the matter, and a decision will normally be issued within 60 days.

Program Learning Outcomes

At the completion of the microcertificate, learners will be able to:

1. Understanding and Combating Ageism

- Define ageism and identify ageist language, attitudes, and behaviours in professional and societal contexts.
- Analyze real-world examples of ageism in healthcare, media, and the workplace
- Apply evidence-informed strategies to identify and reduce ageist practices in professional settings.
- Create actionable plans to challenge ageist stereotypes and promote age-inclusive environments in healthcare, workplaces, and communities.
- Advocate for and support the development of age-friendly policies through written proposals, presentations, or community engagement.

2. Aging Through a Socio-Cultural Lens

- Evaluate how cultural beliefs, traditions, and practices influence perceptions and experiences of aging through comparative analysis.
- Assess the role of social determinants of health (e.g., income, education, housing) in shaping aging outcomes using research, data and case studies
- Analyze how intersecting identities (e.g., race, class, gender) influence diverse aging trajectories.

- Demonstrate communication techniques in the context of socio-cultural diversity and improve interactions with older adults, particularly those facing linguistic or cultural barriers.

3. **Lifestyle and Behavioural Factors Supporting Healthy Aging**
   - Explain the physiological and behavioral lifestyle factors that influence healthy aging and interpret their implications for patient care and functional outcomes.
   - Identify and apply evidence-based lifestyle interventions (e.g., physical activity, nutrition, stress management, sleep, and social engagement) to enhance physical, cognitive, and emotional health in older adults.
   - Design and implement patient-centered strategies using stress management and resilience-building techniques to support healthy aging and improve adherence to care plans.

4. **Geroscience in Practice: Biology, Function, and Healthy Aging**
   - Describe the core biological processes of aging and how they are used to predict healthspan, guide preventive treatments, and monitor responses to interventions
   - Link key mechanisms of aging to chronic diseases and common clinical and community-observed challenges, such as frailty, multimorbidity, and slower recovery.
   - Critically assess the evidence for and against proposed gerotherapeutic interventions and distinguish between well-supported strategies and speculative or hype-driven claims in relation to healthy aging and functional outcomes.
   - Apply geroscience concepts to real-world decision-making by weighing evidence, ethics, equity, and feasibility when considering aging-related interventions in professional practice.

5. **Interacting and Communicating with Older Adults**
   - Identify and describe normal age-related cognitive and communication changes and their impact on older adults' communication and participation in health and community
   - Describe communication access and inclusivity in health and community settings using the World Health Organization's International Classification of Functioning, Disability and Health framework
   - Identify direct and indirect techniques to support the communication of older adults in health and community settings, given a video-based case study.
   - Identify direct and indirect techniques to support the communication of older adults in health and community settings, given a video-based case study.

Program Delivery Format

The Microcertificate in Healthy Aging will be offered entirely online to enable learners from anywhere to participate. This fully online structure ensures flexibility, inclusivity, and accessibility while equipping learners with essential skills to support healthy aging among diverse populations. Additionally, this will significantly enhance our ability to create a course with universal design in mind and broaden its reach.

The online program will be supported by instructors, with separate instructors leading each of the five courses. It will be offered primarily asynchronously, allowing learners to access course materials, recorded lectures, multimedia content, readings, and assessments at their convenience, thus providing flexibility for those with work, family, or life obligations. Courses will include interactive activities to facilitate engagement between learners, including discussion boards and online group work, as well as assigned readings that expand on topics and reinforce how skills and knowledge are applied in different contexts. Courses will also offer live, optional Q&A sessions with instructors or course facilitators, as well as interactive discussion boards. At the end of each module, learners will complete reflective assignments designed to reinforce how they will apply what they have learned in their own work or practice.

Learners must take 4 of the 5 courses to earn the microcertificate, each containing stand-alone content designed to enhance learners' knowledge in specific areas related to healthy aging. Courses can be taken in any order. Since courses are largely asynchronous, they will be offered on an ongoing basis. The microcertificate is designed to be completed in 1 year. In certain cases, learners may apply for an extension to complete the certificate over a duration longer than one year.

Target Learners

The target audience for the proposed Healthy Aging Microcertificate includes a diverse and growing group of professionals working across healthcare and community-based settings who engage directly or indirectly in seniors' care. The primary learners will include allied health professionals (AHPs) and individuals working in community-based seniors' services (CBSS) who develop and implement care plans for older adults or are involved in the planning and delivery of services that support healthy aging.

Prospective participants may include, but are not limited to:

- Audiologists
- Clinical Exercise Physiologists and Kinesiologists
- Community connectors for social prescribing programs
- Denturists
- Nurses
- Occupational Therapists
- Physiotherapists
- Program managers for CBSS organizations (e.g., community centres, NGOs)
- Recreation Therapists
- Social Workers

• Speech-Language Pathologists
• Support staff, care aides, and managers of retirement residences, assisted living sites, and long-term care facilities

These professionals often work directly with older adults, helping them maintain health, independence, and quality of life. However, many have limited formal training in aging-related health promotion or gerontological care. This microcertificate will provide them with an opportunity to deepen their expertise, learn evidence-informed approaches to healthy aging, and enhance their ability to provide integrated, person-centred support.

The program is especially well-suited to those seeking to upskill or reskill in response to evolving professional demands and shifting demographics. Participants may be looking to expand their role, gain new credentials for promotion, or transition into leadership positions within their organization. For these learners, the microcertificate offers practical, applied skills that will distinguish them from others in their field and support career advancement.

We also anticipate strong interest from a broader group of learners. These may include professionals from adjacent sectors—such as public health, education, or not-for-profit organizations—who engage with aging populations or deliver programs that influence the social determinants of health. Individuals considering a career change into the aging or health promotion field may find the microcertificate a compelling entry point. Lifelong learners who want to engage meaningfully with aging-related issues, including caregivers or volunteers, may also be drawn to the content.

Additionally, the program may appeal to academics and educators looking to build expertise in gerontology or aging studies to enhance their teaching or research. As interest in micro-credentials continues to grow, many prospective students may choose this type of short, accessible, and targeted learning experience over more time- and cost-intensive traditional degrees. Delivered by a reputable institution and grounded in research and best practice, the certificate will offer high-quality, flexible learning that meets professionals where they are.

By design, the program is interdisciplinary and inclusive, recognizing that healthy aging requires collaboration across professions and sectors. As such, the certificate is positioned to attract a wide range of learners who are passionate about improving outcomes for older adults and committed to advancing age-inclusive practices in their work.

External Comparator Information
While a few micro-credentials are offered at other institutions in Canada, as well as in the US and the UK, none focus on training professionals to engage with and care for older adults using person-centred and holistic approaches. Many are generic programs designed for individuals wanting to adapt strategies to improve their own aging outcomes. In contrast, ours is specifically designed for those involved in seniors' care. Additionally,

many programs offer only a single course on a very specific topic but do not incorporate the comprehensive modular approach to aging that our proposed program provides. Furthermore, courses in the US are mainly massive open online courses (MOOCs) that lack synchronous components, feedback via assignments, or interaction with instructors or peers. Examples of existing micro-credentials related to aging include:

The University of Victoria offers a microcertificate called "Strategies and Actions for Independent Living". This program is specifically designed for homecare aids and provides specialized training in fall prevention. It does not address topics like geroscience, ageism, or communication strategies, and is not intended for individuals in allied health professions or CBSS.
https://continuingstudies.uvic.ca/health-wellness-and-safety/programs/strategies-and-actions-for-independent-living-sail

The University of Alberta offers a micro-credential in "Geriatric rehabilitation + healthy aging". It is a single course that takes approximately 13 hours to complete. Since it is much shorter than the program we propose, it is less comprehensive and covers fewer topics than ours.
https://www.ualberta.ca/en/rehabilitation/programs/professional-development/micro-courses/healthy-aging-in-the-community.html

McMaster University offers a continuing education course in "RCM 101 Healthy Aging: Health, Wellness and Nutrition". This is a single course, not a microcertificate. Although we include nutrition as one topic in our program, ours is much more comprehensive and covers additional subjects and learning outcomes.
https://continuing.mcmaster.ca/courses/rcm-101/

Heritage College offers a "Certificate in Healthy Aging." Although broad topics are listed for this program, it is only 10 hours and is more suitable for individuals with a general interest in aging. It will not provide the same level of education and training for those working with and caring for older adults as the UBC Microcertificate in Healthy Aging and there are no synchronous components. https://heritage-college.ca/programs/online-courses/certificate-healthy-aging/

The University of Buffalo offers an Excellence in Aging Graduate Micro-credential, designed for social workers, with a focus on U.S. state and federal policies that are less relevant for Canadians.
https://socialwork.buffalo.edu/education/micro-credentials/excellence-aging-microcredential.html#title_810098358

The University of Birmingham, UK, offers a MOOC in "Healthy Ageing: Concepts, Interventions, and Preparing for the Future" geared towards individual looking to learn more about aging trends and frailty. This program is strictly asynchronous, offering no interactions with peers or instructors.
https://www.futurelearn.com/courses/healthy-ageing

Internal Comparator and Consultation Information
We have thoroughly consulted with several UBC departments and schools, and have received overwhelming support and enthusiasm for the proposed program, including the Department of Medicine, Division of Geriatric Medicine, School of Kinesiology, School of Audiology and Speech Sciences, Department of Occupational Sciences and Occupational Therapy, Faculty of Land and Food Systems, and Faculty of Medicine (see letters of support and Consulting Check Report).

To our knowledge, there are currently no micro-credentials at UBC related to aging. Additionally, there are very few academic credit courses on aging at UBC, and those that exist tend to focus on specific disciplinary perspectives, with most not emphasising applied skills and knowledge for seniors' care. UBC aging-related courses include:

- **SPPH V 539: Epidemiology of Aging and Chronic Diseases**

Explores the biology and epidemiology of age-associated diseases—cardiovascular disease, dementia, osteoporosis, psychosocial factors, and preventive strategies.

- **SPPH V 406: Aging from an Interdisciplinary Perspective**

An interdisciplinary public/population health overview of aging-related issues, highlighting policy, health systems, and societal implications.

- **SOCI V 344: Sociology of Aging**

Examines demographic, economic, and social trends of aging; explores ageism and societal responses to an aging population.

- **KIN V 460: Aging, Health, and Society**

Surveys current issues at the intersection of aging, health, and societal structures from a kinesiology perspective.

- **PSYC V 322: Adulthood and Aging**

Focuses on psychological theories and research concerning adulthood and the aging process.

- **AUDI V 569: Hearing and Aging**

Covers aspects of hearing changes with age; targeted at graduate-level audiology students.

- **FNH TBD: Nutritional Geroscience**

The Co-primary applicant (McKendry) is beginning a course in 2026/2027 within the Food, Nutrition and Health Program (FNH), focused on the interaction between the biology of aging and nutrition.

None of the above substantially overlap with the proposed courses, as they are focused on a particular discipline/topic, synchronous - requiring predominantly in-person attendance and are designed for full-time undergraduate or graduate students.

Admission Criteria
The program will be open to anyone; however, the course description will clearly indicate that it is designed for those supporting and/or caring for older adults, with a particular emphasis on AHPs and individuals working in the CBSS. It is also designed for those

seeking to up-skill or re-skill in the field of healthy aging or to advance within their careers related to aging. We expect enrolment of learners from BC, across Canada, and internationally, as there are no regulatory restrictions that would limit participation from specific regions.

Anticipated Enrollment
Our focus will be on enrolling learners from BC, other Canadian provinces and territories, and internationally. We foresee no regional restrictions in enrollment due to regulations. As populations are aging worldwide, we anticipate widespread interest across regions, institutions, and countries. Our target is to enrol 60 learners per course per year (300 total). We anticipate it taking a few years to achieve this target.

Assessment of Impact on Departmental and University Resources
The Edwin S.H. Leong Centre for Healthy Aging is the primary unit that will oversee the development, launch and administration of this new program, working in collaboration with UBC Extended Learning and supported through a CLAF grant. The ELCHA has dedicated staff, a research director and research coordinator, to oversee and assist with these activities, and no new permanent staff will need to be hired to support the program. The ELCHA has over 50 faculty Investigators at UBC with expertise in diverse topics related to aging. This enables us to draw on the expertise of many individuals in the development of the curriculum and to have many options for guest lectures for the synchronous sessions of the program.

UBC Faculty of Medicine has completed financial modeling and determined that the program is financially viable. The program is expected to generate $87,843 in gross tuition revenue at steady state (year 3 and beyond), after accounting for Extended Learning's 25% share. Gross tuition was calculated as $500 per course (comparable to other recent UBC microcertificates) x4 courses x 300 learners x 75% program share. Annual operation and delivery costs are anticipated to be about $40,000 per year for teaching honorariums, TA hours, curriculum renewal expenses, and minor costs such as certificate services, IT bundle costs, and 10% contingency. Assuming 300 learners per year the program is expected to generate around $60,000 each year at steady state, which is a considerable surplus and enables confidence that even in years with lower enrollment or higher expenses (e.g. for curriculum renewal), the program will be sustainable long term.

Library Consultations
Consultation with the UBC library has been completed, please see Library Consultation Form.

Signatories
By signing below, the Dean(s) of the proposing Faculty or Faculties, or the Executive Director of UBC Extended Learning, confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.



Sharmila Anandasabapathy, MD, AGAF, FASGE
Dean, Faculty of Medicine
Vice-President, Health

THE UNIVERSITY OF BRITISH COLUMBIA

Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*

Select the proposed non-credit program type below:

☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)

X Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)

*Please refer to the **Senate Policy V-129** on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name

Transcranial Magnetic Stimulation Technician Training Program – Non-Credit Program Microcertificate

Date of Submission

October 29th, 2025

Expected Launch Date

Winter 2026

Proposing Faculty/ies or UBC Extended Learning

Faculty of Medicine; Department of Psychiatry

Principal Lead Applicant Contact Information

Name: Fidel Vila-Rodriguez, MD, PhD, FRCPC, DFAPA
Title: Associate Professor
Department, Unit or Faculty: Faculty of Medicine, Psychiatry
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Additional Co-Applicants

Christin Frabriel Leclerc, MD, FRCPC
Co-Head, Interventional Brain Medicine Program, UBC
Michael Butterfield, MD, FRCPC
Clinical Assistant Professor, Dpt. Psychiatry, UBC

Supporting Partners

Provincial Health Services Authority (letter of support attached)
UBC Department of Psychiatry (letter of support attached)
Vancouver Coastal Health (letter of support attached)

Program Description (300-500 words)

This proposed non-credit microcertificate addresses a pressing labour market and community need: the shortage of qualified Transcranial Magnetic Stimulation (TMS) technicians in British Columbia and across Canada. As the use of TMS expands in treating depression and other neuropsychiatric conditions—especially in cases of treatment resistance—healthcare providers face a shortage of staff formally trained in both the technical and clinical aspects of this specialized procedure.

Currently, most technicians are trained informally on the job, leading to inconsistencies in service quality and patient safety. This program will provide standardized, hands-on training in TMS delivery, safety protocols, patient interaction, and ethical considerations. Learners will graduate with job-ready competencies aligned with clinical best practices and emerging safety standards.

The intended audience includes early-career health professionals, recent graduates in psychology or neuroscience, and allied health practitioners seeking to specialize in mental health. The program structure includes both didactic and supervised practicum components, preparing graduates for immediate employment in hospitals, private clinics, or research labs.

This initiative aligns with provincial and federal mental health priorities, including BC's strategy for community-based scalable interventions and the Canada Mental Health Transfer. It also supports UBC's strategic goals by advancing innovative, workforce-relevant training in a growing health sector

Program Context (300-500 words)

The Health Technology Assessment Committee endorsed TMS for implementation in BC's health care system in January 2022. Major hospitals across BC (e.g., VGH, Royal Inland, UHNBC) are beginning to provide TMS services, each requiring multiple technicians. In parallel, numerous private clinics operate with technicians trained inconsistently, creating a clear need for a standardized credential.

Labour market demand is reinforced by the rapid global growth of TMS technology, projected to expand at a compound annual growth rate of 12.4% from 2025–2032. Clinical and regulatory frameworks increasingly require formal training for technicians to ensure patient safety and treatment quality.

UBC is uniquely positioned to deliver this program, leveraging its expertise in TMS research, access to clinical-grade equipment, and strong partnerships with health authorities. No other public post-secondary institution in BC offers a comparable program. The only Canadian precedent is Centre for Addiction and Mental Health (CAMH) in Toronto, underscoring the opportunity for UBC to lead in Western Canada. By offering this microcertificate, UBC will support provincial health system rollout, enhance workforce readiness, and strengthen its role as a hub for innovation in psychiatric neuromodulation.

Proposed Length, Structure, and Duration

- 50 hours total: 30 hours didactic + 20 hours practicum.
- Delivered as an intensive 5-day in-person course at UBC Vancouver.

- Offered 2 times per year.

Curriculum Topics

Module 1) Fundamentals of TMS physics and mechanisms of action

- Brief: Core principles of electromagnetic induction, pulse parameters, dosing concepts (e.g., MT, %RMT), and leading hypotheses for neuroplastic effects (e.g., Hebbian/anti-Hebbian plasticity, network modulation).
- Competencies gained:
  - Explain how coil geometry and pulse parameters generate focal cortical stimulation.
  - Differentiate common clinical protocols (10 Hz, iTBS, 1 Hz) by intended neurophysiological effect.
  - Relate dosing concepts (resting motor threshold, active motor threshold to safe protocol execution.
  - Identify factors that influence depth/focality (coil type, tilt, hair/skin contact).

Module 2) Fundamentals of Neuroanatomy

Brief: Practical, technician-oriented review of cortical landmarks, motor cortex mapping, and networks implicated in depression and other indications (e.g., DLPFC, SMA).

Competencies gained:

- Identify key scalp and cortical landmarks used for coil positioning and targeting.
- Map and verify the motor hotspot for MT determination.
- Describe the functional relevance of targets (e.g., left DLPFC) to symptom domains.
- Read and interpret simple targeting diagrams and session setup guides.

Module 3) Patient populations and clinical indications

Brief: Indication overviews (e.g., MDD/TRD; local practices for OCD, PTSD, pain), referral criteria, symptom/functional outcomes, and red-flag presentations requiring escalation.

Competencies gained:

- Screen for basic eligibility and common contraindications to TMS.
-
- Escalation of responses on standardized scales (e.g., PHQ-9, CGI-I) to support outcome tracking.
- Escalate atypical findings or safety concerns per clinic SOPs.

Module 4) Safety protocols, risk management, and emergency procedures

Brief: Consensus safety parameters, seizure-risk mitigation, device and room checks, hearing protection, pregnancy/pacemaker/implant considerations, and incident response.

Competencies gained:

- Perform pre-session safety screening and equipment checks.
- Apply dose and train limits correctly for prescribed protocols.
- Implement immediate actions for adverse events (syncope, seizure, panic).
- Document and report safety incidents per policy and complete post-event checklists.

Module 5) Hands-on device training: calibration, coil placement, and protocol execution

Brief: Supervised practicum covering startup/shutdown, coil calibration, MT procedures, head measurements/landmarking, neuronavigation (if available), and protocol delivery.

Competencies gained:

- Start up, calibrate, and shut down the device safely.
- Determine resting motor threshold (RMT) and set treatment intensity accurately.
- Achieve reproducible coil placement (position, angle, contact) across sessions.
- Execute prescribed protocols (e.g., 10 Hz, iTBS) and monitor tolerance in real time.

Module 6) Documentation, data recording, and reporting

Brief: Session-level records, electronic templates, compliance with privacy/PHI policies, and communication handoffs within the care team.

Competencies gained:

- Complete accurate, legible session records (dose, coil position, tolerability, deviations).
- Use approved templates/EMR fields and maintain data privacy and security.
- Flag and report deviations, missed sessions, or device faults promptly.
- Summarize treatment progress for clinical handover as directed.

Module 7) Ethical considerations, informed consent, and trauma-informed care

Brief: Role boundaries of technicians, informed-consent reinforcement (as delegated), dignity/choice/empowerment principles, and culturally safe, trauma-informed interactions.

Competencies gained:

- Demonstrate respectful, patient-centred communication before, during, and after sessions.
- Reinforce key consent elements and check ongoing willingness to proceed.
- Maintain professional boundaries and escalate clinical questions appropriately.
- Apply trauma-informed approaches (anticipatory guidance, choice, pacing, privacy).

Assessment Methods

- Practical exam with instructor observation during simulations.
- Scenario-based safety and adverse event drills.
- Mock clinical session and protocol checklist.
- Peer and instructor evaluation of teamwork and communication.
- Case study and role-play assessment of patient communication.

Appeals Process

Learners enrolled in the TMS Technician Training Program will have access to a transparent and fair process for appealing assessment decisions or program standing outcomes. The process is as follows:

1. **Informal Resolution (within 5 business days of notification):**
   Learners who have concerns about an assessment or standing decision are encouraged to first seek clarification directly from the instructor. Many issues can be resolved through discussion and feedback.

2. **Formal Appeal Submission (within 10 business days):**
   If concerns remain unresolved, learners may submit a written appeal to the Program Director. The written submission must clearly state:

   - The decision being appealed (e.g., assignment grade, practicum evaluation, program standing).
   - The grounds for appeal (e.g., error in grading, procedural irregularity, extenuating circumstances).
   - Any supporting documentation.

3. **Review by Program Director (within 10 business days of receipt):**
   The Program Director will review the appeal, consult with the relevant instructor(s) or practicum supervisor(s), and issue a written decision.

4. **Second-Level Appeal (within 10 business days of Program Director's decision):**
   If the learner is not satisfied with the Program Director's decision, they may escalate the appeal to the Interventional Brain Medicine Program Appeals Committee. This committee will review the documentation, may interview the learner and faculty as needed, and render a final decision.

5. **Final Decision:**
   The decision of the Interventional Brain Medicine Program appeals committee is final and binding.

All stages of the appeals process will respect confidentiality, fairness, and timeliness. The process will be communicated to learners during program orientation and included in the learner handbook and registration materials.

Program Learning Outcomes

Graduates of this program will be able to:
- Safely operate TMS machines, including calibration and emergency procedures.
- Apply safety guidelines and respond to adverse events.
- Accurately administer stimulation protocols.
- Communicate effectively within a clinical team.
- Deliver trauma-sensitive and culturally respectful patient care.

Program Delivery Format

- In-person intensive training, with potential for hybrid in future iterations.
- Combines classroom-based didactic instruction with supervised practicum in clinical/lab settings.

Target Learners

- Primary audience: early-career health professionals, recent graduates in neuroscience/psychology, allied health practitioners.
- Anticipated cohort size: 10 learners per offering.
- Offered 2 times per year to meet demand.

External Comparator Information

- CAMH (Toronto) operates the only similar program in Canada.
- Internationally, technician training is sporadic and often informal.
- UBC's program will distinguish itself by offering evidence-informed, hands-on training integrated with provincial health system needs.

Internal Comparator and Consultation Information

- No existing UBC program provides specialized training in TMS operation.

- Consultations held with Faculty of Medicine Curriculum Office and Department of Psychiatry committees confirmed strong alignment with educational and workforce strategies (see letters of endorsement)

Admission Criteria

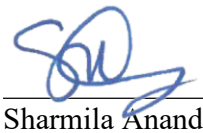
- High-school graduation, with at least one-year of post-secondary education completed.
- Open to allied health professionals with relevant clinical or technical experience.

Assessment of Impact on Departmental and University Resources
Please complete and submit the Assessment of Impact on Departmental and University Resources form. The form can be found on the final page of this template and must be submitted along with your Senate program proposal.

Library Consultations
Consultation with the Library is required for all new non-credit certificate and microcertificate proposals. The Library consultation form can be found **here** and must be submitted along with your Senate program proposal.

Note: Course syllabi and a UBC Academic Calendar entry are not required as part of your Senate submission.

Signatories
By signing below, the Dean(s) of the proposing Faculty or Faculties, or the Executive Director of UBC Extended Learning, confirm that the non-credit program has been appropriately reviewed and approved as required by **Senate Policy V-129** and is ready for Senate review.



Sharmila Anandasabapathy, MD, AGAF, FASGE
Dean, Faculty of Medicine
Vice-President, Health

THE UNIVERSITY OF BRITISH COLUMBIA

Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*

Select the proposed non-credit program type below:

Non-Credit Program Certificate (minimum of 150 hrs of learning activities)

[X] Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)

*Please refer to the Senate Policy V-129 on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name

Indicate the proposed program name including the Non-credit Credential Category* to which it belongs

*Per Senate Policy V-129, the formal title of any Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, Non-Credit Program Certificate, or Non-Credit Program Microcertificate must include the Non-Credit Credential category to which it belongs.

Step Into Quantum: Non-Credit Program Microcertificate

Date of Submission

Indicate date of submission to the Senate Office

November 20th 2025

Expected Launch Date

Indicate when you hope to see the first cohort of learners start the program

October 5th, 2026

Proposing Faculty/ies or UBC Extended Learning

UBC Extended Learning

Principal Lead Applicant Contact Information

Name: Lukas Chrostowski
Title: Principle Investigator
Department, Unit or Faculty: Stewart Blusson Quantum Matter Institute
Telephone: 604-761-4798 Email: lukasc@ece.ubc.ca.
Please note that Ella is the primary contact for this project, with Lukas as faculty lead. Please direct all communications to the below contact.
Name: Ella Meyer

THE UNIVERSITY OF BRITISH COLUMBIA

Title: Quantum Computing Outreach Coordinator
Department, Unit, or Faculty: Faculty of Applied Science
Telephone: 250-231-9657 Email: ella.meyer@ubc.ca

Additional Co-Applicants

Paola Baca, Managing Director, Stewart Blusson Quantum Matter Institute, Expert Consultant, paola.baca@ubc.ca

Andrew Jamison, Senior Manager, UBC Geering Up Engineering Outreach, andrew.jamison@ubc.ca

Supporting Partners
As appropriate, list any additional UBC partners/collaborators and/or relevant employer, industry, or community partnerships.

Program Description (300-500 words)

There is currently one trained individual in Canada for every three open quantum roles. We need more qualified individuals to enter the quantum field, or to include quantum technologies in their current fields. This new program addresses the critical quantum talent shortage identified in the Canadian Quantum Ecosystem Report 2024, which highlights that only 0.01% of the Canadian population (4,000 people) currently works in quantum fields, far below the demand needed to support commercialization. This talent gap is further emphasized by:

- A 30% year-over-year increase in Canadian quantum company employment.
- Monthly job postings increase an average of 4% month-over-month, showing active employer demand for talent.
- Companies requiring expertise not only in quantum research but also in software development, engineering, and multidisciplinary teamwork, highlighting growing crossover skills needs.

Additionally, job analysis conducted by South Arm Training for QAI in 2023 revealed that:

- Python is the most requested programming language.
- Companies favor candidates with graduate-level STEM education, but also welcome applicants from adjacent tech sectors, provided they have quantum readiness.
- There is an acute need for transversal skills such as communication, collaboration, and adaptability in multidisciplinary teams.

Learners will gain in-demand quantum skills needed to fill key roles in the quantum industry, including but not limited to Engineers, Software Developers, Science Communicators, start-up founders, and much more. We anticipate measurable workforce readiness, with learners not only understanding quantum fundamentals, but also having the ability to map quantum applications to their sectors. They will also connect directly with BC's quantum industry partners through networking opportunities embedded in our courses.

Our program measures competencies multimodally, with each method being developed with input from industry partners to ensure real-world relevance. By focusing on applied training, the program complements UBC's graduate-level quantum offerings (e.g., NSERC CREATE) or other quantum MOOCs developed by the applying team, filling a critical gap in BC's education with career-focused, regionally specific quantum education.

Program Context (300-500 words)

In 2023-2024, QAI worked to survey 150 academic researchers in BC, Ontario, and Quebec, alongside 50+ experts in quantum fields, including early-, mid-, and late-career professionals. The key findings were:

70% of quantum researchers said they require further training to meet their career goals.

Career satisfaction is closely tied to opportunities for skill development, mobility, and job security—factors that well-designed programs can enhance.

Diversity insights show that professionals from underrepresented groups (especially visible minorities) are more likely to value work-life balance and compensation early in their careers, suggesting that flexible, supportive programs would have strong uptake.

The quantum ecosystem in BC includes major players such as Photonic Inc. (Coquitlam) and D-Wave (Burnaby). Photonic raised US$100 million in private equity funding in 2023, which was the second-largest quantum investment globally that year. These companies have expressed ongoing needs for workforce development, and partnerships with such firms present direct avenues for program recognition, internships, and job placement pathways. Participants could pursue career pathways in:

- Quantum software and hardware development
- Quantum algorithm research and testing
- Quantum-adjacent roles such as post-quantum cybersecurity, materials engineering, and data science

- Business development roles in quantum startups, which are projected to expand as commercialization advances

BC-based learners can find roles at Photonic, 1QBit, and D-Wave, as well as at UBC, SFU, and NRC's quantum research hubs, as examples. As the sector grows, so will demand for sales, marketing, and integration professionals, particularly those who understand the technology's potential applications.

Proposed Length, Structure, and Duration

The microcertificate program will run over the course of 10 weeks (5 weeks on Course A, and 5 weeks on Course B). The learners are expected to complete 5 hours per week, for a total of 50 hours between the two parts. The program is going to be online, with one one-hour live session per week, which will be recorded for viewers who are not able to attend due to scheduling. The program will be offered three times a year: Two cohorts between January-May, and then a third cohort in October-December. An extended version of the micro credential will also be run in the Vancouver Summer Programs (VSP) in both the June and July cohorts. The expected first cohort would be in late September 2026.

Curriculum Topics

Provide a list of proposed modules with a brief description of each, noting competencies gained.

Couse A (5 week, 5 hours each, 1 week per topic)

Topic	Competency	Assessment
Fundamentals of Quantum Mechanics (QM), Part 1	Understanding of key quantum mechanics principles (such as entanglement, superposition, and probability).	Multiple choice "check your understanding" questions and a short quiz at the end of section. Written responses as needed.
Fundamentals of QM, Part 2	Describe how different quantum mechanics are used in quantum technologies.	Multiple choice "check your understanding" questions and a short quiz at the end of section. Written responses as needed.
Quantum Algorithms	Identify key quantum algorithms and their use cases. High level introduction to types of quantum systems. Match system type with compatible algorithms	Check your understanding questions and matching algorithm to system type
Quantum Cryptography	Accurately describe both threats and security provided by quantum systems	Check your understanding questions, end of section quiz. Short written response to

		summarize and synthesize learnings.
Quantum Sensors	Describe quantum sensors applications in multiple sectors, possible innovations driven by sensors.	Check your understanding questions and end of section quiz.

Course B (5 week, 5 hours each, 1 week per topic)

Topic	Competency	Assessment
Comparison of Quantum Systems	Able to compare types of quantum systems- function, commercial success, etc.	Matching-style quiz to identify different system capabilities.
Quantum Sector Analysis	Understand BC's quantum companies (type, stage of business, research groups, etc.)	Touchpoint "check your understanding" questions and a post on a cohort discussion board. 1 thoughtful response to one other person's post.
Mapping BC's Quantum Sector	Learners apply knowledge from Course A to complete a guided research task to deep dive on a quantum organization, analyzing their focus, roles, and relevance, and subsequently differentiate how they are using quantum technologies to drive innovation and revenue (where relevant)	1 paragraph, up to 600 words. Share this knowledge with others via a discussion board post.
Quantum Sector Applications and Alignment (readiness part 1)	Using all learnings from both micro-credentials to identify quantum technology alignment with their own industry	Table of key connection points between their industry and quantum technologies
Quantum Readiness Plan (final submission)	Understanding personal connection to quantum via commercial application or further education.	Learners (working in pairs) submit a structured document outlining their goals, resources needed, milestones, and timeline.

Assessment Methods

Learners will take a weekly quiz to help reinforce understanding and give them immediate feedback on core concepts. There will be discussion board posts required weekly as well, to encourage collaboration, ideation, and resource sharing. Lastly, there will be two larger projects (to be completed in groups or individually) regarding a case study of a quantum company and a roadmap for their own path forward in the quantum field. Each of these assessment tools is directly tied into our curricular competencies.

Appeals Process

UBC Extended Learning is the program operational delivery partner.
Extended Learning students are encouraged to appeal first to the instructor. If the issue remains unresolved, then students can progress to the program lead or program director. For further resolution, appeals may be submitted to the UBC Extended Learning Committee for Academic and Administrative Appeals (ExL Appeals Committee) which will formally meet to consider the matter. For detailed steps, please visit: https://extendedlearning.ubc.ca/sites/extendedlearning.ubc.ca/files/cs/documents/program/common/cs-student-appeals-procedure.pdf

Program Learning Outcomes
Identify the program learning objectives and the competency(ies) a learner will acquire.

- Understand core quantum principles
- Recognize when and where quantum solutions are beneficial.
- Identify industry leaders and career opportunities in BC and across Canada while exploring quantum applications in various sectors.
- Gain hands-on experience with basic quantum programming to assess the need for further training on specific tools and platforms.
- Engage with the quantum industry by building connections with peers and experts while exploring potential career pathways.

Program Delivery Format

The course will be fully online and almost entirely asynchronous, designed to be paced at 5 hours per week. This allows learners to participate in larger geographic areas. Asynchronous, well-paced courses also allow for folks on a variety of schedules to participate (including shift workers, accommodating time zone changes, etc.) Every week, there will be one one-hour live session with the instructor that participants can attend to ask questions, discuss content, and network. These sessions can be recorded and shared with other students who are not able to attend the session due to time constraints.

Each week (5-hour module) will include a quiz, which will be auto graded and used to check learner understanding. Discussion boards will also be utilized to help participants share their knowledge and reinforce their learning. There will be a sector mapping activity, designed to apply knowledge from course A to research the quantum industry and discuss key innovators within it. Lastly, participants will complete a Quantum Readiness Plan to explore further education and career steps, or to investigate possible uses of quantum technology in their current fields. All content will also be designed with mobile-first, accessible design, and use universal design for learning principles to support diverse learners.

Target Learners

Our primary audience are early- to-mid career learners in quantum-adjacent fields who want to build their quantum awareness. Quantum is an emerging industry with current, explosive growth. A 2022 report by McKinsey found that for every three available roles in the quantum field, there is only one qualified person. Increased awareness of what technologies exist in the BC quantum landscape, as well as how those specific technologies can be applied to their own research or business inquiries is crucial. The field is also rapidly and constantly changing; A 2017 NRC report stated “As such, careers in quantum technology are likely to require continuous learning, potentially more so than careers in other STEM fields.

To address this issue, universities will need to develop more industry- and job focused academic courses in quantum science and technology, as well as more partnerships with industry to build clearer quantum career paths (NRC, 2017b; Aiello et al., 2021; Kaur & Venegas-Gomez, 2022).” This also directly connects to the Canadian Government's National Quantum Strategy, which highlights the variety of platforms as the mission strategy for their first pillar. “The Government of Canada will accelerate the development of Canadian quantum computing hardware, software and algorithms, and foster expertise in the use of a range of different platforms. This will ensure the academic, commercial and government sectors have access to the broadest suite of related technologies for testing, advancement, procurement and adoption.” (National Quantum Strategy, 2023). While this is BC focused, learners across Canada and beyond would be benefitted by this same information.

By having an entirely online course with majority asynchronous sessions, this allows for learners to have flexibility in their timing and approach, accommodating a wider variety. By making this a course that focuses on how quantum can best fit the needs of the user, this focuses on individuals' wants and needs. We are directly seeking to address this in a micro credential that is designed to bring current, job focused education to a wide range of learners. Quantum awareness and utilizing quantum systems are highly sought after skills; With our community partnerships, we can not only seek the skill gap but have

direct company input on career opportunities. We also will be including the Quantum Careers Initiative resources from the Quantum Algorithms Institute to further the learning of our students.

This, alongside the launch of Canada's National Quantum Strategy, and 2025 being the International Year of Quantum Science and Technology, poises us to develop and launch this course at the time when global understanding and interest in quantum technology is going to be at an all-time high. We have the resources to create something high quality and extremely relevant to current needs.

External Comparator Information

There are seven comparable offerings identified by the UBC EXL team. Key distinctions are our regional focus, our career/professional development tailored to each learner, and access to SMEs through QMI. This all sets us apart from existing courses; many are open enrollment, entirely asynchronous, and no instructor. Having live sessions, cohorts, and group discussion would set us apart. Especially for a provincial university, that provincial focus is an essential difference. Given these traits, we feel comfortable with our requested tuition being higher than many comparable MOOCs. The micro credentials included in the scope are very comparatively priced for course costs.

Internal Comparator and Consultation Information

Currently, there are no other quantum micro-credentials offered by UBC Vancouver EXL. The closest offerings are the NSERC CREATE in Quantum Computing, and the EdX courses written by the Geering Up Quantum Team (Quantum Computing for Your Classroom, Introduction to Quantum Computing, and Introduction to Quantum Mechanics). The CREATE program is additional coursework to be added to graduate degrees in specific faculties. It focuses specifically on quantum computing hardware and software. As the UBC EdX courses were written by the applying team, we can ensure that the micro credential is distinct in its scope and content.

Admission Criteria

Completion of BC grade 12 or equivalent. Physics 11 or equivalent required. An undergraduate degree in a STEM-related discipline is recommended.

Assessment of Impact on Departmental and University Resources At end of document.

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Library Consultations

Consultation with the Library is required for all new non-credit certificate and microcertificate proposals. The Library consultation form can be found here and must be submitted along with your Senate program proposal.

Note: Course syllabi and a UBC Academic Calendar entry are not required as part of your Senate submission.

Signatories

By signing below, the Dean(s) of the proposing Faculty or Faculties, or the Executive Director of UBC Extended Learning, confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.

Larry Bouthillier 

(Insert Name, Title, and Faculty or UBC Extended Learning)

(Insert Name, Title, and Faculty or UBC Extended Learning, if required)

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13 May 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Revisions to Senate Policy V-129: *Non-Credit Credentials* (approval)

The Senate Curriculum Committee is proposing revisions to Senate Policy V-129: *Non-Credit Credentials*. The first version of this policy was approved by the Vancouver Senate on 19 April 2023 and has been in effect since 1 September 2023. The policy was approved with a three (3) year review date.

The substantive revisions in this second version of the policy are summarized as follows:

- Sections 6.a. and b. have been updated to clarify that approval is required by the Faculty/Faculties and UBC Extended Learning when both are involved in offering the non-credit credential. This revision does not represent a new requirement, but rather, removes ambiguous language.
- Section 7 has been added to formalize the process for revising and discontinuing non-credit credentials.

Under the policy's framework, the Senate has approved over 30 non-credit credentials from the Faculties of Arts, Education, Forestry and Environmental Stewardship, Land and Food Systems, Medicine, and Science, as well as Vantage College and UBC Extended Learning.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve the revisions to Policy V-129:*** **Non-Credit Credentials** ***effective 1 September 2026.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: V-129

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

Number & Title

V-129**.1**: *Non-Credit Credentials*

Effective Date:

1 September 2026 (anticipated)

Approval Date:

13 May 2026 (anticipated)

Review Date:

This policy shall be reviewed three (3) years after approval and thereafter as deemed necessary by the *Responsible Committee.*

Responsible Committee:

Curriculum

Authority:

University Act, S. 37(1)

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

…(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university…

and,

…(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;"…

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University Act, S. 40

"A faculty has the following powers and duties:

...(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty"...

University Act, S. 47(2)

"A University must, so far as and to the full extent that its resources from time to time permit, do all of the following:

...(e) provide a program of continuing education in all academic and cultural fields throughout British Columbia;" ...

Purpose and Goals:

This policy is designed to:

1) Enable the creation of learning opportunities other than those offered for academic credit including, but not limited to, those comprised of content that is not for academic credit or not at the university level; those intended for non-degree seeking audiences; those intended to supplement for-credit study with opportunities to develop complementary professional or applied skills or capabilities; and those for which academic credit is otherwise inappropriate;
2) Define the essential features and categories of *Non-Credit Credentials*; and
3) Delineate approval processes for Non-Credit Letters and Non-Credit Program Certificates.

Applicability:

This policy is applicable to all *Learning Activities*, other than those offered for academic credit, approved on or after the effective date of this policy that are offered by the University through the Vancouver Campus that involve formal assessment or certification that participants have achieved a level of competence or met a particular standard of performance and/or participation. This policy is also applicable to any programming that employs the titles of the categories of *Non-Credit Credentials* identified in this policy regardless of program design or content.

Exclusions:

This policy is not applicable to any *Learning Activity* offered for academic credit.

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This policy is not applicable to internal (i.e., UBC students, faculty, and staff) professional development, training, or other similar opportunities offered by academic or administrative units provided such programming does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

This policy is not applicable to external offerings that are not university-centric in their experience and do not offer UBC-specific credentials, such as boot camps, hackathons, or summer camps, or any other activity on campus that does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

This policy is not applicable to programs exclusively designed to fulfill requirements for qualification or continuing education for an external organization or licensing body, where the curriculum is determined or approved by professional requirements and regulations, provided such programming does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

Definitions:

For the purposes of this policy:

Learning Activities shall include, but not be limited to, in-person or online lectures, independent study, group learning activities, online learning modules, work placements, and practica.

Non-Credit Credentials shall refer to Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, Non-Credit Program Certificates, and Non-Credit Program Microcertificates, as set out in this policy.

Policy:

1) Categories of *Non-Credit Credentials*

   a. Non-Credit Letters
      i. Non-credit learning opportunities leading to a Non-Credit Letter of Participation
         1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Participation are offered.
         2. Normally consist of fewer than 50 expected hours of *Learning Activities*.
      ii. Non-credit learning opportunities leading to a Non-Credit Letter of Completion

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1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Completion are offered; and verification that the learner has completed all tasks assigned as part of the Non-Credit Letter of Completion.
2. Normally consist of fewer than 50 expected hours of *Learning Activities*.

iii. Non-credit learning opportunities leading to a Non-Credit Letter of Proficiency
1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Proficiency are offered; and verification that the learner has achieved an acceptable level of performance in completing all tasks assigned as part of the Non-Credit Letter of Proficiency.
2. Normally consist of fewer than 50 expected hours of *Learning Activities*.

b. Non-Credit Program Certificates
i. Non-credit learning opportunities leading to a Non-Credit Program Certificate consist of more than one discrete set of *Learning Activities*, thoughtfully organized into a coherent program of learning in a given area.
1. Assessment is limited to verification of learners' presence; and demonstrated achievement of program certificate learning outcomes and/or competencies.
2. Normally consist of a minimum of 150 expected hours of *Learning Activities*.

ii. Non-credit learning opportunities leading to a Non-Credit Program Microcertificate bear similar characteristic of a Non-Credit Program Certificate in terms of a coherent program of learning in a particular area, but offer additional choice and flexibility for the learner by virtue of a shorter duration of required *Learning Activities*.
1. Assessment is limited to verification of learners' presence; and demonstrated achievement of program certificate learning outcomes and/or competencies.
2. Normally consist of a minimum of 50 expected hours of *Learning Activities*.

2) Only *Non-Credit Credentials* that comply with the requirements of one of the above listed categories and which have been approved in accordance with this policy may be offered.

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The formal title of any Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, Non-Credit Program Certificate, or Non-Credit Program Microcertificate must include the *Non-Credit Credential* category to which it belongs.

3) The University and/or its Faculties shall not offer or approve non-credit courses of study, courses of instruction, courses of education, or other non-credit offerings except as permitted by this policy or other policies of Senate.

4) Establishment Criteria

a. In order to be considered for Senate approval or Faculty-level approval pursuant to authority delegated by Senate specified in section 6.b. of this policy, proposed *Non-Credit Credentials* must:
   i. Clearly identify admission criteria, eligibility criteria, or the intended audience for the *Non-Credit Credential*;
   ii. Align with a *Non-Credit Credential* category as defined in this policy;
   iii. Clearly identify all requirements for completion and the number of expected hours of *Learning Activities* associated with each requirement;
   iv. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned, and articulate the competencies and program outcomes to be achieved;
   v. Be operationally viable, as determined by the Dean(s) of the responsible Faculty or Faculties, or the Director of Continuing Education.

b. For Non-Credit Program Certificates and Non-Credit Program Microcertificates, in addition to the criteria listed in section 4.a., such proposals must include an outline of the process for learner appeals.

5) Units that May Propose *Non-Credit Credentials*

Non-Credit Credentials must be proposed by one or more Faculty, or by UBC Extended Learning. Administrative units may partner with the Faculties or UBC Extended Learning to jointly develop and deliver *Non-Credit Credentials*; however, Faculties or UBC Extended Learning will be responsible for the *Non-Credit Credentials* being proposed in such partnerships.

6) Approval of *Non-Credit Credentials*

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a. Non-Credit Program Certificates and Non-Credit Program Microcertificates require the approval of the proposing Faculty or Faculties, ~~or~~ UBC Extended Learning**, or the Faculty/Faculties and UBC Extended Learning when both are involved in offering these *Non-Credit Credentials***; Senate Curriculum Committee; and Senate.

b. **Non-Credit Letters require the approval of the proposing Faculty or Faculties, UBC Extended Learning, or the Faculty/Faculties and UBC Extended Learning when both are involved in offering these *Non-Credit Credentials.*** The authority to approve Non-Credit Letters is delegated by Senate to the Faculties and UBC Extended Learning. Faculties and UBC Extended Learning may exercise the delegated authority ~~to approve Non-Credit Letters~~ only where the requirements of this policy and any other applicable Senate policies are satisfied.

c. Upon approval of any Non-Credit Letters pursuant to section 6.b. of this policy, Faculties or UBC Extended Learning shall provide notice of the approved Non-Credit Letter and copies of any proposals to the Senate via the Office of the Senate~~,~~ and to the Office of the Provost and Vice-President Academic.

d. No delegation of authority by Senate is intended to have any impact on the powers or authority of the Board of Governors.

e. Senate retains the authority to discontinue any *Non-Credit Credential* notwithstanding any delegation of authority in this policy.

7) **Revisions and Discontinuations of *Non-Credit Credentials***

a. **Non-Credit Program Certificates and Non-Credit Program Microcertificates may be revised or discontinued only with the approval of the proposing Faculty or Faculties, UBC Extended Learning, or the Faculty/Faculties and UBC Extended Learning when both are involved in offering the *Non-Credit Credential*; Senate Curriculum Committee; and Senate.**

b. **Non-Credit Letters may be revised or discontinued under authority delegated by Senate to the Faculties and UBC Extended Learning. Faculties and UBC Extended Learning may exercise the delegated authority only where the requirements of this policy and any other applicable Senate policies are satisfied.**

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c. **Upon approval of any revisions to, or the discontinuation of, a Non-Credit Letter pursuant to section 7.b. of this policy, Faculties or UBC Extended Learning shall provide notice of the approved change or discontinuation, and copies of any related proposals, to the Senate via the Office of the Senate and to the Office of the Provost and Vice-President Academic.**

8) Inclusion in Academic Calendar

Programs leading to all *Non-Credit Credentials* shall not be included in the Academic Calendar. A separate catalogue of these learning opportunities may be developed.

9) Administrative Responsibility

Administrative responsibility for *Non-Credit Credentials* shall be held by the proposing Faculty or Faculties, or UBC Extended Learning.

10) Learner Rights and Responsibilities

a. A learner in *Non-Credit Credential* programming shall not be considered a student as defined in the *University Act*, RSBC 1996, c 468, unless the learner is otherwise classified as a student by virtue of being a person who is presently enrolled at the University in a credit course or who is designated by resolution of the Senate as a student. Learners in *Non-Credit Credential* programming shall not be registered as students, and do not have the rights and responsibilities of students.

b. Units proposing *Non-Credit Credentials* may establish regulations applicable to learners in *Non-Credit Credentials*. Such regulations must be approved in the manner applicable to the category of *Non-Credit Credentials* to which they apply, as identified in section 1 of this policy.

11) Recognition of Completion of *Non-Credit Credentials*

a. Upon successful completion of a *Non-Credit Credentials*, learners may be provided with a document recognizing completion. Any such document must comply with **the** ~~GA7: -~~Brand Identity Policy.

b. Senate may approve a template establishing the form of any document to be provided to recognize completion of a *Non-Credit Credential*. If Senate has approved such a template, any document provided to recognize completion of any *Non-Credit Credential* must comply with the approved template.

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c. The document provided in recognition of completion of any *Non-Credit Credential* shall be titled in a manner consistent with the *Non-Credit Credential* category to which it belongs.

d. The document provided in recognition of completion of *Non-Credit Credentials* is awarded by the offering Faculty, Faculties, or UBC Extended Learning, and is not conferred by Senate. The document should be signed by the Dean of one or more of the offering Faculties or a person designated by the Dean; or the Director of Continuing Education for UBC Extended Learning.

e. Participants in *Non-Credit Credentials* do not have their credentials conferred at Convocation.

12) Application of Completed *Non-Credit Credentials* Towards Further Programming

A completed Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, and Non-Credit Microcertificate may be applied towards satisfaction of the requirements of Non-Credit Program Certificates, if so approved by Senate.

13) Reporting

Faculties or units offering *Non-Credit Credentials* must report annually to the Office of the Provost and Vice-President Academic on enrolment in those programs.

Calendar Statement:

There are no calendar statements under this policy.

Consultations:

The following groups ~~have been~~ **were** consulted during the development of this policy:

- Standing Committees of Senate
  - Academic Policy
  - Admissions
  - Curriculum
- Enrolment Services
- Office of the Provost and Vice-President Academic
- Office of the Vice-President, Students
- Deans of UBC Vancouver Faculties
- Vantage College

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- Alma Mater Society
- Graduate Students Society
- Office of the University Counsel
- University Librarian
- Ceremonies & Events
- Director of Continuing Education
- UBC Extended Learning
- Sauder School of Business
    - Continuing Business Studies
    - Executive Education
    - Real Estate Division
- UBC Centre for Teaching, Learning and Technology

The following groups have been consulted on the second version of this policy:

- **Senate Curriculum Committee**
- **Associate Deans, Academic and Student**
- **UBC Extended Learning**

History:

This is the second version of this policy for the Vancouver campus. This version clarifies approvals and adds revision and discontinuation requirements for all *Non-Credit Credentials*.

The first version of this policy was approved by the Vancouver Senate on 19 April 2023. ~~This is the first version of this policy for the Vancouver Campus.~~

Related Policies:

V-127: *Diploma Programs*
V-128: *Academic-Credit Certificate Programs*

DRAFT

THE UNIVERSITY OF BRITISH COLUMBIA
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Phone 604 822 5239
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Email vancouver.senate@ubc.ca
senate.ubc.ca

13 May 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Annual Report (information)

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a. Matters of Delegated Authority

Per section 29 (b) of the Rules and Procedures of the Vancouver Senate, Senate has delegated to the Senate Curriculum Committee (SCC) the power to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2025 to April 2026, the Committee approved 1,034 proposals under delegated authority, including:

- 283 Revised Programs
- 724 Revised Courses
- 2 New Courses
- 25 Discontinued Courses

I offer sincere thanks to each member of the SCC's Editorial Subcommittee and the Graduate Curriculum Committee for their thoughtful, dedicated work.

b. Highlights from the 2025/26 Academic Year

The SCC continues to address a range of curriculum management and policy matters and wishes to draw the Senate's attention to the following:

i. One of the proposals approved by the SCC and brought to the Senate was a set of changes to the Master of Engineering Leadership (MEL) program. The re-design of the MEL program reflects the emphasis on engineering leadership. Why this change is noteworthy is because the program was originally designed (more than a decade ago) with the name Master of Business and Engineering (MBE) and therefore emphasized a different mix of technical engineering content and business-related content. At that time, there was quick name pivot and the program was named Master of Engineering Leadership but the content did not adapt to the name. A learning from this experience is the importance of program naming and how quick changes may affect the marketability as well as the student experience in the program.

ii. The SCC has periodically encountered situations in which subject codes have no available course numbers. In response, the Chair requested data from PAIR on course

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offerings. Preliminary analysis indicates that approximately 2,000 courses, or roughly 20% of the course catalog, have not been offered in the past ten years. Data will be shared with Faculties for review. Academic units are encouraged to assess their course inventories and formally discontinue courses they no longer intend to offer.

iii. Over the past triennium, the SCC has observed an increase in proposals for certificates and diplomas, particularly undergraduate certificates. SCC members and curriculum colleagues have noted that these offerings can be difficult to locate within the Calendar, potentially limiting student awareness and participation. The SCC may explore options for improving the visibility of these programs, including the potential development of a more centralized approach to listing certificates, diplomas, and minors.

iv. Under Policy V-129: *Non-Credit Credentials*, the SCC has approved more than 30 non-credit credentials. As these credentials are not published in the Calendar, compiling a comprehensive inventory across UBC Extended Learning and Faculties remains challenging. Committee members have identified this as a gap and may consider approaches to improve institutional visibility and tracking of non-credit offerings.

I extend my appreciation to all SCC members and to Senate Office staff for their contributions and dedication over the past year and throughout the triennium.

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

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13 May 2026

To: Vancouver Senate

From: Senate Academic Policy, Admissions, and Curriculum Committees

Re: New Graduate Certificates (approval)

The Senate Academic Policy, Admissions, and Curriculum Committees have reviewed the materials forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Applied Science) and enclose those proposals they deem as ready for approval including 2 new graduate certificates.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the new graduate certificates brought forward by the Faculty of Graduate and Postdoctoral Studies (Applied Science).***

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

Dr. Kin Lo
Chair, Senate Academic Policy Committee

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FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New graduate certificates
Graduate Certificate in Marine Vessel Design; Graduate Certificate in Mechanical Engineering

Proposed Name of Certificate Program:

Graduate Certificate in Marine Vessel Design

Date of Submission:

February 2026

Sponsoring Faculty/Department/School:

Department of Mechanical Engineering, Faculty of Applied Science

Contact Person:

Name: Boris Stoeber
Title: Professor and Associate Head, Teaching
Telephone: (604) 827-5907
Email: stoeber@mech.ubc.ca

Supporting UBC Partners or External Partners:

Naval Architecture and Marine Engineering External Program Advisory Committee to UBC

Description (maximum 250 words):

The Graduate Certificate in Marine Vessel Design is a twelve-credit certificate designed to complement the existing professional masters programs in naval architecture and marine engineering (NAME) by providing a flexible credential to those who already have some background in NAME, but wish to enhance their knowledge of marine vessel design. Learning alongside current masters' students, learners are immersed in the BC context, with examples, applications, and case studies that are relevant to those who will be working in the marine sector. This makes the certificate an ideal fit for those with a strong interest in the design of commercial ships, naval vessels, pleasure craft, yachts, and other specialized marine craft but missing some of the very specialized topics of ship design essential for BC and Canadian employers.

Completed in four months full-time, or eight months part-time, the certificate includes specialized courses focusing on marine design subjects. The certificate is centered on NAME 591 Capstone Ship Design, a project-based design course involving industry mentors and

practising Naval Architects. Additional courses are selected based on the learners needs, in consultation with the Program Director, and may include Ship Production, Engineering Project Management, Advanced Ship Structures, Marine Hydrodynamics, Computational Fluid Dynamics, and Coastal Engineering.

Students who successfully complete courses to satisfy the requirements of the Graduate Certificate in Marine Vessel Design and are admitted to the M.Eng. in Naval Architecture and Marine Engineering may request to ladder up to 12 of the certificate credits toward the requirements for the master's program.

Rationale for the Program (maximum 250 words):

Ship Design is a very specialized topic that is not offered at most engineering schools but is necessary for those working in the growing British Columbia NAME sector. The certificate program in Marine Vessel Design will provide the core background knowledge and skills required to work in this sector and participate in the BC economy.

The certificate program will increase accessibility to this area of knowledge for learners, as it is not always feasible for interested parties to enroll in our 12-month programs due to work, financial, or personal constraints. The certificate will provide a recognized educational pathway for them to access this area of engineering specialization and receive a credential that recognizes their efforts.

UBC currently has demand from over a dozen students annually who are seeking this type of credential but either choose to go elsewhere, or end up enrolling at UBC through other non-degree statuses, providing a less cohesive UBC experience, creating challenges in predicting enrollment and participation, leaving students with uncertainty about their program applicability, and making it difficult for employers to ascertain if they meet the academic requirements for BC industry.

There will be no impact on existing graduate student course availability. The Certificate allows for proper cohort planning and ensures we can make space available to those who are interested in marine vessel design and wish to work in the BC context.

Alignment with UBC's Indigenous Strategic Plan:

The certificate program indirectly supports UBC's Indigenous Strategic Plan Action #39 by making graduate studies more accessible. The certificate creates an additional (new) and more flexible credential for students to participate in graduate coursework that currently does not exist in Naval Architecture and Marine Engineering.

Proposed Length/Duration (indicate hours, credits, months, etc.):

12 credits: 4 months (full time) or 8 months (part time)

Proposed Curriculum Topics (list by brief descriptive titles only):

NAME 591 – Computer Aided Ship Design

Three electives (9 credits), to be selected in consultation with the program director. Examples of electives could include:

- NAME 501 Advanced Ship Structures
- NAME 502 Advanced Marine Hydrodynamics
- NAME 522 Ship Production and Industrial Engineering
- NAME 524 Shipbuilding Project Management
- NAME 566 Ship Dynamics and Controls
- NAME 581 Ship Design
- Other courses as approved by the Program Director

Target Learners:

We feel that the program will target multiple learner groups, including:

- Recent graduates seeking additional specialization in NAME;
- International students seeking specialized courses in NAME;
- Working professionals (alumni, Engineers-in-Training, and Professional Engineers) who wish to upgrade technical skills in this area but are not seeking a full masters degree;
- Prospective masters students who want to reinforce or improve their academic standing, or explore being a student in our department, prior to applying for a full masters degree;
- Learners who are interested in upgrading or expanding their knowledge base, but require a more flexible learning schedule (part time) due to personal, financial, or professional constraints.

Student Admission Criteria:

Applicants must meet the minimum requirements for admission to a UBC graduate certificate program. Applicants are required to have bachelor's degree-level training in naval architecture and marine engineering or a substantially similar subject. Applicants with degrees in other fields may be approved on a case-by-case basis.

Student Assessment/Grading Methods:

Certificate students will be enrolled alongside UBC Engineering graduate students in established classes and follow the established assessment and grading methods.

Program Delivery Format:

100% in person.

Assessment of Impact on Departmental and University Resources:

As students will be taking the class alongside existing graduate and undergraduate students, there is minimal impact on resources. There will be incremental costs on Teaching Assistants, library usage, and some lab facilities, but these will be offset by tuition, similar to an Unclassified Student but with a more predictable registration pattern and set of needs.

Advising will be managed by Mechanical Engineering staff and can be accommodated.

Assessment of Financial Viability:

As the incremental costs will scale directly with tuition, and we are utilizing existing course sections, this certificate is viable even at one student per year. Based on historical enquiries, we believe that ten to fifteen students will undertake the certificate each year.

We do not believe that the creation of this certificate will negatively impact the enrolment of our 12-month programs (MEng, MEL) because each serves a different learner. Currently, students who are interested in developing business and leadership fundamentals (in addition to enhancing their technical expertise in NAME) take our MEL program; and students who want a more thorough, in-depth technical education in NAME will take our MEng program. Since both of these programs are 12-months long, neither serve the interests of learners who are not interested in or cannot enrol in a program of that length. One major draw of our MEng program, and one of the reasons we believe students will continue to choose it over the certificate if their circumstances allow, is the fact that the MEng program includes a 4 months co-op/internship placement with a NAME industrial partner. This placement allows students to get invaluable work experience in this tight-knit industry, often leads to employment opportunities post-graduation, and is consistently listed by our incoming students as one of the reasons they chose our program over competitors. We do not believe the certificate program will detract learners from our existing programs, but rather add to our cohort of learners and

provide an educational opportunity for those who are not currently being served by our MEL or MEng programs.

Students would be permitted to ladder this certificate into the MEng NAME program, thereby potentially reducing the time required in the MEng program to complete the additional credential. We feel this will be beneficial to both the students and the program, as students who decide they want to continue furthering their education in this area can do so without having to start from the beginning in the MEng program, and the MEng program will get an additional stream of incoming students that currently are not applying/coming to the program.

Current Program Advisory Committee Members (list names and affiliations):

Jon Mikkelsen, Professor of Teaching and Director of UBC NAME Program

Boris Stoeber, Professor and Associate Head, Teaching

Heather Gerrits, Senior Manager, Academic Services and Engagement

Jennifer Pelletier, Senior Manager, Administration

Final Approval Expected from the Following Deans/Department Heads:

Dr. Steve Feng, Professor and Department Head, Mechanical Engineering

Dr. James Olson, Professor and Dean, Faculty of Applied Science

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science **Department:** Mechanical Engineering **Faculty Approval Date:** March 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** February 13, 2026 **Contact Person:** Boris Stoeber **Email:** stoeber@mech.ubc.ca
Proposed Calendar Entry: **Graduate Certificate in Marine Vessel Design** The Graduate Certificate in Marine Vessel Design is a 12-credit graduate certificate designed for those who have background in naval architecture and marine engineering but wish to enhance their knowledge of marine vessel design. Completed in 4 months full-time or 8 months part-time, the certificate includes Capstone Ship Design and three of six technical subjects. The technical subjects are selected in conjunction with the program director. By learning alongside current masters students, students are immersed in the BC context, with examples, applications, and case studies that are relevant to those who will be working in our province. Students who successfully complete courses to satisfy the requirements of the Graduate Certificate in Marine Vessel Design and are admitted to the M.Eng. in Naval Architecture and Marine Engineering may request to ladder up to 12 of the certificate credits toward the requirements for the master's program, as per the Faculty of Graduate and Postdoctoral Studies' academic regulation	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs **Present Calendar Entry:** N/A **Type of Action:** New Certificate Program **Rationale for Proposed Change:** Ship Design is a very specialized topic that is not offered at most engineering schools but is necessary for those working in the growing British Columbia NAME sector. The certificate program in Marine Vessel Design will provide the core background knowledge and skills required to work in this sector and participate in the BC economy. The certificate program will increase accessibility to this area of knowledge for learners, as it is not always feasible for interested parties to enroll in our 12-month programs due to work, financial, or personal constraints. The certificate will provide a recognized educational pathway for them to access this area of engineering specialization and receive a credential that recognizes their efforts.

on laddered credits. Note: A Graduate Certificate in Marine Vessel Design alone does not form an acceptable basis for application to associations of professional engineers in Canada. **Admission Requirements** Applicants must meet the minimum requirements for admission to a UBC graduate certificate program. Applicants are required to have bachelor's degree-level training in naval architecture and marine engineering or a substantially similar subject. Applicants with degrees in other fields may be approved on a case-by-case basis. For more information about the certificate, including how to apply, please visit www.mech.ubc.ca. **Program Requirements** Students must successfully complete 12 credits: NAME_V 591 (3) Computer-Aided Ship Design and 9 credits of electives to be selected from an approved list in consultation with the Program Director. Students must remain continuously registered in graduate certificate courses until the program requirements have been satisfied. Students seeking to take an informal break from their studies must discuss their intentions with the graduate program office in advance. Failure to register for two consecutive terms may result in the student being required to withdraw. **Contact Information**	UBC currently has demand from over a dozen students annually who are seeking this type of credential but either choose to go elsewhere, or end up enrolling at UBC through other non-degree statuses, providing a less cohesive UBC experience, creating challenges in predicting enrollment and participation, leaving students with uncertainty about their program applicability, and making it difficult for employers to ascertain if they meet the academic requirements for BC industry.
	☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Graduate Admissions Department of Mechanical Engineering 2054-6250 Applied Science Lane Vancouver, BC, Canada V6T1Z4 Tel: 604.822.6584 Email: admissions@mech.ubc.ca Web: www.mech.ubc.ca	

Proposed Name of Certificate Program:

Graduate Certificate in Mechanical Engineering

Date of Submission:

February 2026

Proposing Faculty/Department/School:

Department of Mechanical Engineering, Faculty of Applied Science

Contact Person:

Name: Boris Stoeber
Title: Professor and Associate Head, Teaching
Telephone: (604) 827-5907
Email: stoeber@mech.ubc.ca

Supporting UBC Partners or External Partners:

n/a

Program Description:

The Graduate Certificate in Mechanical Engineering is a twelve-credit certificate designed for new graduates, Professional Engineers, and Engineers-in-Training. Completed in either 4 months full-time or up to twenty-four months part-time, the certificate is adaptable and flexible for a variety of learners' needs.

Learners complete twelve credits in Mechanical Engineering, and participate in on-campus, in-person learning. By learning alongside other UBC Engineering graduate students, learners are immersed in the academic environment and are able to enrich their learning through participation in the Department community.

Students who successfully complete courses to satisfy the requirements of the Graduate Certificate in Mechanical Engineering and are admitted to the M.A.Sc. or M.Eng. in Mechanical Engineering may request to ladder up to 12 of the certificate credits toward the requirements for the master’s program.

Rationale for the Program:

There’s a small, but growing, demand for a program that extends learning beyond the bachelor's degree but doesn’t require the commitment of a master's program. This certificate

makes our program more accessible to learners who aren't interested in or it's not feasible for them to undertake a full-time masters program. It provides recognition to current students that take additional courses above their degree requirements, helps engineering professionals in the community access specialized courses to assist with employment, and assists students from other institutions the ability to upgrade their credential.

We will be able to provide tracking, better communication, academic advising, and facilities access to certificate students, which isn't possible to do for existing unclassified students. No new courses are needed to facilitate this program, nor will certificate enrollment affect course availability for current students. The Graduate Certificate in Mechanical Engineering provides a ladder-able structure for students, and allows them to be formally part of the mechanical engineering community in a way that cannot be captured through existing mechanisms.

Alignment with UBC's Indigenous Strategic Plan:

The certificate program indirectly supports UBC's Indigenous Strategic Plan Action #39 by making graduate studies more accessible. The certificate creates an additional (new) and more flexible credential for students to participate in graduate coursework that currently does not exist in Mechanical Engineering.

Proposed Length/Duration:

12 credits: 4 months (full time) or up to 24 months (part time)

Proposed Curriculum Topics:

The certificate requires completion of 12 credits in Mechanical Engineering. At least 6 credits must be at the 500-level. A maximum of 6 credits may be taken at the 300-/400- level, with approval from the Department. Students are able to choose courses from the catalogue of available graduate (and undergraduate) courses offered each year in Mechanical Engineering to tailor their certificate to their specific needs and interests.

Target Learners:

We feel that the program will target multiple learner groups, including:

- Recent graduates of a Bachelor's program in Mechanical Engineering or an aligned field seeking additional specialization in MECH;
- Working professionals (alumni, Engineers-in-Training, and Professional Engineers) who wish to upgrade technical skills in this area but are not seeking a full masters degree;

- Prospective masters students who want to reinforce or improve their academic standing, or explore being a student in our department, prior to applying for a full masters degree;
- Learners who are interested in upgrading or expanding their knowledge base, but require a more flexible learning schedule (part time) due to personal, financial, or professional constraints.

Student Admission Criteria:

Applicants must meet the minimum requirements for admission to a UBC graduate certificate program. Applicants are required to have bachelor's degree-level training in mechanical engineering. Applicants with degrees in other fields may be approved on a case-by-case basis.

Student Assessment/Grading Methods:

Certificate students will be enrolled alongside UBC Engineering graduate students in established classes and follow the established assessment and grading methods.

Program Delivery Format:

100% in person.

Assessment of Impact on Departmental and University Resources:

As students will be taking the class alongside existing graduate and undergraduate students, there is minimal impact on resources. There will be incremental costs on Teaching Assistants, library usage, and some lab facilities, but these will be offset by tuition, similar to an Unclassified Student but with a more predictable registration pattern and set of needs.

Advising will be managed by Mechanical Engineering staff and can be accommodated.

Assessment of Financial Viability:

As the incremental costs will scale directly with tuition, and we are utilizing existing course sections, this certificate is viable even at one student per year. Based on historical enquiries, we believe that approximately five students will undertake the certificate each year.

Current Program Advisory Committee Members (list names and affiliations):

Steve Feng, Professor and Head
Boris Stoeber, Professor and Associate Head, Teaching

Heather Gerrits, Senior Manager, Academic Services and Engagement
Jennifer Pelletier, Senior Manager, Administration

Final Approval Expected from the Following Deans/Department Heads

Dr. Steve Feng, Professor and Department Head, Mechanical Engineering
Dr. James Olson, Professor and Dean, Faculty of Applied Science

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science **Department:** Mechanical Engineering **Faculty Approval Date:** March 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date: February 13, 2026** **Contact Person:** Boris Stoeber **Email:** stoeber@mech.ubc.ca
Proposed Calendar Entry: **Graduate Certificate in Mechanical Engineering** The Graduate Certificate in Mechanical Engineering is a 12-credit certificate designed for new graduates, professional engineers, and engineers-in-training. The program is designed to be adaptable and flexible for a variety of students as it could be completed in either four months full-time or up to 24 months part-time. Students select twelve credits of coursework in Mechanical Engineering, and participate in on-campus, in-person learning. By learning alongside other UBC Engineering graduate students, students are immersed in the academic environment and are able to enrich their learning through participation in the Department community. Students who successfully complete courses to satisfy the requirements of the Graduate Certificate in Mechanical Engineering and are admitted to the M.A.Sc. or M.Eng. in Mechanical Engineering may request to ladder up to 12 of the certificate credits toward the requirements for the master's program, as per the Faculty of Graduate and Postdoctoral Studies' academic regulation on laddered credits.	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs **Present Calendar Entry:** N/A **Type of Action:** New Certificate Program **Rationale for Proposed Change:** There's a small, but growing, demand for a program that extends learning beyond the bachelor's degree but doesn't require the commitment of a master's program. This certificate makes our program more accessible to learners who aren't interested in or it's not feasible for them to undertake a full 30 credit masters program. It provides recognition to current students that take additional courses above their degree requirements, helps engineering professionals in the community access specialized courses to assist with employment, and assists students from other institutions the ability to upgrade their credential. We will be able to provide tracking, better communication, academic advising, and facilities access to certificate students, which isn't possible to do for existing unclassified students. No new courses are

Note: A Graduate Certificate in Mechanical Engineering alone does not form an acceptable basis for application to associations of professional engineers in Canada.

Admission Requirements

Applicants must meet the minimum requirements for admission to a UBC graduate certificate program. Applicants are required to have bachelor's degree-level training in mechanical engineering. Applicants with degrees in other fields may be approved on a case-by-case basis.

For more information about the certificate, including how to apply, please visit www.mech.ubc.ca.

Program Requirements

The certificate requires completion of 12 credits of MECH_V courses. At least 6 credits must be at the 500-level. A maximum of 6 credits may be taken at the 300-/400- level, with approval from the Department.

Students must remain continuously registered in graduate certificate courses until the program requirements have been satisfied. Students seeking to take an informal break from their studies must discuss their intentions with the graduate program office in advance. Failure to register for two consecutive terms may result in the student being required to withdraw.

Contact Information

Graduate Admissions
Department of Mechanical Engineering
2054-6250 Applied Science Lane
Vancouver, BC, Canada V6T1Z4

needed to facilitate this program, nor will certificate enrollment affect course availability for current students.

☐ **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.)

☐ **Special Topics/Variable Credits (STVC)**
(Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.)

***Note: Proponents must submit a Supplemental Information Form for any of the following:**

- All new course proposals
- All renumbered course proposals
- All proposals to split or combine existing courses

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THE UNIVERSITY OF BRITISH COLUMBIA

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13 May 2026

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: Admissions and Curriculum Proposals (approval)

The Senate Admissions and Curriculum Committees have reviewed the materials forwarded to them by the Faculty of Applied Science and enclose those proposals they deem as ready for approval including 1 revised program and 5 new courses.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the revised program and new courses brought forward by the Faculty of Applied Science.***

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

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FACULTY OF APPLIED SCIENCE

Revised program
Master of Engineering Leadership

New courses
APPP_V 512 (3) AI, Agents and Data Analytics for Technical Management; **APPP_V 513 (1.5)** Techno-economic Analysis and Lifecycle Assessment; **APPP_V 514 (1.5)** Policy Landscapes for Technical Leaders; **APPP_V 515 (1.5)** Consultation, Engagement and Professional Communication; **APPP_V 516 (1.5)** Case Studies in Technical Leadership

Master of Engineering Leadership Program Renewal

UBC Faculty of Applied Science

March 12, 2026

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1. Executive Summary

The Faculty of Applies Science aims to achieve harmonization of the current suite of Master of Engineering Leadership (MEL) programs under a single, general degree framework.

This initiative is about renewal and does not introduce any new academic programs, or seek to change the disciplinary focus of the MEL program. The proposal outlines how the current offerings will be brought together under a unified structure that aligns new and existing courses under a more coherent learner experience.

Further, the proposed framework outlines how updating program structure and delivery model can provide enhanced flexibility, and accessibility for working professionals. Together, these efforts are aiming to strengthen long-term sustainability and improve our ability to meet the needs of learners locally and globally in a rapidly evolving professional landscape.

2. Program Details

Target Learners

No change in target learners from previous MEL program proposals.

Program Entry Requirements

No change in program entry requirements from previous MEL program proposals

The MEL program is a professional leadership degree. Admission takes into consideration previous academic performance, relevant professional work experience and maturity.

- Applicants must have an academic background in a relevant four-year bachelors degree in engineering, science, architecture, planning or related discipline.
- Applicants must also have a minimum of three years relevant industry or sector experience.
- Applicants interested in the Clean Energy Engineering concentration must have completed at minimum a 200 level thermodynamics course for entry into the concentration.

Proposed Credential Awarded

In addition to the general MEL degree prospective students may apply to pursue a concentration. We will begin this transformation by shifting the four active MEL degrees into concentrations; Clean Energy Engineering , High Performance Buildings, Urban Systems, or Naval and Marine Architecture Engineering. Concentrations are awarded to students who successfully complete three elective courses pre-approved for their chosen concentration area. Eligibility to pursue a concentration must be confirmed by the relevant concentration advisors prior to admission into the MEL program, to ensure sufficient education or professional background for concentration specific coursework.

Once established the Faculty anticipates integrating additional concentrations drawing from currently paused program areas, expanding the range of options available to incoming students. Our objective is to have a general MEL program, with the option of a concentration in key technical areas. However, we also recognize that there are some students who may not want to specialize in one of the spaces but take courses across all the concentrations.

The proposed parchment change from current state to proposed future state, using High Performance Buildings as an example is provided below.

Current example:

Master of Engineering Leadership
in High Performance Buildings

Proposed example:

Master of Engineering Leadership

The concentrations will appear on the transcript only, the parchment will list only the Master of Engineering Leadership.

Completion Time

No change, the revised MEL program will allow students to complete the program in either 12 or 24 months.

Anticipated Start Date

The proposed program changes will take affect for the January 2028 cohort. Recruitment for the January 2028 cohort would aim to begin in Fall 2026 after all necessary approvals.

Tuition

No change to existing tuition

3. Alignment with UBC and Faculty Priorities

The renewal of the MEL degree offering is closely aligned with the Faculty's strategic plan, *Transforming Tomorrow*, and supports our shared mission to "shape the leaders and professions that shape the world." Similarly, this renewal is strongly aligned with the renewed UBC Strategic Priorities.

APSC Priority Area 1: University for the Future
Harmonizing the MEL programs ensures that our offerings remain aligned with the evolving needs of current and future professionals, and creates a platform for continual future innovation. Together this demonstrates our commitment to pedagogical innovation through continual curriculum renewal, updates to the program structure, and refinement of the delivery approaches.

APSC Priority Area 2: The Future of Working
Refining existing program to ensure experience, flexibility and accessibility is tailored to working professional learners demonstrates our commitment for keeping pace with the rapidly changing nature of work across engineering and applied science professions. Further we are ensuring revised courses are infused with industry driven examples of real world problems and ensuring all students engage in Capstone projects relevant to todays industries.

APSC Priority Area 3: Inclusive Leadership & Respectful Engagement
The harmonized structure reinforces our goal of equipping future professionals with the competencies required to lead in an increasingly complex and interconnected world.

The proposal also directly advances several of the Faculty's' and UBCs' cross-cutting strategies:

- **APSC Strategy 1 – Leading edge teaching & UBC Priority – Creating Flexibility for Learners**: through modernized delivery models and focused curriculum designed for working professionals
- **APSC Strategy 2 – Integrated disciplines**: by creating a more cohort focused unified framework that better supports interdisciplinary learning across different MEL concentrations
- **APSC Strategy 3 – Digital collaboration**: by incorporating flexible, technology-enabled formats that strengthen engagement for diverse learner needs
- **APSC Strategy 4 – Lifelong value**: by aligning programs to better meet the needs of working professionals throughout their careers
- **APSC Strategy 6 & UBC Priority– Experiential learning/Enhancing Experiential Education**: by ensuring that applied, real-world learning remains central across the MEL. program and concentrations world learning remains central across -world learning remains central across

Alignment with the Indigenous Strategic Plan (ISP): This renewal operationalizes the ISP's call to advance Indigenous peoples' human rights by embedding specific learning outcomes on consultation and rights into the core platform. There is a mandatory course on *Consultation, Engagement and Professional Communication* which creates a structural requirement for all graduates of this program to engage with Indigenous histories and rights, moving beyond inclusive leadership to specific competency in Truth and Reconciliation commitments.

Support for Climate Action Plan 2030: The consolidated degree directly supports UBC's accelerated path to net-zero emissions through a wide range of courses, including a mandatory course on techno-economic Analysis and lifecycle assessment for all cohorts. This ensures every MEL graduate possesses the technical literacy to audit and reduce greenhouse gas emissions in their respective sectors, scaling the university's impact beyond campus operations.

Advancing the StEAR Framework: The shift to a flexible, blended delivery model supports the StEAR Framework's call for accessible systems. By removing the requirement for full-time relocation to Vancouver, the program removes barriers for caregivers, remote community members, and professionals from equity-deserving groups who cannot pause employment to upskill, thereby democratizing access to UBC's leadership education.

Enhancing Student Experience: The three-part residency model directly addresses the Student Strategic Plan's priority of fostering connection and belonging. By concentrating cohort interaction into high-impact, in-person blocks, we combat the isolation often found in online professional programs, ensuring the 'fun' and social development aspects of the student experience remain central.

4. Current State & Rationale for Change

History of the Master of Engineering Leadership Program

The current suite of MEL degree offerings was developed 10 years ago to provide students with a comprehensive and innovative education that enables them to build on their past work experience and technical skills, while adding business, leadership and interdisciplinary project opportunities for collaborative learning and interaction with other students. At the time, consultation with stakeholders revealed that experienced engineers and early-career professionals in the chosen technical fields require sector-relevant, cross-disciplinary technical skills. It was also noted that many practicing engineers and related professionals required project management, communication and business skills to grow in management and leadership roles.

Thus, the MEL program was designed to *equip tomorrow's professionals with the critical thinking and practical skills necessary to make important contributions to their chosen sector and to make Canada a leader in the global market.*

Beginning in 2015 the Faculty received separate approval for nine different MEL programs and two MHLP (Master of Health Leadership and Policy) programs from the Ministry of Advanced Education.

MEL (Vancouver)	MHLP	MEL (Okanagan)
Advanced Materials Manufacturing Clean Energy Engineering Dependable Software Systems High Performance Buildings	Seniors Care Clinical Education	Resource Engineering Management (REM)

Integrated Water Management Naval Architecture and Marine Engineering Sustainable Process Engineering Urban Systems		

All programs follow a similar structure where students complete 12 credits focused on business and leadership courses, including courses delivered by Sauder School of Business (7.5 credits) and a set of common technical platform courses (4.5 credits), alongside 18 - 20 credits of technical electives specific to their pillar.

Functionally, all MEL and MHLP students take the business and technical platform leadership courses together as a single cohort, fostering cross-disciplinary collaboration. The remaining 18 credits are set by the pillar directors. Current program formats vary: some include a capstone experience, others offer a defined set of courses, while some provide greater flexibility with a broader menu of electives.

Initially, the faculty proposed to offer just two degrees; one MEL and one MHLP with students being able to take courses in specific areas or concentrations, but were instructed by Senate curriculum committees to separate each pillar into distinct and separate degrees. At this time (2026) we have paused 6 offerings and continued to focus on the following offerings.

- MEL in Clean Energy Engineering
- MEL in High Performance Buildings
- MEL in Naval Architecture and Marine Engineering
- MEL in Urban Systems
- MHLP in Clinical Education

Challenges & Evolving Program Needs

A number of challenges have led the Faculty to pause some of the initial programs, specifically the experiential, administrative and financial burden of offering each pillar as a standalone degree. The current approach limits the ability to leverage economies of scale across the full suite of programs. Additionally, the current format creates challenges for smaller pillar cohorts, where students report feeling isolated and lacking broad exposure to peers in other concentrations. Additional contributing factors include; 1) the need to refresh curriculum and content to better reflect evolving industry requirements, and 2 ensuring program structure and delivery modalities align with the expectations of busy working professionals.

The Faculty has invested significant effort in understanding the student experience, target population, and the program's strengths, weaknesses, opportunities, and threats. Extensive feedback from current, former and potential students indicate that our target learners are more likely to enroll if we provide greater flexibility in delivery and tailor offerings to the realities of working professionals. While the introduction of part-time options has made it

easier for some working professionals, the sequencing of courses and structure of the program mean that most students must leave work for a full year (January to December) to study full-time. Further, we have learned that more students would be interested in the program if they could study from where they currently live, coming to Vancouver for short defined periods of time, rather than having to relocate for the one-year period.

Prior to proposing these changes, the Faculty commissioned an independent external review in 2022, led by Hugh Arnold, an expert in higher education strategy and former Dean of the Rotman School of Management, University of Toronto. Some of the thematic findings include:

- The Faculty has put in substantial effort to establish a strong brand around the MEL. degree, but individual unit buy-in and delivery has not been uniform leading to non-uniform experiences for students across the different programs.
- The MEL program fills a clear market gap for more mature, experienced working professionals seeking a blend of technical expertise and business/leadership skills, but needs structural and curricular updates to better serve the target learner.
- Student expectations for our target learner group are high, specifically in areas of quality of instruction, program management, program feel and student supports
- A critical success factor is maintaining a strong cohort experience, complemented by robust career support and networking opportunities.
- Students strongly valued the platform and core business courses and requested greater cohesion across programs by adding more integrated content in these areas.

The review outlined two key success factors and nine drivers for success, shown in the table below, accompanied by 15 recommendations for program improvement. A prioritized subset of the issues and recommendations relevant to this proposal have been summarized below.

Key Success Factors	**Primary Drivers of Success**
Student Experience - Student satisfaction - Student outcomes Program Results - Reputation with employers - Faculty member engagement	Program vision/purpose Student quality Program design Course content Academic leadership Faculty member commitment Faculty member capabilities Administrative support Financial model
Issue: *The simultaneous development and launch of nine-degree programs (seven MEL and two MHLP) was an exceptionally ambitious undertaking, and the progress achieved to date is commendable. Nonetheless, notable challenges persist. Reducing either the number of offerings or the complexity of the overall program structure would significantly increase the likelihood of long-term success.* **Recommendation**: *Reduce the number of streams or complexity of delivery*	

Issue: *What is currently described as the "part-time" option , in practice, is only a scheduling approach that allows some students to complete the program over two years rather than one.*
Recommendation: *Discontinue what is currently referred to as the "part-time" option and replace it with a true part-time design to support working professionals.*

Issue: *Sauder faculty deliver essential course content, but it is not well integrated with the APSC-delivered portions of the program.*
Recommendation: *Encourage better alignment between Sauder and APSC courses and content*

Following the review, the Faculty is committed to renewing the MEL program so that it continues to evolve to meet student needs, with particular attention to the three structural issues noted above. This renewal creates a strategic opportunity to strengthen existing offerings and find a path to reintroduce paused concentrations in a sustainable way that reflects current market demand. This work was advanced by a small working group of current pillar directors, the MEL. Academic Director, and the AD Student Success and EDI.I. The group conducted a landscape analysis of peer programs, examined current and anticipated learner archetypes, and defined a desired future state to support the recommended program changes.

Current and Future Learner Profiles

Insights from the external review, supported by feedback from former, current, and prospective students, revealed three distinct learner profiles that the MEL program renewal must be structured to support. These profiles were used to explore a range of delivery formats, and identify common learning needs (courses), as well as considerations for continued wrap around support; specifically the continued investment in extracurricular industry engagement activities.

Local Domestic	**Domestic Rest of Canada**	**International**
• Working professionals • Need evening/weekend • Want career focused, applied content • Value flexibility	• Working professionals • Cannot relocate • Need online courses supported by in-person residencies for community building • Value flexibility	• Require in person study for Study Permits & PGWP • Need Canadian industry exposure • Balance work and caregiving • Value in person education
This diverse learner profile requires a program that is: • **Flexible** enough for domestic students with complex commitments • **Accessible** to learners anywhere in Canada • **Meaningfully in-person** for international students • **Career-oriented and applied** to serve professional graduate students		

5. Desired Future State for MEL

The Faculty proposes consolidating the program into a single Master of Engineering Leadership (MEL) degree, with an option for students to build expertise in targeted concentrations. In parallel, the Faculty will broaden its use of short-term residency blocks and introduce additional fully online programming to address the diverse needs of the identified learner profiles. This model strengthens the platform core by expanding the suite of shared courses, while continuing to provide pathways for students to attain specialized knowledge within their chosen field.

Expanding the platform-credit requirement would allow the Faculty to deliver a shared suite of courses applicable to multiple programs and centered on emerging themes in engineering leadership such as techno-economic analysis, AI, and consultation and integrated design models. Further, this structure strengthens the integration between Sauder coursework and technical electives, streamlines instructional complexity, and enhance the cohort experience for students.

Importantly, this future state will allow the MHLP program to continue in its current form, with the exception of introducing two additional in-person residency blocks. These concentrated residency periods are expected to better support working health-care professionals by providing increased flexibility to maintain part-time employment while completing their studies.

Proposed Program Changes

The proposed changes, informed by feedback from current and former students, program staff, faculty, and the external reviewer, include:

1) **Consolidation** of all MEL programs under a single degree with multiple concentrations
2) **Streamlining** technical electives and introduction of additional common technical platform courses that more explicitly help students to connect Sauder content with technical domain content
3) **Implement** a more flexible, blended learning structure designed to better support working professionals

Consolidation of Separate Degree Programs

The primary focus of our renewal is to **consolidate** the individual degrees to a single degree focusing on the creation of a more unified degree experience, summarized in the following comparative table.

Current **MEL in *X (pillar name)***	**Proposed Future State** **MEL**
12 credits – business & leadership courses • 7.5 credits business • 4.5 credits platform 18 credits – technical electives (pillar)	7.5 credits – business courses (same) 10.5 credits – platform courses (expanded) 9 credit – technical electives (reduced) 3 credits – capstone

60% unique courses per pillar *40% common curriculum*	*30% unique course options per concentration* *70% common curriculum*

The program objectives and learning outcomes for the consolidated program were determined by reviewing the individual degree objectives and outcomes, grouping them by theme and demonstrating significant overlap and alignment across the themes. The resulting consolidated program objectives and learning outcomes are as follows:

Renewed Program Objectives

Through the renewed MEL program we will continue to:

A. Prepare technically informed managers to lead integrated teams, and programs across multiple engineering and applied infrastructure contexts.
B. Develop leaders with the ability to communicate effectively across technical, managerial, and interdisciplinary teams to support informed decision-making and project delivery.
C. Develop critical thinking and practical skills for sector contributions and global competitiveness.
D. Provide sector relevant hands-on, experiential learning opportunities grounded in real-world engineering challenges.
E. Deliver project-based learning experiences developed in collaboration with industry, public sector, and extra-university professionals.
F. Prepare professionals capable of adapting to, and addressing current and future workforce needs across a wide range of sectors.
G. Sustain strong faculty expertise to support advanced instruction, applied research, and industry engagement across engineering, architecture and planning sectors.

Program Learning Outcomes

All MEL graduates will continue be able to:

1. Summarize advanced, field-specific technical knowledge and technical skills necessary for effective design and evaluation of solutions.
2. Lead and manage multidisciplinary teams by coordinating technical contributions, facilitating effective collaboration and communication, and ensuring timely and successful completion of complex engineering projects.
3. Design targeted solutions to sector specific challenges.
4. Assess and evaluate criteria and frameworks to support technical decision making.
5. Integrate insights from business, economics, and technical data to support informed decision-making by developing and justifying integrated, data-driven, risk-analyzed, and feasible business and technical solutions
6. Assess and evaluate the implications of regulatory, environmental, societal, and policy considerations on technical and infrastructure projects.

Concentration Learning Outcomes:

By focusing in one of the identified concentrations graduates will have additional technical skills in the following domains, achieving additional concentration learning outcomes.

The **Clean Energy** concentration will ensure graduates are able to critically evaluate and assess energy conversion technologies, distribution, storage, and management across renewable and conventional energy systems

The **High-Performance Buildings** concentration will ensure graduates are able to design and evaluate building energy designs, systems, energy modeling tools, and performance optimization strategies for new or retrofitting projects.

The **Urban Systems** concentration will ensure graduates are able to evaluate urban systems and construct models of sustainable, complex urban infrastructure and municipal systems by integrating and applying concepts and tools from engineering, planning, economics, and asset management.

The **Naval Architecture & Marine Engineering** concentration will ensure graduates are able to analyze ship performance and design by applying core marine engineering principles.

A complete summary of the previous learning outcomes and the thematic approach to consolidation is provided in Appendix 1.

Streamlined Curriculum

To support the consolidated degree, the streamlined curriculum would focus on bringing together more common content into the technical platform. The new courses were identified through analysis of common curricular areas/themes previously covered in various technical elective courses by individual pillars (old format), and meet the needs of multiple streams (new format). A detailed breakdown of the newly proposed course distribution is shown in the comparative table below. Calendar entries and syllabi for new courses are provided in sections 6 and 7, respectively. Learners will consult with program advisors (staff) and stream advisors (faculty) to identify electives aligned with their concentration of interest, as well as individual learning and career goals. A sample list of technical electives for the initial four concentrations is provided in Appendix 2. Updated lists of technical electives will be maintained on the MEL program website.

Importantly, the new core courses were selected not just for administrative alignment, but to directly address the **UBC Strategic Plan's** emphasis on **Climate Action** and **Emerging Technologies**. By standardizing instruction in *AI & Data Analytics*, *Lifecycle Assessment (APPP 513)*, and *Policy* we ensure that every MEL graduate is equipped to manage the evolving, complex workplace that defined siloed technical electives can no longer address alone.

Current **MEL in *X (pillar name)***	**Proposed Future State** **MEL**
Business Courses (7.5 credits) • APPP 503 – Organizational leadership (1.5 cr) • APPP 504 – Business Acumen (3 cr) • BAEN 540 – Strategy & Innovation (1.5 cr) • Sauder elective (1.5 cr) Technical Platform (4.5 credits) • APPP 502 – Sustainability & Leadership (1.5 cr) • APPP 505 – Analytics and Interpretation for Applied Science (3 cr) Technical Electives (18 credits) • Tech elective 1 • Tech elective 2 • Tech elective 3 • Tech elective 4 • Tech elective 5 • Tech elective 6 or Capstone (some programs) *Note technical electives selected based on discussion with Pillar Directors*	Business Courses (7.5 credits) • APPP 503 – Organizational leadership (1.5 cr) • APPP 504 – Business Acumen (3 cr) • BAEN 540 – Strategy & Innovation (1.5 cr) • Sauder elective (1.5 cr) Technical Platform (10.5 credits) • APPP 502 – Sustainability & Leadership (1.5 cr) • APPP 512 – AI, Agents and Data Analytics for Technical Management (3 cr) • APPP 513 – Techno-economic Analysis and Lifecycle Assessment (1.5 cr) • APPP 514 – Policy and Governance for Technical Leaders (1.5 cr) • APPP 515 – Consultation, Engagement and Professional Communication (1.5 cr) • APPP 516 – Case Studies in Technical Leadership (1.5 cr) Technical Electives (9 credits) • Tech elective 1 • Tech elective 2 • Tech elective 3 Capstone (3 or 6 credits) • APPP 506 *Note technical electives selected based on discussions with program advisors & concentration leads*

An example of how the newly created courses and streamlined curriculum supports the revised program objectives and learning outcomes is show below.

Course	**Program Objective**	**Program Learning Outcome**
BEAN 540 – Strategy & Innovation	C, F	5
APPP 502 – Sustainability and Leadership	A, B	5, 6
APPP 503 – Organizational Leadership	B, F	2, 4
APPP 504 – Business Acumen for Technical Leaders	A, B, C	4, 5
APPP 506 - Capstone Project	D, E	1, 2, 3
APPP 512 - AI, Agents and Data Analytics for Technical Managers	A, C, F	3, 5
APPP 513 – Technoeconomic Analysis and Lifecycle Assessment	C, D	4, 5,6
APPP 514 – Policy and Governance for Technical Leaders	B, D	2, 4, 6
APPP 515 – Consultation, Engagement and Professional Communication	A, B	2, 6
APPP 516 – Case Studies in Technical Leadership	C, D, F	2,3,5
Technical Electives	A, D E, F	1

Implementing a New Flexible Structure

Under the proposed model, all MEL students will participate in designated in-person residency periods on the UBC campus, completing short but intensive courses designed to strengthen cohort cohesion and offer meaningful face-to-face engagement without requiring students to permanently relocate. Between these residency blocks, learners may return home and continue their coursework online or remain in Vancouver to take in-person classes. Technical platform and a selection of elective courses will be offered in flexible formats (including evenings, weekends, or online), supporting students who wish to maintain full-time employment while studying.

Further, students will be able to pursue the MEL degree on either a full-time or part-time basis, with daytime course sections available for full-time learners and evening/weekend sections available for working professionals. Regardless of enrollment status, all students will complete the same residency components.

We envision two optional timelines that use the same courses and residency structure but enable learners to customize their timeline around their goals and commitments:

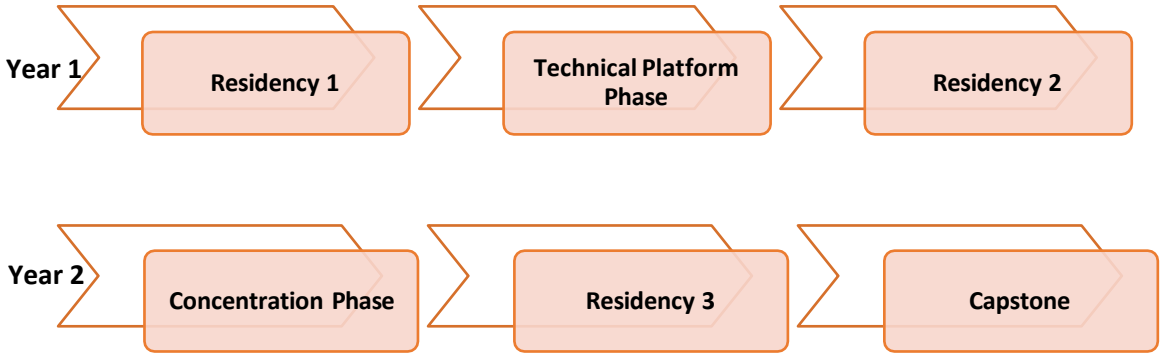
Immersive Timeline (completion time 1 year):

Designed for full-time learners, this pathway allows students to complete all MEL coursework within a single calendar year. Students who prefer predominantly in-person instruction may work with their program advisor to select appropriate technical electives offerings.



Professional Timeline (completion time 2 years):

Designed for working professionals balancing academic and non-academic commitments. In this pathway, students typically complete Residencies 1 and 2 and their technical course in the first year. In the second year, they complete their technical electives, capstone project, and Residency 3. Students work closely with an academic advisor to determine electives and a course sequence that supports a sustainable workload.



The proposed sequencing of the program would be as follows, and is describe in greater detail in the following table below.

	Timing & Format	Business & Technical Platform Components	Concentration Components	Learning Focus
Residency 1: Foundations of Leadership & Business Literacy	February 8 days In person	*Orientation – January* *Organizational Leadership, Strategy & Innovation (BAEN540)* *Intro to technical streams*		Build cohort identity, foundational business literacy, leadership mindset and cross-disciplinary collaboration
Technical Platform Phase	January – April Daytime, or Evening/ Weekend (local) + Online (national)	Technical Platform & Concentration Course work *(APPP 502, 512, 512, 513, 514, 505)*	Integration of examples from concentration areas into case studies, examples and assignments Potential Capstone projects identified	Deepen concentration expertise and apply business fundamentals to technical contexts
Residency 2: Strategy, Innovation & Technical Practice	August 8 days In person	*Marketing, Finance, Accounting, Organizational Behaviour (APPP 504)* *Technical Case Study in Practice (APPP 516)* Field trip-heavy applied course with industry site visits, integrated case analysis, reflection seminars	Continued integration of examples from concentration areas into case studies, and assignments Initiate Capstone project	Apply strategy and innovation concepts to real-world technical challenges Strengthen applied learning through site experiences Build cross-cohort collaboration and professional networks
Concentration Phase	August - December Daytime or Evening/ Weekend + Online, or in person	Integrate learnings from technical platform and business courses into assignments in technical electives.	Focus on technical electives Focus on Capstone projects	Continue to deepen technical expertise, professional application and prepare for capstone integration.

Residency 3: Capstone & Advanced Leadership Practice	December 10 days	Two-Party Negotiations and Business Development	Capstone Project Presentations Showcase and final integration Alumni and industry networking forum	Demonstrate integrated business and technical leadership Practice advanced negotiation and influence skills Showcase applied leadership impact to industry stakeholder

Expected Benefits

Taken together the consolidation of all MEL degrees, streamlining of technical electives and introduction of additional common technical platform courses, and the implementation of a more flexible, blended learning structure are expected to have the following benefits to the Faculty and to learners.

Moving from separate degrees to one degree with concentrations is expected to:

- improve operational efficiency and reduce duplication in program delivery
- strengthen cohort cohesion by bringing learners together in shared courses, while still allowing students to customize their pathway through sector-specific concentrations

Adopting a more flexible, blended model is expected to:

- include three intensive in-person residencies (at program start, mid-point, and conclusion) integrating business and technical components to build and reinforce cohort community
- offer a mix of daytime, evening and weekend course options for learners in the Lower Mainland, supporting working professionals
- provide online learning options for students across Canada who cannot relocate to Vancouver
- allow for the integration of selected existing graduate courses taken alongside MASc and PhD students catering to learners who prefer traditional in-person classroom experiences

A purposeful program designed to serve divers learners is expected to:

- better support working professionals seeking a true part-time study option
- expand access to a broader range of domestic students across Canada
- provide international students with meaningful in-person Canadian learning experiences while offering scheduling flexibility for full-time study.

Increasing overall value to students by:

- aligning more closely with the needs and expectations of busy working professionals
- updating and expanding the curriculum, including a greater focus on common courses that integrate business, leadership, and technical content to support interdisciplinary learning

- maintaining a platform of rich extracurricular industry facing activities and supports that exist within the current MEL program (ex. Industry talks, industry evenings, alumni network)

6. Calendar Changes

UBC Curriculum
Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval** Date: 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **Master of Engineering Leadership** **Program Overview** The Master of Engineering Leadership (M.E.L.), offered by the Faculty of Applied Science, develops professionals who can lead effectively across a range of complex technical sectors. The program integrates advanced technical concentration electives with a platform of essential leadership capabilities, including business strategy, communication, policy and governance, and critical thinking. Through this integrated approach, M.E.L. students strengthen their sector-specific expertise while gaining the practical, interdisciplinary skills required to navigate and shape modern engineering and technology environments. All students are admitted to the general M.E.L. degree, and may apply for one of four M.E.L. concentrations: • Clean Energy Engineering • High Performance Buildings • Urban Systems • Naval and Marine Architecture Concentrations will be awarded to students who complete 9 credits of electives that have been pre-approved for their desired concentration. Eligibility to pursue and complete a concentration will be subject to approval from the relevant	**URL: New URL requested** Listed as separate page under the following page https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science **Present Calendar Entry:** NA **Type of Action:** New calendar entry **Rationale for Proposed Change:** Program Renewal consisting of multiple parts: Create new general program calendar entry Remove individual specialization calendar entries (submitted as separate entries) The existing MEL program is configured as a set of eight distinct named degrees. The program has undergone a thorough review and the Faculty is proposing to reconfigure the program as a single degree with a set of available concentrations. This initiative will help to streamline the program, bring in relevant updates, and allow more nimble response to industry and learner needs going forward. This proposal contains the new calendar entry that will replace the eight entries currently in the calendar. Five new courses are also being proposed in a separate proposal.

concentration coordinator before admission and entry into the M.E.L. program. **Admission Requirements** The M.E.L. program is a professional leadership degree. Admission takes into consideration previous academic performance, relevant professional work experience and maturity. • Applicants must have an academic background in a relevant four-year bachelor's degree in engineering, science, architecture, planning or related discipline. • Applicants must also have a minimum of three years relevant industry or sector experience. • Applicants interested in the Clean Energy Engineering specialization must have completed at minimum a 200 level thermodynamics course for entry into the specialization. The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework; applicants who do not meet the minimum requirement may be considered for admission on a case-by-case basis if they have achieved 80% or higher in at least 12 credits	At this time we are anticipating that students will apply using a single application form and indicate interest in one or more concentration at the time of application. **Rationale for Elective Credit Changes** This shift was made in response to both student feedback and external review recommendations. The decision to move from 18 credits of concentration-specific coursework to a new model with 9 credits of concentration electives plus a 3-credit capstone was driven by several considerations. A key factor was the significant overlap in specialized content across programs, which presented an opportunity to improve teaching efficiency by integrating shared material into common technical platform courses. This approach not only reduces duplication but also creates a more cohesive and consistent learning experience for students. In addition, all students will now enroll in a common capstone course, with projects aligned to their chosen concentration area, or a general project option available for students who do not wish to pursue a concentration.

(UBC-equivalency) of senior-level coursework in the prospective area of study.

The minimum admission requirement for applicants with degrees from outside North America is an overall degree average of 76% (UBC-equivalency).

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. Tests must have been taken within the last 24 months at the time of submission of your application. Acceptable English language proficiency tests for the M.E.L. are:

- TOEFL (Test of English as a Foreign Language) with either:
  - A minimum score of 4.5 (internet-based exam, 1-6 scale), with minimum component scores of 5.0 [in listening], 4.5 [in reading, writing] and 4.0 [in speaking]; OR
  - A minimum score of 90 (internet-based exam, 1-120 scale), with minimum component scores of 22 [in reading, listening] and minimum component score of 21 [in writing, speaking].
- IELTS (International English Language Testing Service): minimum overall band score of 6.5 with no other component score less than 6.0 of the academic (NOT general) IELTS test.
- DET (Duolingo English Test): minimum overall score of 125, with minimum component scores of 115 in reading and listening and minimum component scores of 120 in writing and speaking.
- MELAB (Michigan English Language Assessment Battery): minimum overall score of 85, with a minimum score of 3 in the speaking test.
- PTE (Pearson Test of English - Academic): minimum overall score of 65, with a minimum score of 60 reading, 60 writing, 60 listening, and 60 speaking.
- CELPIP (Canadian English Language Proficiency Index Program): minimum scores; 4L/4L/4L of the academic (NOT

general) test is required.
- CAEL (Canadian Academic English Language Assessment): minimum overall score of 70, with a minimum score of 60 on the speaking sub-test.

Applicants who do not meet the academic requirements stated above, but who have had other significant formal training, relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the graduate program, may be granted admission on the recommendation of the Program Director and the approval of the Dean of Applied Science.

Lists of the required application documents are available on the program website. The Professional Masters office is responsible for collection and assessment of application documents.

Program Requirements

Students must complete 18 credits of required business and technical platform courses, 9 credits of technical electives and a 3-credit capstone project.

The Master of Engineering Leadership is a non-thesis degree program consisting of a minimum of 30 credits.

All M.E.L students are required to complete the following 10 courses
- APPP_V 502 (1.5)
- APPP_V 503 (1.5)
- APPP_V 504 (3)
- APPP_V 506 (3 or 6)
- APPP_V 512 (3)
- APPP_V 513 (1.5)
- APPP_V 514 (1.5)
- APPP_V 515 (1.5)
- APPP_V 516 (1.5)
- BAEN_V 540 (1.5)

Students will work with the M.E.L. program and concentration advisors to select 9 credits of technical electives from a list of approved

courses, and 1.5 credits of eligible business electives based on previous background and career goals.

This program also requires students to attend a mandatory orientation and a set of three in-person residency blocks, in order to graduate.

Students typically complete the 30-credit requirements through the professional (24 month) pathway, but have an option to complete the immersive (12 month) path

Transfer Credit

1. Graduate students who have earned credits for equivalent courses outside of the M.E.L. program (e.g., from a different university, in a different UBC master's program, or as an unclassified student) may apply to transfer credits toward their M.E.L. degree. Typically only 3 credits will be allowed to be transferred, provided that:
   - The courses were not used as a basis for admission to the M.E.L. program;
   - The courses were not used to satisfy the requirements of another credential;
   - The courses considered for transfer credit have been taken within five years of commencement of the M.E.L. program;
   - At least a B standing (UBC 74%) was obtained in courses considered for transfer.
2. Transfer credit may only be at the graduate level (500-/600-level).
3. Transferring credits is not permitted for APSC Professional Programs management and leadership courses, course code: APPP_V or Sauder business course codes.
4. Requests for transfer credit must be accompanied by a letter or memo of support from the M.E.L. Academic Program Director, addressed to the Associate Dean of Applied Science. The letter must provide an academic justification for allowing the transfer credit on a course-by-course basis and be accompanied by a set of original transcripts from the completed course institution.
5. Transferring credits will not reduce tuition

fees. **Financial Assistance** Financial assistance based on academic merit and financial need may be available. Students should consult the MEL admissions website for more information. **Contact Information** MEL – MHLP Office Tel: 604.827.4136 Email: melmhlp.admissions@apsc.ubc.ca Web: www.apscpp.ubc.ca	

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval Date:** 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **APPP_V 512 (3) AI, Agents and Data Analytics for Technical Management** Applied data workflows; large language models and prompt engineering; AI agents and orchestration; workflow redesign; governance, ethics, and professional accountability; organizational and workforce implications.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/apppv **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale for Proposed Change:** This proposed course is a new required technical platform course to support the renewal of the Master of Engineering Leadership program. Engineers and project managers are increasingly required to work alongside AI-enabled tools, including large language models and autonomous or semi-autonomous agents, that reshape how engineering work is performed. Most engineers will not design AI algorithms, but they will be responsible for supervising, integrating, and being professionally accountable for AI-assisted work. This course addresses this need by focusing on practical AI literacy, agent-based workflows, and leadership in AI-enabled engineering organizations.

	☒ **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:** N/A – Graduate Course ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval Date:** 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **APPP_V 513 (1.5) Techno-economic Analysis and Lifecycle Assessment** Environmental inventories; integrated assessment of urban and energy systems; industrial ecology and circular economy; energy and carbon policy instruments; decision-making for sustainability under uncertainty.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/apppv **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale for Proposed Change:** This proposed course is a new required technical platform course to support the renewal of the Master of Engineering Leadership program.

	Major infrastructure and capital-intensive engineering projects are increasingly evaluated not only on technical performance, but also on economic viability, environmental impact, and resilience under uncertainty. Engineers and engineering leaders must be able to assess competing design alternatives, investment options, and sustainability claims using transparent and defensible analytical methods. This course responds to that need by providing a focused yet rigorous introduction to techno-economic analysis (TEA), life cycle assessment (LCA), and environmental impact assessment as applied to real-world infrastructure contexts. The course emphasizes methodological soundness, interpretation of results, and communication of uncertainty, rather than optimization or software-specific expertise. It is intended to support subsequent coursework in project delivery, policy, and leadership, and to prepare students to engage critically with consultants, regulators, and decision-makers.
	☒ **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:** N/A – Graduate Course ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:**

	• All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval Date:** 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **APPP_V 514 (1.5) Policy Landscapes for Technical Leaders** Energy, carbon, industrial, trade, and security policy; regulatory institutions and instruments; policy design and implementation; interaction between technology, markets, and governance; strategic analysis. Prerequisite: APPP_V 513	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/apppv **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale for Proposed Change:** This proposed course is a new required technical platform course to support the renewal of the Master of Engineering Leadership program. Engineering and technical leaders increasingly operate in environments where public policy, regulation, and geopolitics shape project feasibility, technology adoption, market access, and risk exposure. Decisions related to energy systems, infrastructure, manufacturing, data, and security are often constrained or

	enabled less by technical performance than by policy design, regulatory institutions, and political economy. This course addresses the need for technically trained professionals who can interpret policy landscapes, anticipate regulatory change, and engage effectively with policy processes without being policy specialists. It equips students to evaluate how energy, carbon, industrial, trade, and security policies interact with technology and markets, and to incorporate policy considerations into strategic technical decision-making. The course complements technical, economic, and leadership coursework by providing a structured understanding of governance contexts in which engineering decisions are made.
	☒ **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:** N/A – Graduate Course ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval Date:** 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **APPP_V 515 (1.5) Consultation, Engagement and Professional Communication** Public, Indigenous, and government engagement; professional technical communication; negotiation and conflict management; risk and crisis communication; ethical and culturally informed leadership practice.	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/apppv **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale for Proposed Change:** This proposed course is a new required technical platform course to support the renewal of the Master of Engineering Leadership program. Engineering and technical leaders are increasingly required to operate in environments where project success depends as much on consultation, communication, and trust-building as on technical performance. Public opposition, Indigenous rights and governance, regulatory scrutiny, and multidisciplinary coordination routinely shape the feasibility, timeline, and legitimacy of engineering projects. This course addresses the need for engineers to engage meaningfully and ethically with diverse stakeholders, navigate difficult conversations, and communicate technical information under conditions of uncertainty, risk, and conflict. It is designed to equip students with structured frameworks, practical tools, and reflective capacity to lead consultation and communication processes responsibly. The course complements technical, economic,

	and policy coursework by developing the interpersonal and institutional competencies essential for contemporary engineering leadership.
	☒ **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:** N/A – Graduate Course ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

Category: (1)

Faculty: Applied Science **Department:** **Faculty Approval Date:** 03/12/2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 2026 **Contact Person:** Agnes d'Entremont **Email:** agnes.dentremont@mech.ubc.ca
Proposed Calendar Entry: **APPP_V 516 (1.5) Case Studies in Technical Leadership**	**URL:** https://vancouver.calendar.ubc.ca/course-descriptions/subject/apppv **Present Calendar Entry:** N/A

Experiential analysis of real-world engineering projects through site visits, document review, and expert briefings. Emphasis on leadership, delivery models, performance outcomes, and lessons learned across clean energy engineering, high-performance buildings, and urban systems.	**Type of Action:** Create New Course **Rationale for Proposed Change:** This proposed course is a new required technical platform course to support the renewal of the Master of Engineering Leadership program. Engineering leadership is often best understood not through abstract theory, but through close examination of real projects—particularly those that are presented as "state of the art." This course responds to the need for engineers to critically interrogate built outcomes, delivery processes, and leadership decisions, rather than accepting performance claims or design narratives at face value. By engaging directly in recently-build major engineering infrastructure projects in the Metro Vancouver area, students learn to evaluate how technical ambition, economic constraints, governance structures, and leadership practices shape outcomes. The course emphasizes critical judgment, comparative analysis, and reflective learning, preparing students to apply lessons from precedent projects to future leadership roles.
	☒ **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:** N/A – Graduate Course ☐ **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.) ☐ **Special Topics/Variable Credits (STVC)**

	(Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

THE UNIVERSITY OF BRITISH COLUMBIA
Office of the Senate
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Vancouver, BC V6T 1Z1

Phone 604 822 5239
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13 May 2026

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report 2025/26 (information)

During the 2025/26 academic year, the Committee met eight times and devoted its efforts to advising and assisting the University Librarian, Dr. Susan Parker, in developing a general program of library services for the University, with special focus this year on the upcoming transition in the University Librarian role. I offer sincere thanks to each member of the Committee for their thoughtful, dedicated work.

At each meeting, the Committee received extensive briefings from the University Librarian and informative presentations. The Committee supported the Library in its Annual Report to Senate. During the year, members participated in the Policy Development Committee for amendments to the Deaccessioning Policy (UP11) and the President's Advisory Committee for the Selection of a University Librarian. The Committee also developed a document outlining specific metrics for the University Librarian's monthly reports to the Committee to support both the incoming University Librarian and the Committee in their advisory capacity.

The Committee would like to extend its deep gratitude to Dr. Susan Parker for her eight years of service to the Senate Library Committee and UBC Library. During this time, Dr. Parker provided steady leadership to the UBC Library through a period of significant change, including the challenges of the COVID-19 pandemic and the evolving landscape of artificial intelligence. Under her leadership, the Library advanced the implementation of the Inclusion Action Plan and the Indigenous Strategic Plan. The Committee is grateful for Dr. Parker's thoughtful guidance and contributions to its work during this time. The Committee wishes her well on her retirement. Additionally, the Committee welcomes Dr. Dale Askey as the incoming University Librarian and looks forward to his participation in the work of the Senate Library Committee.

Finally, the Committee would like to thank all those who shared their expertise, time, and dedication to the Library over the course of the year.

Respectfully submitted,

Dr. Elisa Baniassad
Chair, Senate Library Committee

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Phone 604 822 5239
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To: Senate
From: Senate Nominating Committee
Re: Triennial Review Consolidated Committee Recommendations
Date: 24 April 2026

The Senate Nominating Committee would thank the senators, senate committees, administrators and others who provided recommendations and comments for this triennium's review. Many of the recommendations below flow from both the feedback in the triennial review, but also the recommendations and observations made in the 2023 Senate External Review.

Part 1: Senate Membership

The Committee is aware that much of the Senate's membership is fixed by statute and the result of organizational choices of UBC (such as to create faculties). That said, the *University Act* does give Senate the flexibility to add members so long as it does not disrupt certain ratios of classes of members, namely faculty and students. One suggestion heard repeatedly is to include indigenous voices more formally and structurally within the organization of Senate and its Committees. The Committee notes the appointment of a new Senior Advisor and Associate Vice-President Indigenous Affairs, Clifford Atleo Jr. effective 1 May 2026 and recommends that the Senate Agenda and Nominating committees have discussions with him and other interested parties over the upcoming months on if and how to include him or other relevant persons or groups into the University's governance structure, with a commitment to report back to Senate by the end of this calendar year.

Part 2: Committee Structure, Memberships, and Terms of Reference

Academic Policy Committee (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Academic Policy Committee that no changes are required at this time to its composition and terms of reference.

Composition

Elected from Senate
15 Senators (including 3 student members and 2 convocation members)

Ex Officio
Chancellor

President
Registrar (non-voting)
An associate vice-president academic, as designated by the Academic Vice-President
Chair of the Teaching & Learning Committee

Quorum: 8 voting members

Terms of Reference

- To advise the Senate on such matters of important academic policy as may be referred to it from time to time.
- To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee many review the issue itself and report to Senate.
- To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses.
- To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate.

Admissions Committee (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Admissions Committee that no changes are required at this time to its composition and terms of reference.

Composition

Elected from Senate
9 Senators (including 2 student members and 1 convocation member)

Ex Officio
Chancellor
President
Registrar (voting, except in cases of Student Appeals)
An associate vice-president academic, as designated by the Academic Vice-

President (voting)
Chair, Senate Curriculum Committee
Head of unit responsible for undergraduate admissions, as designated by the Registrar (voting, except in cases of Student Appeals)
One Assistant or Associate Dean from each Faculty (voting, except in cases of Student Appeals)

Quorum: 5 members who are members of Senate, except in the case of students appeals, where a quorum consists of 3 members who are also members of Senate

Terms of Reference

- To consider and review admissions and transfer policy.
- To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.
- To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998), and to make recommendations to Senate.
- To review and approve the terms of affiliation relating to student mobility with other universities, colleges, or other institutions of learning, and to modify or terminate the affiliation, in accordance with the policy of the Council of Senates* (Senate minutes, May 17, 2023).
- To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission; and to review and rule on appeals related to admission, re-admission, and transfer to the University:
  - Assistant or Associate Deans are to recuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.
  - Committee members who are not members of Senate are to recuse themselves from the hearing of student appeals. Decisions made on appeals brought before the Committee are reported to Senate for information on an annual basis.

*Under Section 38.2(4) of the University Act, the responsibility of considering affiliation agreements falls to the Council of Senates. The Senate Admissions

Committee considers those agreements that the Council deems relevant to the Vancouver Campus.

Agenda Committee

The Nominating Committee has considered the membership of the Senate agenda Committee and suggests that it be extended to include all non-quasi-judicial Senate Committee Chairs (it presently is just those who produce a majority of Senate approval items) and that the Academic Vice-President (currently titled the Provost & Vice-President Academic) be added as a voting member of the Senate Agenda Committee given that the schedules of more-recent Presidents have not allowed them to regularly attend meetings of the Committee. Both of these additions are suggested to better inform the Committee of work being done by Senate committees and the senior administration. The quorum of the committee is recommended to be raised by 1 as a result of these additions.

With respect to the terms of refence, beyond a typographical correction, the Committee recommends striking "the implementation of" from the Committee's University Act responsibility (This language made sense in the 1970s when the Committee had to work with a new Act, but the current Act is over 50 years old and the Committee has broader responsibilities in this area than just implementation of existing law), codifying the responsibility for the Rules and Procedures of Senate in the Committee's terms of reference (NB: This responsibility is already listed in the rules themselves), and the transferring of responsibility for Senate orientation and training from the Agenda Committee to Senate Nominating Committee, in line with its other personnel responsibilities.

Composition

Elected from Senate:
4 Senators (2 student members of Senate, 1 convocation member of Senate, and 1 dean)
Ex Officio
Chancellor
President
Chair of the Senate Academic Policy Committee

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Chair of the Senate Admissions Committee
Chair of the Senate Awards Committee
Chair of the Budget and Academic Buildings Committee
Chair of the Senate Curriculum Committee
Chair of the Senate Nominating Committee
Chair of the Senate Research & Scholarship Committee
Chair of the Senate Teaching & Learning Committee
Chair of the Tributes Committee
Academic Vice-President
Registrar (non-voting)

Quorum: 5 voting members

Terms of Reference

- To prepare an agenda for Senate meetings.
- To discuss matters referred to it by Senate or by the **C**~~c~~hair of Senate for report to Senate.
- To consider and take action on behalf of the Senate on all matters that may be referred to the Senate by the Board (Senate minutes, 21 May 1975, p. 6397).
- To consider matters relating to ~~the implementation of~~ the University Act (Senate minutes, 15 October 1980, p. 7409).
- **To recommend the Rules and Procedures of Senate**
- To annually collect and prepare for Senate discussion topics of broad academic interest (Senate minutes, 16 May 2006).
- ~~To advise the Secretary on the orientation program for new and returning members of Senate (Senate minutes, 22 July 2020).~~

Appeals on Academic Standing Committee (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Appeals on Academic Standing Committee that no changes are required at this time to its composition and terms of reference. The Nominating Committee would note that large increase in appeals filed in recent years, and hopes that recent changes already approved will improve the ability of the Committee to come to final decisions for the University as quickly as possible. The Nominating Committee appreciates the through feedback from the

Ombudsperson regarding improving accessibility, timeliness, and training for this committee. Action on those matters do not require changes to the Committee's terms of reference, but the Nominating Committee would recommend that the appeals committees continue to make improvements to ensure sound and timely decision making.

The Nominating Committee has considered the recommendation to merge the two appeals committees (such as exists at UBC Okanagan) and does not think that warranted at this time given the differences in subject matters considered by the two appeals committees.

Composition

Elected from Senate:
Fourteen members, eight of whom are members of Senate who are faculty members, four of whom are members of Senate who are students, and two of whom are members of Senate who are neither faculty members nor students.

Ex Officio:
The Chancellor, the President, and the Registrar are members of the Committee ex-officio; the Chancellor and the President, but not the Registrar, shall be entitled to vote.
Quorum: 3 voting members

Terms of Reference

- The Committee shall hear and dispose of appeals by students from decisions of Faculties on matters of academic standing, but the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.
- Subject to section 2.3 below, the decision of the Committee on an appeal is a final disposition of that appeal. Senate has conferred on the Committee the power of making final decisions pursuant to Section 37(1)(b) of the University Act.
- If an issue on an appeal raises, in the opinion of the Committee, an unsettled question of policy or procedure of general importance to the University, the Committee may refer that question to the Senate for a ruling.

- The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase "improper or unfair procedures," it shall be construed to include the consideration of information that ought not to have been considered and the failure to consider information that ought properly to have been considered.
- An appeal allowed by the Committee shall be by:
  - reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
  - quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.
- In all cases, other than those falling within paragraph 2.4, the Committee shall dismiss the appeal. A dismissed appeal or a tie vote on the decision upholds the decision being appealed and the case is dismissed.
- In order to ensure that an appeal is fairly conducted, the Committee may in any particular case waive any of the procedural rules provided for in these regulations, or may make such further ancillary rulings on procedure as it sees fit. The rules need not conform to an adversarial model and inquiry model rules may be applied.
- Members of the Committee will not discuss the substance of an appeal with any of the parties other than at a hearing.
- The Committee shall make annual reports to Senate. The report shall state the number of appeals heard, their disposition, and the general nature of the appeals, and shall draw Senate's attention to any other matters of general significance in the University which have arisen out of the Committee's work. (Senate minutes February 18, 1981, pp. 7522-7; numbering updated 2007)

Awards Committee

The Nominating committee has considered recommendations to update the membership of the Committee to stay current with the organizational structure of UBC, and updates to the Committees

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terms of reference to better mirror the language used in the University Act around awards.

Composition

Elected from Senate
9 Senators (including 2 student members and 2 convocation members)

Ex Officio
Chancellor
President
Dean and Vice-Provost, Faculty of Graduate and Postdoctoral Studies
Director, International Recruitment, Scholarships and Awards
Associate Registrar and Director, Student Support and Advising
Assistant Dean, Student Administration and Awards, Faculty of Graduate and Postdoctoral Studies
~~Associate Director, Student Financial Support (non-voting)~~
~~Senior Director, Awards, Development and Alumni Engagement (non-voting)~~ **A representative of Development and Alumni Engagement, as designated by the Executive Director, Development and Alumni Engagement (non-voting)**
Registrar or designate of the Registrar (non-voting)

Quorum: 5 voting members (Senate minutes, October 2014)

Terms of Reference

- To recommend **the establishment, revision, or disestablishment of** awards, fellowships, scholarships, exhibitions, bursaries and prizes to Senate for approval, ~~to report to Senate on matters of policy under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards. (Senate minutes, October 2014).~~
- **To recommend policies and regulations governing awards, fellowships. Scholarships, exhibitions, bursaries and prizes to Senate;**
- To advise ~~Enrolment Services and the Faculty of Graduate and Postdoctoral Studies~~ on matters of policy relating to awards, fellowships, scholarships, exhibitions, bursaries and prizes. (Senate minutes, October 2014).
- **To advise on the integration of strategic priorities into awards, fellowships, scholarships, exhibitions, bursaries, and prizes.**

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- **To receive and review annual reports on the administration and distribution of awards.**

Budget and Academic Buildings Committee

The Nominating Committee has considered a request from the Budget & Academic Buildings Committee to set aside the prohibition on certain senior administrators having membership on the Committee (presently they are invited guests). The Nominating Committee agrees with that recommendation as far as the two relevant vice-presidents, but does not believe it should be extended beyond that to Associate Vice-Presidents, Deans, and others.

The Nominating Committee would recommend that Senate recommend to the Council of Senates that the prohibition around vice-presidents being members of the committee be removed so that the Vice-President Academic & Provost (the Academic Vice-President) and the Vice-President Finance & Operations (the Bursar) may be added to the Vancouver Sub-Committee as ex officio non-voting members.

The Nominating Committee has considered the recommendation that the annual reporting requirement be removed from the committee for both budget and academic building matters. The Nominating Committee does not agree with these recommendations; as a principle, Senate committees (especially those who act on behalf of Senate) should keep Senate apprised of their work. An annual requirement to report to the two Senates via the sub-committees does not seem onerous and serves well to keep Senate apprised of the Committee's work and the overall state of the University's finances and property.

Composition

Co-opted:

The membership of this Committee shall be the same as the membership of the Vancouver Sub-Committee of the Council of Senates Budget Committee:

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- Nine (9) members of the Vancouver Senate appointed by and from the Vancouver Senate, who must include at least six (6) faculty members and two (2) students.
- No member of the Budget Committee shall hold an administrative appointment as a Dean, Principal, Associate Vice-President or Vice-President.

Ex Officio:
Chancellor
President
Registrar (non-voting)

Quorum: 50% of voting members

Terms of Reference

The Committee shall have the following terms of reference in addition to those assigned by the University Act and by the Council of Senates to the Council Budget Committee:

- Prepare an annual report outlining the work of the Committee and the general state of physical and budget resources available for the development and maintenance of the campus;
- Review, raise issues, and monitor the implementation of any Campus Plans or similar planning documents;
- Recommend priorities for academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning;
- Review and raise issues regarding the impact of every development, whether building or landscape, on the total teaching and academic resource, including but not limited to impacts on teaching spaces, campus wellbeing, accessibility and sustainability; and
- Make such recommendations as necessary to the Board of Governors:
  - to maintain and keep in proper order and condition the real property of the university,
  - to erect and maintain the buildings and structures, and
  - to make rules respecting the management, government and control of the real property, buildings and structures.

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Curriculum Committee (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Curriculum Committee that no changes are required at this time to its composition and terms of reference.

Composition

Elected from Senate
18 Senators (including 5 student members and at least 2 convocation members)

Ex Officio
Chancellor
President
University Librarian
An associate vice-president academic, as designated by the Academic Vice-President
Director, First Nations House of Learning
Director of Continuing Education
One Curriculum Committee Chair from each Faculty
Chair, Senate Admissions Committee
Registrar (non-voting)

Quorum: 9 voting members (approved by Senate, 16 May 2006) (revised by Senate, 12 November 2014)

Terms of Reference

- To consider proposals from Faculties for new, changed, and deleted courses, programs of study, degrees, and other credentials and to make recommendations thereon to Senate (Senate minutes, 16 May 2006).
- To keep under review the policies and programs of the University with respect to continuing education and life-long learning activities (Senate minutes, 22 July 2020).
- To monitor Senate's policy on expanding the availability of degrees and other credentials through part-time study, and to make recommendations thereon to Senate (Senate minutes, 16 May 2006).
- To recommend, where appropriate, an order of priority for the implementation of the recommendations of the Committee (Senate minutes, 22 May 1968).

- To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic record (Senate minutes, 16 May 2007).
- To review advancement requirements for academic programs throughout the University, including both new programs and changes to existing programs, and to make recommendations to Senate (Senate minutes, 15 May 2013)

Nominating Committee

Further to the Agenda Committee recommendations, the Nominating Committee agrees with the recommendation of the Agenda Committee that the Nominating Committee is best placed to oversee the orientation of Senators given its other responsibilities for Senate personnel and operations.

The Nominating Committee has considered the External Review's recommendation that it be merged with the Agenda Committee. The Nominating Committee does not support that change at this time as the compositions of each committee (one directly elected by Senate, the other mostly ex officio committee chairs) both serve different and useful purposes.

Composition

Elected from Senate:
The Committee shall consist of 10 members of Senate, 2 of whom shall be student members and 2 Convocation members.

Ex Officio:
Chancellor
President
Registrar

Formation Procedures:
The secretary of Senate shall call for nominations to this Committee before the first meeting of a newly constituted Senate and shall include the names of those nominated in the notice calling this meeting.
The Committee shall be elected by written ballot on or before the first meeting of a newly constituted Senate.
The Committee shall elect its own chair, with the first meeting being convened by the Secretary of Senate.

When a vacancy occurs in the Nominating Committee, the vacancy shall be declared at the next regular meeting of Senate at which time there shall be a call for nominations to fill the vacancy. The nominees shall indicate to the secretary of Senate their willingness to stand, prior to the election. The Senate shall elect a member of Senate to fill the vacancy by ballot at the immediately following regular meeting of Senate.

Quorum: 6 voting members

Terms of Reference

- To nominate the elected membership of all Senate committees, unless Senate otherwise provides, and to recommend the size of each committee.
- To nominate the elected senate membership on other bodies where Senate is represented, unless Senate otherwise provides, and to make recommendations on the composition and form of such committees.
- To nominate the Vice-Chair of Senate.
- To review the composition of Senate during the third year of each Senate, and also to conduct such a review should any substantive changes be made to the University Act, or should the number of faculties or colleges at the campus change (Senate minutes, 16 May 2007).
- The terms of reference of Senate committees to be reviewed by the Nominating Committee during the third year of each Senate (Senate minutes, 14 September 1994).
- **To advise the Secretary on the orientation program for new and returning members of Senate.**
-

Research & Scholarship Committee (NO CHANGES RECOMMENDED)

The Nominating Committee has received a set of recommendations from the Research & Scholarship Committee that require further consultation. The Nominating Committee will report back to Senate on these in the next academic year. At this time, no changes are recommended.

Composition

Elected from Senate:

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11 Senators, including 2 students (at least one of whom is preferably a graduate student) and 1
convocation member.

Ex Officio:
Chancellor
President
Registrar (non-voting)
Vice-President Research & Innovation or an Associate Vice-President Research as designated by the Vice-President

Quorum: 5 voting members

Terms of Reference

- To consider, and to provide advice and recommendations to the Senate, on key academic matters related to research and scholarship at the University, including but not limited to:
  - Institutional policies and procedures related to research and scholarship;
  - Centres, institutes and other academic or administrative units with research- or scholarship-focused mandates;
  - Research and scholarship aspects of university-level strategic planning;
  - The research and scholarship environment, infrastructure, funding and other issues which, in the opinion of the Committee, have an impact on research and scholarship at the University;
  - To consider an annual report on research at the University from the Vice-President Research and Innovation prior to its presentation to Senate;
  - To meet or consult with other Senate committees as required on matters of mutual interest.

Student Appeals of Discipline (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Senate Committee on Student Appeals of Discipline that no changes are required at this time to its composition and terms of reference. The Committee would note that many of the Ombudsperson's recommendations for the Appeals on Academic

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Standing Committee are equally applicable for the discipline appeals committee.

Composition

Elected by Senate:
11 Senators (including 3 student members and 2 convocation members)

Ex Officio:
Chancellor
Registrar (non-voting)

Quorum: 3 voting members

Terms of Reference

- To hear and determine final appeals by students in matters of discipline (Senate minutes, 17 May 2023).
-

Teaching & Learning and Library Committees (to be merged)

The Nominating Committee has considered recommendations from the Senate External Review and others on how best to incorporate support and oversight for the work of the library into the work of Senate. The Committee is well aware of the important role the Library plays in supporting both teaching and research at UBC as well as the statutory requirement for Senate to oversee the rules for the management and conduct of the Library. The Committee is thankful to the current Senate Library Committee as well as the University Librarian for their thoughtful recommendations on this matter. The Committee would also note that beyond the work of the current Senate Library Committee, there is clear overlap in the work of the Library with Research & Scholarship, Academic Policy, and Teaching & Learning committees.

In consideration of the above, the Nominating Committee feels that rather as existing as a stand-alone committee, support for the Library should be considered in line with support for the teaching and learning resources more broadly, and thus the Nominating Committee recommends that the Senate Library Committee and the Senate Teaching & Learning Committee be merged into a new "Teaching, Learning, and Library Committee" with expanded membership for students. The Nominating Committee would recommend that, should Senate approve this change, the new committee be directed to review their combined terms of reference to see what changes could be made to best support their work.

As an example, the new committee may wish to consider how to oversee the implementation and use of future technologies, such as artificial intelligence, on teaching and learning at the University. The reformed committee should also work with other relevant Senate committees in areas where support for the Library is of mutual interest such as research support.

TEACHING, LEARNING, AND LIBRARY COMMITTEEE

Composition

Elected from Senate:

15 Senators (including 4 student members [at least one must be a graduate student] and 2 convocation member)

Ex Officio:
Chancellor
President
Registrar (non-voting)
An associate vice-president academic, as designated by the Academic Vice-President
Director, First Nations House of Learning
The University Librarian
Director, School of Information
Chair of the Academic Policy Committee
Academic Director, Centre for Teaching, Learning and Technology
One representative from among the University's 3M National Teaching Fellows or winners of the West Coast Teaching Excellence Award (British Columbia Teaching & Learning Council)
One representative of Student Development and Services, as designated by the Vice-President, Students
One representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean

Quorum: 6 voting members

Terms of Reference

- **To advise Senate and its committees on such matters of teaching and learning as it may consider appropriate, or as may be referred to it from time to time.**

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- **To provide a leading forum for the discussion of the teaching and learning environment of the University, including the social and emotional well-being of all involved in the teaching / learning process.**
- **To assume responsibility in the evaluation and assessment of the evidence (data) pertaining to teaching and learning practices at the University and provide recommendations for the betterment of such practices on the basis of such evidence.**
- **To promote both Senate and University-wide discussion regarding matters of teaching and learning, inclusive of that arising in the research enterprise of the University.**
- **To make recommendations, as appropriate, on matters of teaching and learning.**
- **To advise and assist the University Librarian generally, and more specifically in:**
  - **keeping informed about the library needs of students, instructional and research staff, and the public, and in keeping the academic and wider community informed about the Library;**
  - **responding to the opportunities and challenges presented to the Library by changes in its institutional, technological, and commercial environments;**
  - **defining the functions of the Library and of library services within the University and wider community, and promoting a clear vision of the Library's role;**
  - **ensuring that the Library maintains its capacity to preserve, manage, and develop its collections;**
  - **securing budgets in support of those goals; and**
  - **determining the optimal use of Library space and facilities.**
- **To make recommendations to the Senate with respect to rules for the management and conduct of the Library**

Tributes (NO CHANGES RECOMMENDED)

The Nominating Committee agrees with the recommendation of the Tributes Committee that no changes are required at this time to its composition and terms of reference.

Composition

Elected from Senate:
13 Senators (including 2 student members and 2 convocation members)
(Membership increased from 8 to 13, Senate minutes, 18 March 1987, p. 8960)

Ex Officio
Chancellor
President
Registrar
Director of Ceremonies

Quorum: 8 voting members (reduced from 12, Senate minutes, 15 October 2003, p. 03/04-12)

Terms of Reference

- To consider persons who are suggested to the Committee or whom it considers to be suitable recipients for honorary degrees, and to make recommendations to Senate.
- To make recommendations to Senate with respect to emeritus status (Senate minutes, 22 July 2020, pg. 51).
- To prepare a statement regarding deceased members of Senate to be recorded in the minutes.
- To consider matters related to regalia and academic dress, and to make recommendations thereon to Senate (Senate minutes, 22 July 2020, pg. 51).
- To consider rules governing procedure for the transaction of business by the convocation and congregation ceremonies, and to make recommendations thereon to Senate (Senate minutes 22 July 2020, pg. 51).

Part 3: Recommendation
The Senate Nominating Committee is please to recommend that Senate resolve as follows:

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That Senate approve the changes to the compositions and terms of reference of the Senate Agenda, Awards and Nominating Committees as set out above;
That Senate approve the merger of the Senate Library Committee and Senate Teaching & Learning Committee into a Senate Teaching & Learning Resources Committee with the composition and terms of reference set out above, effective 1 September 2026; and
That Senate recommend to the Council of Senates that the membership of the Council Budget Committee be amended as set out above.

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29 April 2026

To: Senate

From: Senate Nominating Committee

Re: Appointments to Committees and the Council of Senates

The Nominating Committee has considered committee assignments for student members of Senate. In doing so, it considered the preferences expressed by students, disciplinary balance, and the needs of each committee. The Committee would thank the students for their service.

The Nominating Committee is pleased to recommend:

That Zarifa Nawar, Jasper Lorien, and Jaiya Panchi be appointed to the Senate Academic Policy Committee until 31 March 2027 and thereafter until replaced, to replace Jasper Lorien, Zarifa Nawar, and Solomon Yi-Kieran;

That Pratyaksha Awasthi and Alex Chiu be appointed to the Senate Admissions Committee until 31 March 2027 and thereafter until replaced, to replace Amin Abidi and Yi Chen.

That Dredyn Fontana and Jaiya Panchi be appointed to the Senate Agenda Committee until 31 March 2027 and thereafter until replaced, to replace Dredyn Fontana and Jasper Lorien;

*That Ian Chung, Bryan Buraga, Zarifa Nawar, and Dylan Evans be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2027 and thereafter until replaced, to replace Cade Desjarlais, Ananya Gupta, Taran Gill, and Judy Xu;**

That Pratyaksha Awasthi and Sarah Kamal be appointed to the Senate Awards Committee until 31 March 2027 and thereafter until replaced, to replace Taran Gill and Jacky Xue;

That Ethan Ruggiero and Max Wilson Sladkus be appointed to the Council Budget Committee until 31 March 2027 and thereafter until replaced, to replace Dylan Evans and Kareem Hassib;

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That Ian Chung, Kevin Li, Ethan Ruggiero, Brian Agafitei and Nicholas Viegas be appointed to the Senate Curriculum Committee until 31 March 2027 and thereafter until replaced, to replace Brian Afafitei, Alex Chui, Chaeyoung Lim, Amy Wang, and Judy Xu;

That Sarah Kamal and Sultana Razia be appointed to the Senate Research & Scholarship Committee until 31 March 2027 and thereafter until replaced, to replace Amin Abidi and Amy Wang;

*That Priscilla Ng, Chaeyoung Lim, and Max Wilson Sladkus be appointed to the Senate Committee on Student Appeals of Discipline until 31 March 2027 and thereafter until replaced, to replace Yi Chen, Cade Desjarlais, and Jacky Xue;**

That Bryan Buraga, Nicholas Viegas, Dylan Evans, Alex Chui be appointed to the Senate Teaching & Learning Resources Committee until 31 March 2027 and thereafter until replaced, to replace Amin Abidi, Karim Hassib, and Zarifa Nawar;

That Chaeyoung Lim and Priscilla Ng be appointed to the Senate Tributes Committee until 31 March 2027 and thereafter until replaced, to replace Chaeyoung Lim and Jacky Xue;

That Chaeyoung Lim be appointed to the Council Elections Committee until 31 March 2027 and thereafter until replaced, to replace Karim Hassib;

That Bryan Buraga be appointed to Council of Senates Representative Committee One until 31 March 2027 and thereafter until replaced, to replace Alex Chui;

That Dredyn Fontana be appointed to Council of Senates Representative Committee Two until 31 March 2027 and thereafter until replaced, to replace Yi Chen; and

That Jasper Lorien be appointed to Council of Senates Representative Committee Three until 31 March 2027 and thereafter until replaced, to replace Taran Gill.

**Committee members already scheduled for hearings will remain members of the Committee on a supernumerary basis for those matters only until such time as decisions are rendered or those matters are otherwise resolved.*

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29 April 2026

To: Senate

From: Senate Nominating Committee

Re: Appointment to a President's Advisory Committee for the Selection of a Vice-President Students

The Nominating Committee has received a request from the President for one (1) Faculty Member to be appointed by Senate to serve on a search committee for UBC's next Vice-President Students pursuant to Board of Governors Policy AP 14: Administrative Vice-Presidents. The Nominating Committee would thank those senators who expressed interest in the search.

The Nominating Committee is pleased to recommend:

> *That HsingChi von Bergmann be appointed to the President's Advisory Committee for the Selection of a Vice-President Students.*

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To: Senate
From: Senate Nominating Committee
Re: Nominating Committee Response to External Review Recommendations
Date: 30 April 2026

The Nominating Committee thanks the external reviewers for their time and expertise regarding their review of the UBC Vancouver Senate. Here, we share a report from the Nominating Committee that collates and addresses many of the actions raised in the review. A substantive number of actions have been addressed in this triennium or are proposed as actions moving forward. However, there are some more structural issues that the external review highlights that are worth emphasizing in this summary.

The external review reflects on the bicameral nature of governance at UBC, with statutory powers vested in the senates (Okanagan and Vancouver), the Council of Senates, and the Board of Governors, primarily in the provincial University Act. A major aspect of the review focuses on the challenge of providing the Vancouver Senate, as the highest academic body for those parts of UBC not under the Okanagan Senate – mainly the 12 faculties of the Vancouver campus – with the overview, reach, and authority to support proactive management of policies that influence the operations and culture of the institution.

In discussions with multiple parties when compiling this response, we recognize that Senate is the ultimate authority on academic judgment for the University, and that Senators are empowered in their work by a dedicated and talented Senate Office. At present, the external review threads through a narrative that raises concerns about the resourcing of the Senate and proposes structural reforms that challenge our current model of operations.

To achieve the overarching goals outlined in the review - a proactive, collaborative, collegial, forward-thinking, and mission-driven academic body, operating within an evolving provincial, national, and international context - we recognize that priorities and resources must be realigned and/or new resources must be unlocked to enable these goals to be realized.

These resources are underlined in two aspects: the professional staff who underpin the Senate Office, and the individual senators in their capacity to engage in a wide range of complex issues that befit an organization of this size. At present, Faculty senators have voiced concerns about inequitable capacity to engage, for example through limited recognition of Senate participation (via mechanisms that include merit processes or teaching/research buyouts, or

appropriate protection of time for Librarians). Convocation and Student senators have also highlighted the complexity of engagement within their busy schedules, which involve multiple competing priorities and responsibilities. Additionally, the sharing and distribution of Senate materials needs to be improved through an upgrade in our internal communication strategy, e.g. facilitated by a Senate intranet.

The timing of this review is also important, given the evolving landscape of post-secondary education and complex discussions on the nature of academic freedom at an institution like UBC. Within our Senate membership (and wider UBC governance structures), we recognize a range of competing power dynamics and interpersonal relationships. Many of these are framed by mechanisms that include the Faculty Association Collective Agreement, but we also appreciate that not all senators feel equally free to participate and engage in debate (for example, due to direct, indirect, and structural issues). There are challenges in ensuring that we have an equitable, inclusive, and participatory Senate membership considering the competing demands on the time of individuals who might otherwise put themselves forward for Senate elections, combined with heterogenous recognition of the service-work of senators.
In reading these comments, we recognize that some of these higher-level structural issues are not fully addressed, and in consideration of this report, we ask Senators and other academic leaders to continue to ask:

> "What do we aspire for the Senate to achieve, how do we collectively realize this vision, and how do we understand and recognize a successful UBC Vancouver Senate?"

Priority recommendations, as per sub-recommendations:

1. **Clarification of Roles and Responsibilities**

    i. UBC create short role descriptions for: Senate Chair, Vice-Chair, Committee Chairs and Vice-Chairs, and Senate members.

Reply: We agree that this supplementary material can be helpful, in addition to the terms of reference, formal and informal handover processes, and prior documentation of committee agendas and minutes, in providing an opportunity to share expectations and support proactive and collegial committee work.

***Action:** The Senate Office will work with the existing Chairs and Vice-Chairs, and drawing from existing documentation, to draw up short role descriptions in time for the next triennium.*

ii. The Senate Chair role description make it clear that the President is responsible and accountable for leading the Senate in fulfilling its role and responsibilities.

(as per i)

iii. Role responsibilities for Senate Vice-Chair, Committee Chairs and Vice-Chairs clearly include the knowledge and experience required, and candidates be nominated and elected accordingly.

a. Election of the Senate Vice-Chair is conducted via the floor of the senate, and the call for nominations outlines responsibilities.

We note that the Vice-Chair, as well as the Chair, are also supported by the Clerk of the Senate, and the Senate Office, in preparing for Senate meetings and for business arising.

b. We recognize that the UBC Senate operates with an established body of standing committees, with significant institutional knowledge held within each committee.

Given the nature of committees, it is important that they use their institutional knowledge to elect their Chairs and Vice Chairs, who are also supported by Senate Staff to conduct their duties.

***Action:** Documentation to clarify the roles and responsibilities of the Committee Chairs and Vice-Chairs will be collated by the Senate Office.*

iv. Committee Chairs and Vice-Chairs be elected by Senate upon nomination by the Nominating Committee or subcommittee (see Sub-Recommendation 5ii below), to better ensure that candidates have the needed knowledge and experience and thatthey and their committees can fulfill their mandates and workplans on behalf of Senate.

To provide background and context, the UBC Vancouver Senate is made up of elected senators and ex officio members.

The Senate operates with regular business within its committees, which is important given the volume of work expected by the Senate. In our subcommittee structure, the substantive business of the committee is not conducted from the floor of the senate and members may not be aware of the 'behind the scenes' work of different committees, and therefore the alignment of expertise, as such we recommend retaining control of the election of committee chairs and vice chairs as a responsibility of each committee.

To support this structure, we recognize the current make up of two important committees in the Senate who have specific membership and roles within the governance structure: the Nominating Committee and the Agenda Committee.

The Nominating Committee is elected from the floor of the senate, and this committee makes recommendations to the Senate for committee membership of the remaining committees, and seats on committees of the Council of Senates (which draws together the Vancouver and Okanagan Senates). As such, this committee has a major role in the governance of the Senate, as well as other duties such as recommendation of senators towards senior appointment committees as required under the University Act.

The Agenda Committee acts as a committee to decide on the agenda of the Senate, and as such it includes the Chairs of standing committee chairs, ex officio members, and regular senators. The constitution of this committee is established to support and manage the agenda for full senate meetings. The Agenda Committee also plays a significant role in governance in its oversight of the Rules and Procedures of Senate and matters relating to the University Act.

The remaining standing committees of the Senate have terms of reference and membership documents, and the nominating committee supports each committee in making changes as appropriate to these governance documents.

For all the committees, in addition to these senator positions, there are also ex officio committee memberships and guests which may include senators and other relevant members of the UBC community.

Given the specific nature of each individual committee, the chair and vice-chair positions of these committees are elected within the committee. This provides an opportunity for the committee to evaluate the relevant experience and expertise of committee members, which may not always be apparent from the floor of the senate.

The role of a committee chair is substantive, typically significantly more than regular member of the Senate. For many committee chairs, they gain ex officio status as members of a new committee (the Agenda Committee), as well as working closely with relevant senate staff to prepare items for committee, and be prepared to answer detailed questions on committee matters at the wider senate meeting. For complex matters, they may also need significant extra training or materials, e.g., to ensure procedural fairness for Appeals. At present, recognition of the workload for committee chairs is inconsistent across the University. This is both with regards to student and convocational senators, but additionally for Faculty senators. In the history of the Senate, there have been informal arrangements with faculty deans with regards to appropriate recognition of these roles, but recent discussion have

highlighted that this issue is heterogeneously managed now by individual disciplinary faculties. Given challenges with workload management, and highlighted issues with regards to resourcing of the senate, this merits further discussion between the deans and Provost. As one example, in many disciplinary faculties, chair of a curriculum committee will result in a specific 'buy-out' or recognition.

As noted, committee chairs and vice-chairs are also supported by the expertise of the Senate Office, as well as other committee members, in their duties to ensure that there is sufficient training and supports.

To address reporting, and workplans, we agree that planning is a major activity that can be improved. However, we also recognize that Senate committees are also expected to regularly report to the Senate, and this provides accountability for the progress of committee business.

Action:

a. *Ensure that the roles and responsibilities for the committee chairs are made clear, to help guide and support committees in their deliberations and chair and vice-chair election processes.*
b. *At the start of each triennium, recommend that each committee to draw up a workplan for the upcoming triennium.*
c. *Recommend that the Provost and dean's discuss an equitable approach to recognize the workload of Senators, and in particular the Chairs of standing committees.*

v. Chairs and vice-chairs of Senate and its committees receive training. Senate members annually receive orientation.

There are Senate orientation sessions at the start of each triennium.

Action:

a. *Recognizing the resourcing requirements for the Senate Office, additional training sessions are now provided in years 2 and 3.*

b. *Documentation will be improved to assist new and returning senators.*

vi. Senate engage in sessions to raise awareness among Senate members of issues and trends in national and global higher education and research, evolving institutional strategy, and Faculties' plans, priorities, and progress

The Vancouver Senate is the highest academic authority for the Vancouver Campus, and so it is important that it engages with issues and trends in national and global higher education and research and evolving institutional strategy.

In part, discussion of these major issues is afforded by the report from the President as a major item of the monthly senate meeting as well as the report from the Chair of Senate. This report typically includes items of national and international importance for UBC and reflects current work of the President and the wider executive. This item also provides Senators an opportunity to ask the Chair (i.e., President) questions that are of interest to Senators at large.

Concurrently, we recognize that current high-level engagement with the administration, e.g., via the President and Provost, especially at the committee level can be limited. This can be placed within the context of the evolution of bicameral governance at UBC.

In brief, the Okanagan Senate is the highest academic authority for matters on the Okanagan Campus. The Vancouver Senate is, in effect, the highest academic authority for UBC matters for all other operations, including but not limited to the main campus at Point Grey. The two Senates are united via the Council of Senates, which has five standing committees (Budget Committee, Elections Committee, Executive Committee, Okanagan Budget Sub-Committee, and the Vancouver Budget-Subcommittee). The Board of Governors serves all of UBC's operations.

In addition to these governance structures, there are the disciplinary faculties, central units, and other major UBC establishments (e.g., the Library). To complicate matters, some but not all of these units span both campuses, and some are individually organized and operated on one or the other campus.

For the Senate, connection to disciplinary faculties is supported through the faculty deans, as well as the Student and Faculty senators from each respective disciplinary faculty representatives.

Administratively, there are several senior executives of the University (and their offices), for example those described within policies AP15, who are ultimately responsible to the Provost or President.

These layers of complexity, and the size of the operation at UBC, present some challenges for the Senate (and its committees) in exploring and understanding the nature of issues that UBC is facing. To connect in this regard, committees typically have Ex Officio membership which includes the Chancellor and President. Understandably, given their busy schedules, their direct engagement with all the committees is incredibly challenging, but collegiate governance requires engagement with the appropriate executives at the committee level. Furthermore, this is vital to ensure that committee business is contextualized within the current, and future, climate and that planning can be effectively resourced to maximize efficacy of Senate business.

As a significant fraction of work within the remit of the Senate is conducted within committees, we recognize the need make the presence of this work (and the associated discussions) more visible to the wider senate membership. Under current rules, we note that all senators are welcome to join committees of the Senate as guests (under Senate Rule 37), and to enhance this opportunity we will improve the publication of senate committee agendas and meeting times which we will hope facilitates broader engagement and understanding of committee deliberations.

To support Senate matters, significant officers of the University also report regularly to the Senate about major operational matters, such as the Enrolment Report, report from the Vice President Research & Innovation, and reporting from the Vice Provost and Associate Vice-President, Teaching and Learning. Each of these reports typically provoke significant discussion on the floor of the Senate and provide a structured forum for discussion that aligns with this recommendation from the External Review.

Additionally, as discussed later, the Provost involved the Senate significantly with the development of the strategic plan. The Senate had major discussions on formative items within the plan, and there were clear changes in the documentation (and wider narratives) associated with Senate-based input and discussion.

We recognize that these approaches are not exhaustive, and therefore we welcome efforts by the Agenda Committee to address the informational and discursive nature of the point raised by the External Review through the introduction of topics under the umbrella of 'topics of broad academic interest'. These are intended to provide the Senate with a forum to have a non-voting discussion on major issues. While the details of this are being finalized by the committee, initial discussions highlight that these topics could include for instance the state of financing for graduate study, student wellbeing and supports, and items that are raised within UBC's strategic plan.

Actions:

a. *Agenda committee to introduce "topics of broad academic interest" to the regular meetings of the Senate.*
b. *Update training materials and onboarding to highlight Senate Rule 37, and also remind chairs to reach out to adjacent committees to send a representative when overlapping committee matters are being discussed.*
c. *Encourage all standing committees to evaluate their membership, and to identify strategic engagement with senior administration where appropriate.*
d. *Share senate committee agendas, and meeting times, with current senators to enhance opportunities for senators to attend meetings of interest and relevance.*

2. Improve Senate Agenda Planning:

The external review comments that "agenda setting for the Vancouver Senate tends to be reactive and ad hoc" and that "the locus of responsibility to ensure that appropriate items come to Senate is unclear".

Background: The Agenda of the Senate is driven by several avenues:

1. *The regular business of the executive, such as presentation of the budget or enrollment report. Furthermore, there are regular reports that originate from significant offices of the University, e.g., the annual report from the University Librarian.*
2. *The committee-generated business, such as the discussion and ratification of new curriculum or programs from the teaching and learning committee.*
3. *Returning business from prior Senate meetings.*
4. *Items brought to the Senate from the floor by Senators, as per the established Senate rules.*

The Agenda Committee discussed planning as a major topic of interest with regards to the External Review and also reflected on many of the challenges operationally of a Senate that supports an organization as large and diverse as UBC (see response to 1vi).

The Agenda committee agreed that agenda planning, of the Senate and its committees, would be extremely valuable for everyone and can provide opportunities to be more proactive in the governance of the University in support of its mission.

However, many discussions returned to how this would be resourced and operationalized in practice, and how this could also be reflected through the culture, policies, and procedures of the UBC Senate.

i. Annual Workplans

This would be widely appreciated by the Agenda Committee. In working with the Senate Office, there is clearly an appreciation by the governance officers and many committee chairs of the nature of regular and upcoming business. This could be codified by capturing the current operations of the Senate (e.g., senate meetings of where major reports are typically received), and the timeline of certain process that provide materials that need to be discussed and voted on in the Senate.

Actions:

a. *For the Senate - Draw up an annual workplan that reflects the current typical operational items, including the receiving major reports to the Senate.*

b. *For committees – At the start of a triennium, reflect on comments and reports from the past triennial reviews, and input from the Senate Office about major items of note, and produce an annual workplan and major tasks which the committee would like to tackle on top its regular business. For example, items may include targeted policy reviews, a review of terms of reference, or engagement with other stakeholders or partners.*

An example of this is provided by the Senate Research and Scholarship Committee:

> *"The committee began in November 2023 to create a rolling annual workplan, to the extent that this is possible."*
>
> *And "The committee members do, however, set goals for annual workplan items and these are reviewed at each monthly meeting."*

ii. Agendas be designed to enable Senate and its committees to raise their sights and focus on matters of importance, leaving routine and operational matters to administration.

The Agenda committee has been actively working on this for the wider senate, and in the Agenda committee indicative times for each item are often discussed and recommendations are made to presenters at the Senate for the duration of their oral reporting (often to provide ample time for discussion). The Chair of the Senate, together with the Clerk, is also aware of these timings to facilitate discussion on the floor. Furthermore, committee chairs have been increasingly presenting items (where appropriate) as collective items to vote on (e.g., a shared group of curricula from one unit or faculty). We note that a balance is struck here, so as to provide senators with the appropriate platform to question or improve the items that Senate is voting on or ratifying, and providing space and time for individuals who may not have been present in a specific standing committee the opportunity to provide input based upon their expertise or insight.

At the (2026-04-02) Agenda Committee meeting, the committee passed the following motion:

> *"That the Agenda Committee recommend to the Nominating Committee a consent agenda framework, including a 'Notice of Motion' process for substantive items to allow for two readings of major proposals as part of the agenda-setting process."*

The idea of a consent agenda echoes works at the Board of Governors. The details of this approach will require the Agenda Committee to make a recommendation to the

Rules and Procedures of the Senate. However, for an idea of how this might work: the agenda could be constructed where regular items of business are shared in written form prior to a meeting, and comments can be taken in advance of the meeting. In the absence of significant opposition, items within the consent part of the main agenda are agreed to via a simple vote. Items may be moved to the regular agenda subject to a simple motion, and vote, from the floor of the Senate. These items would be discussed as regular items (i.e., how they are discussed at present).

The 'Notice of Motion' will be discussed later, as it addresses 2iii.

***Action:** Agenda Committee to propose a consent agenda framework, which includes a 'Notice of Motion' process.*

iii. Major items for approval, endorsement, or recommendation be brought to Senate at least twice – at the outset for early generative input, and later for recommendation, endorsement, or approval.

The Agenda committee discussed this item at length and agreed to propose a 'Notice of Motion' as part of the consent agenda framework (see 2ii). At this Agenda committee meeting, it was thought that this could be a positive governance tool which provides an opportunity, where necessary, to have substantive discussion of an item prior to bringing it to the floor for recommendation, endorsement or approval. It is hoped that combining this with the consent agenda framework, provides the Senate with a more flexible structure to have substantive discussion of topics.

iv. For each item on the agenda, it be made clear what Senate is being asked to do (e.g., receive for information, provide input, advise, recommend, endorse, approve).

Presently items are marked as 'for information' etc, within the docket.

v. Before the initiation of the next round of strategic planning the University engage in a discussion about the roles the Senates will play in the development, approval or endorsement, and oversight of the implementation of UBC's next Strategic Plan (including metrics related to their areas of responsibility).

We recognize that the idea of strategic planning is not found within the University Act*, and yet increasingly it is important within the context of the operation and management of a major international University such UBC. From a governance perspective, there are many layers of strategic planning at UBC (e.g., 2025-2030 Strategic Directions, Shaping UBC's Next Century 2018-2028, UBC Climate Action Plan 2030, the Indigenous Strategic Plan, the Strategic Equity and Anti-Racism*

Framework) as well as all the strategic plans within central units, disciplinary Faculties, and individual units.

For UBC's Strategic Directions 2025-2030, the Provost and the Vice President Research and Innovation actively involved the Senate in the ideation and creation of the plan. Yet concurrently the external reviewers raise an important point, it is unclear how the Senate is engaged within evaluation of implementation of this plan (or any of the strategic plans) on behalf of the University. A more proactive approach towards agenda planning, and more improved capacity building to support assessment of the Senate's decisions and work towards the strategic plan, could be valuable in this regard.

Action:

a. The Provost's office, and the strategic planning team, conducted this process in the generation UBC's strategic plan (UBC's Strategic Directions 2025-2030).

b. When committees are establishing their annual workplans, they can identify items which may involve measurement or evaluation of UBC's strategic priorities.

3. Improve Senate Meeting Arrangements

i. The Chair and the Vice-Chair of Senate adopt, and Senators assist the Chair by supporting, an active meeting management approach. This involves working together to: focus Senate's attention on the items of greatest importance, respect reasonable time targets, avoid domination of the conversation by few voices, and encourage and enable more Senators to participate fully.

The Agenda Committee has been working to improve the structure, and presentation, of the agenda to the Senate to expediate the business of the Senate and to highlight items of significant importance. The Chair has been active in curating discussions with regards to time targets in the Senate meetings, while also maintaining space for discussion to be extended and ensure that there is a wider discussion of important matters.

This approach will be strengthened further via the proposed Consent Agenda framework.

It also recognizes that there can be challenges with regards the balance of voices heard on the floor of the Senate. It is worth remembering that a significant amount of the Senate's work remains conducted in committee, and the variety of opportunities for engagement with Senate work by individual Senators is an asset in our system of governance. However, we can always do better, and it is hoped that

the Consent Agenda framework, with additional training and communication can help elevate aspirations to make the Senate a diverse and inclusive governance body.

Action:

a. *Regular training of senators on the operations and business of the senate should help empower senators to engage in Senate meetings.*

b. *For senate sub-committees, chair and vice-chair training will include a discussion on encouraging engagement from all members of the committee in deliberations.*

ii. The Senate meeting time be moved to late afternoon. Meetings should be scheduled for no more than two hours and preferably ninety minutes.

Action:

a. *Following extensive discussions, the Senate has agreed to move the Senate meeting time to 5 pm for the next triennium.*

b. *The duration of senate meetings is typically 2 hours (with an allowance of a 2 hr 30 minute meeting, to provide capacity for longer discussions), and work as noted is underway to consider ways to expediate discussion of issues (e.g., via the proposed consent agenda).*

iii. Adjustments be made to processes and practices (committee schedules if necessary) to ensure that Senate materials and agenda are posted and available to Senators and Senate committee members one full week in advance of a meeting.

Work is underway to improve the management of committee agendas to enhance the posting of materials and agendas in advance. Given the volume of work at committee level, it is recognized that this is a significant challenge given current levels of resource available from the Senate Office.

Discussions around this matter highlight that the Senate, and UBC, is a public facing institution. While plenty of important matters are discussed within Senate committees, most of their work is not brought into force until it is ratified on the floor of the Senate.

This makes the infrastructure in support of the Senate very important, to ensure that senators (and other committee members) have appropriate access and permissions to meetings and agendas, including in camera items when appropriate, while concurrently providing a sufficiently transparent system of governance for the public. This is essential to address, as we require resource to support the development of a

suitable intranet, where committee schedules and papers can be shared (especially in light of Senate Rule 37), and to strengthen the capturing of institutional memory.

***Action:** Develop an intranet with appropriate access permissions, and storage of documents and calendars, to improve the timely and efficient workings of the Senate.*

iv. Agenda setting practices change so that agendas contain target times for meeting items and many items not requiring discussion appear on a consent agenda.

The Agenda committee, with support of the Clerk, already proposes target times for individual items within the main senate agenda. The Chair is made aware of these and provides structure to the discussions. Note that the allocated times per item are not fixed, and there are mechanisms to extend Senate discussions (or move items to a future Senate meeting) as in the Senate Rules and Procedures.

For a discussion of the consent agenda, see 2ii.

v. The hybrid meeting format be retained for all but two meetings per year. Establish hybrid meeting rules including keeping 'cameras on' and improve the meeting technology. Senators attending in person should sit at the front of the room and microphones be made available for questions. Senators should adopt a practice of identifying themselves when they speak for the benefit of those participating in the other medium. There should be at least one but preferably two in-person only meetings, at appropriate times in the year, with educational and social components.

The Senate meets in a room designed for high-quality hybrid interaction, valued by all Senate branches and the Senate Office. The setup supports participation across time zones and accommodates members with other commitments, such as caregiving.

The room includes fixed microphones linked to cameras that identify speakers without requiring assigned seating. Name placards aid recognition, and many senators introduce themselves before speaking. The Chair often invites contributions by name, and recommendations of this practice will be included in the training and onboarding materials.

Virtual participants appear on large screens to facilitate interaction, and many in-person attendees also join the online platform to use its digital tools. The Senate Office supports equitable participation so both in-person and virtual voices are fully recognized.

To foster community, the Senate holds several main events each triennium: a welcome reception to encourage engagement and an annual social gathering hosted by the President. Both are valued opportunities for connection and networking. Further opportunities to network include the on-boarding and training sessions for individual senators (and committee members).

Additional social engagements, and in person events, could include 'strategic informational retreats' with specific themes or constituencies, such as Committee Chairs, the Board of Governors, members of the Council of Senates, and the Okanagan Senate.

***Action:** Continue to support a varied 'in person' aspect of community building, as well as greater efforts to support hybrid and virtual meetings to promote inclusive and equitable senate participation.*

4. Effectiveness of Senate in the Bicameral Governance of UBC

i. Upon receipt and acceptance of the Review Report, the Senate take steps to develop a multi-year governance plan. Steps in developing the plan include considering our recommendations, deciding which to implement and in what order, developing and carrying out the multi-year governance plan, and charging the newly formed Agenda, Planning and Governance Committee (see 5 Revise Committee Structure and Make Better Use of Committees), to monitor progress against the governance plan at least annually, and report to Senate.

The structure of the Senate, and wider governance structures, of UBC are detailed in 1iv. Implementation and actions are detailed in this response. The suggestion regarding the proposed "Agenda, Planning and Governance Committee" is discussed in 5.

5. Revise Committee Structure and Make Better Use of Committees

i. The Agenda Committee mandate be amended to assign it responsibility for Senate planning, agenda-setting, and governance. Given the President's responsibilities for leading Senate and for strategic planning for UBC and their role as a link between the two Senates and the Board, we recommend that the new Agenda, Planning and Governance Committee be chaired by the President. Recognizing the President's many external responsibilities and commitments, we also recommend that the President appoint the Vice-Chair of the committee from among the members of Senate.

Action: *The Agenda committee is updating its terms of reference to focus its work and its membership.*

ii. Consideration be given to strengthening the link between the Nominating Committee and the Agenda, Planning and Governance Committee, so the former is aware of the work that the Senate and each of its committees is expected to achieve and so that any experiential or knowledge requirements inform nomination processes. The Nominating Committee could become a subcommittee of the Agenda, Planning and Governance Committee, chaired by an elected member of the latter who has previously successfully chaired a Senate committee. Whether or not this suggestion is adopted, the recruitment and nomination or selection of members should take place against identified criteria, including equity goals.

iii. Consideration be given to strengthening the link between the Nominating Committee and the Agenda, Planning and Governance Committee, so the former is aware of the work that the Senate and each of its committees is expected to achieve and so that any experiential or knowledge requirements inform nomination processes.

These two points are addressed together.

Agenda Committee and Nominating Committee have discussed this and agree to stay as currently formed but with some adjustments to their operations. To recap:

Agenda Committee:

Performs the formal recommendation of the Senate agenda, and related activities.

Membership is largely ex officio from Standing Committee Chairs.

Under the newly proposed terms of reference, the Agenda Committee will include a remit of supporting longer term planning of the annual business of the Senate (e.g., with a planning for major reports, or expectations from standing committees).

Nominating Committee:

Manages membership of committees of the Senate and supports updating of the Terms of Reference of the committees.

Membership is elected by the Senate directly.

Action:

a. *Via the newly proposed intranet, there will be up-to-date list of committee memberships and schedules. This will be accessible by senators to improve transparency with regards to the balance of workload, committee vacancies, and training requirements.*

b. *The Senate Office will address documentation issues and support good governance, e.g., collecting and curating Chair and Vice Chair responsibilities/expectations.*

c. *The Nominating will update its terms of reference to identify areas of training required by the Senate.*

iv. The Library Committee be discontinued. Senate should continue to receive an annual report from the University Librarian and delegate oversight of rules for the management and conduct of the Library to the Academic Policy Committee.

The Senate Library Committee has played an essential role in supporting teaching, learning, and scholarly activities at the University. Senate recognizes the importance of maintaining strong attention to library matters and the essential role that libraries play in the academic mission. This commitment is reflected in the discussions of the Library Committee.

We also note that, under Section 37(1)(l) of the University Act, UBC has a specific obligation "to make rules for the management and conduct of the library."

As the nature of teaching, learning, and information access has evolved, there is an increasing overlap between the work of the Library Committee and the Senate Teaching and Learning Committee. Library resources, services, and expertise now form an integral part of modern pedagogy, digital scholarship, and instructional support across the University.

Rather than discontinuing the Library Committee, a more appropriate approach is to bring the Library Committee and the Teaching and Learning Committee together within a renewed committee structure that reflects their interconnected work and builds upon the strengths of both existing committees. By combining the two committees, Senate can ensure that library resource planning and academic support remain central to discussions about teaching and learning and could also include future technologies, such as the deployment of AI and assessment of its impacts. This approach reflects the successful merging of committees in the past, including the formation of the Academic and Building Needs Committee.

This proposal honours the longstanding contributions of the Library Committee while positioning Senate to support the evolving academic landscape more effectively.

Action: *Form the Teaching, Learning and Library Resources Committee, via a merging of the Library Committee and Teaching and Learning Committee.*

v. The Agenda, Planning and Governance Committee review the terms of reference for all other committees to ensure they are clear, outcome-focused and consist of governance rather than operational functions, and that committee changes be reflected in an amended Policy V-1.

The Nominating Committee has scope to review terms of reference for committees. As part of this external review, and as part of the 2023-2026 triennial review, many of proposed terms of reference have been submitted to update their scope and membership, as well as providing a more 'forward looking' and proactive remit to support University governance.
An important series of questions, and discussions, continue to flow amongst the Senate community. We recognize that the Vancouver Senate has over 100 years of policy development experience, and has supported UBC's growth towards the internationally, and locally, recognized institution that it is today. Concurrently, we tension that much of this work was performed when the institution was smaller, and we are now in a position to reflect on 'top down' vs 'bottom up' development of strategy and institutional priority, as well as reacting to an ever-changing world.
As part of the scope and planning that we ask the Senate, its committees, and all members of the University community to consider, the question: ***how do we build capacity to explore and address new initiatives in the future?*** *In this discussion, we might consider what actions our governance community can take to enable the Senate to be proactive in supporting UBC's ongoing evolution, and how the Senate can facilitate bringing people together to address the changes that will be needed.*

vi. The Academic Policy Committee's mandate be revised to include oversight of the development of an academic policy framework and annually recommending policy priorities for Senate, assigning them to administrators or Senate committees, and monitoring their development.

This matter falls within the remit of the Academic Policy Committee. We acknowledge that at the beginning of this triennium, the Committee identified a list of priorities to be addressed. However, due to the complexity of certain policies, combined with collegiate goals for wider consultation and the need to respond to external requests, a substantial number of these priorities have not yet been undertaken.
At the same time, we recommend that the Agenda Committee provide an outline of the typical schedule of Senate meetings, including regular reports,

to help balance workload across the year and to indicate when specific items will be discussed in committee.

vii. Senate amend V-1 to require that committees annually: review their terms of reference and Senate direction regarding priorities: draft workplans for review by the Planning and Governance Committee and coordination with other committees, and; report annually to Senate against their workplans.

We recognize the value of reviewing Terms of Reference (ToR) annually but also understand the Senate's capacity limits. Currently, ToR are reviewed every three years, or more often if needed. Committees may propose updates to their ToR through the Nominating Committee, which can bring these changes to the Senate for approval.
This triennial review has resulted in significant discussions regarding the scope and terms of reference of each committee, and this is reflected in both the triennial review report data, as well as draft changes to ToR and membership that are being prepared as recommendations for the Senate.

6. Develop and Implement a Robust Policy Framework

An important aspect of this work is that policy-related tasks do not scale with the number of students enrolled or the size of the campus. The Senate Office supports the Vancouver Senate, the Okanagan Senate, and the Council of Senates. As the University continues to grow, and as external pressures for accountability, transparency, and a diverse portfolio of education, outreach, and research increase, the complexity of Senate work expands. In particular, the policy review process becomes more demanding, amplifying both the volume and intricacy of policy development and review.
We recognize that a new Governance Officer has been established to increase capacity following the external review. However, we also note that the review recommended further changes beyond those currently implemented.
More substantive resourcing issues will be discussed in 10.

i. Senate develop a more comprehensive policy framework.

There is a substantive list of policies for the senate to review, and a major question for the Senate is to balance its priorities given the resources it has available.
Overall, we support this approach, which would enable the Senate to be more proactive in the bicameral governance of UBC. However, we also note that this is a substantive resource allocation issue, and this requires more Senator resourcing, as well as more Senate Office support to facilitate (as well as integration with other key stakeholders, which include the Board of Governors, the Council of Senates, and the Okanagan Senate).

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ii. Since Senate is a governing or oversight body, responsibility for drafting policies for Senate review should lie with administration (i.e., the Senate policy officer working with the applicable administrative offices).

We agree. This reflects the majority of current work of the Senate. We recognize that this is a very important task, and we thank the Senate Office for their expertise and diligence in supporting the Administration and Senate in this regard.

iii. Policy Review

We agree that is policy management is a critical aspect of the work of the Senate. Active review of policies is an important, and interesting, aspect of our work. As those on the External Review note, there is a significant administrative workload requirement for this.
To assist in the prioritization of work, we recommend that a 'policy action list' which includes a summary list of current policies under Senate purview be drawn up, as well as their last review dates and expected next review cycles, as well as the committee(s) in charge managing policy changes. This will help the Senate operate in a more proactive way, and support active development of policies that best reflect the post-secondary international environment in which UBC operates.

7. Rethinking and Reform Appeals Structures and Processes

i. Appeals oversight

ii. Roster of Adjudicators

iii. Training and Education

iv. Training, and consent for appeals with regards to matter that involve harassment, discrimination and sexual violence

v. Support for the Committee and Adjudicators

vi. Admissions Appeal

vii. Support for Students

We note that a significant amount of time has passed between the delivery of the review and this current report.
Firstly, we provide a focused commentary and discussion with regards to the standing and discipline appeals committees. This is followed by specific notes with regards to the admissions committee.

On standing and discipline appeals committees:

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The appeals process is complex, and we wish to provide some clarity regarding the procedures of the appeals committees and their hearings. An important distinction between the Appeals Committees and other standing committees of the Senate is that the Appeals Committees are quasi-judicial decision-making bodies that participate in hearings. They do not have meetings in the same sense as the other standing committees. There are no monthly meetings. Rather, committee members participate throughout the calendar year in panels convened for appeal hearings.

With regards to the potential of combining the committees on Academic Standing and Discipline, the external review suggests creating an overall Appeals Oversight committee. While we understand the rationale behind this recommendation, we do not support this recommendation. In the structures of UBC, there is value in separating Matters of Discipline and matters of Academic Standing – this separation is important to provide clarity for students, and also with regards to procedural aspects, determination of issues, and the specific workload of individual senators.

Training sessions for both appeals committee members are offered at the start of each triennium. The training is currently delivered by a third party - Harris & Co., a leading Western Canadian workplace law and advocacy firm. Additional training sessions are offered annually, particularly to support incoming student senators. Notably, the office of the Senate has begun requesting the inclusion of specific topics in training sessions, such as effective questioning techniques and trauma-informed approaches.

An appeal generally takes time to move through the process, which includes opening the appeal, filing the appropriate paperwork, scheduling and conducting the hearing, communicating the decision, and providing reasons for that decision.

To address ongoing scheduling challenges related to the unavailability of a sufficient number of committee members to reach quorum, in May 2025 the Senate approved a reduction in quorum from five to three. This immediately alleviated quorum challenges and allowed appeals to be heard and decisions rendered more quickly.

At present, there is a regular number of open appeals that are moving through the process. Some files may have minimal delays when the Senate Office receives a complex query, which is increasingly common, requiring a meeting with the Clerk.

With respect to allegations of delay in scheduling a hearing, several factors are at play. Two of the main ones are:

i. There is a misunderstanding of Rule 3.07, which states:

"Within 10 days of receipt of the appellant's rebuttal, or of the date on

which the appellant's rebuttal would have been due had it been forthcoming, the Registrar shall set a date for the hearing."
This rule does not mean that the hearing itself must take place within ten days; rather, it requires that a hearing date be set, within ten days, for a future date. At present, this requirement is unrealistic, and the rule will be revisited.

ii. *Scheduling an appeal often takes several months. For example, if an appellant, a respondent (or both) is represented by legal counsel and each party has multiple witnesses, the hearing would have to be scheduled around the availability about fourteen individuals. This is a substantial logistical undertaking. Repeatedly, delays occur when appellants take weeks or even months to respond to committee staff emails, necessitating multiple follow-ups to ensure the hearing proceeds.*

Furthermore, there has been additional work elsewhere in the appeals process. The External Review was completed in Fall 2023, and the report was presented in March 2024.
During this triennium, there has been recognition of the significant workload involved in the appeals process and the need to expedite this important component of Senate work. This has been addressed through the allocation of an additional Governance Officer. The appeals-focused Governance Officers have been working to streamline case management, schedule hearings, communicate decisions, and assist chairs in preparing written reasons. Nonetheless, a significant number of written reasons remain outstanding. Regarding these outstanding reasons, both committees' priority has been to move appeals through the process to hearing and decision. Given limited resources and the high volume of appeals, the Chairs understood that this approach would cause delays in issuing written reasons, but it was a necessary trade off. Work on completing the reasons is ongoing.
The growing number of potential appeals has added further complexity, as more students are choosing to file appeals. This increase likely reflects both a larger student population and a heightened sense of the personal and academic stakes involved. Historically, there were about 12–15 appeals in the system per year, whereas recent data show peaks of over 65 appeals in the system.
Initial informal discussions regarding merging of the two committees have highlighted that there benefits and disadvantages to a merge of the two committees, that merit more discussions of ways of working and how they can improve cooperative working practices to meet the needs of the UBC community and fulfill our obligations.

Action:

a. *To further strengthen the Senate appeals process, the appeals-focused Governance Officers are drafting new appeals procedures to address a range of issues and improve overall efficiency. Recognizing and echoing comments made within the external review: "The work of the university's quasi-judicial bodies requires a special set of skills and knowledge." and so this work will be undertaken in collaboration with the Clerk of the Senate and the Office of the University Counsel, with appropriate consultation, and will be presented to Senate in the next triennium.*
b. *The Appeals Committees on Academic Standing and Discipline will hold a joint meeting to discuss ways of working closer together to improve processes and efficiencies.*

On the admissions committee:

The external review discusses the thresholds and success rates for admissions appeals and recommends a variety of appropriates for triaging admissions appeals.

The admissions committee recognizes that the number of appeals submitted annually are increasing, and that the vast majority of appeals are denied as there are insufficient substantive grounds for the appeal.

Action:

b. *To address this challenge, the committee is currently working on revisions to the appeals process which will likely include a vetting process/mechanism to ensure that only appeals with sufficient/substantive grounds are forward for review in full by the committee. However, the committee also notes that the development of a revised process requires additional capacity for Senate staff to undertake this work and any associated consultation.*

8. Clarity Senate's Roles and Responsibilities for Advancing the Indigenous Strategic Plan and Equity, Diversity and Inclusion at UBC

i. The Agenda, Planning and Governance Committee include the Director of the First Nations House of Learning and the AVP Equity and Inclusion in the development of the recommended multi-year governance plan.

The Committee supports the inclusion of senior leadership in matters pertaining to Senate governance. We acknowledge the breadth and significance of the work undertaken by these key University offices, as well as their stewardship of institutional resources. Through collaboration with these offices and with the President and Provost, we will seek to promote and sustain meaningful engagement

from Indigenous leadership and from those guiding Equity, Diversity, and Inclusion initiatives in Senate affairs. Our overarching aim is to ensure that the Senate remains an inviting and inclusive body – particularly for individuals and communities that have been historically, systematically, and persistently marginalized - while avoiding tokenistic practices that may undermine genuine equity and belonging.

ii. Once the updating of terms of reference to reflect committees' roles in the implementation of the ISP is complete, the Senate committee responsible for governance ask each standing committee to consider how it will help advance EDI within its area of responsibility and report back with a recommendation for any appropriate revisions to its terms of reference.

Action: *A report was provided to the Senate by the Nominating Committee on these matters. Senators and committees are reminder to reflect on these issues as they begin their work in the next triennium.*

iii. The Senate Office work with the Equity and Inclusion Office to track the demographic evolution of its membership by year, drawing on self-identification information from UBC's Employment Equity and Inclusion Survey and other sources, and publish the results annually.

This could be valuable, but we note that there are a limited number of members of the Vancouver Senate and there are privacy implications with regards the reporting of small numbers.

iv. The Senate's commitment to and roles in fostering Indigenous engagement and EDI and the implications for Senate members be communicated in Senate orientation.

We recognize significant reporting on Indigenous engagement in the ISP report which has been previously presented to the Senate.

v. Training for Senate and committee Chairs and Vice-Chairs include leading and chairing bodies and committees that are diverse, inclusive, and effective.

Action: *To provide training and onboarding resources for Senate and committee Chairs and Vice-Chairs, which includes inclusive and effective leadership guidance.*

vi. Education sessions on Indigenous matters and equity and anti-racism be offered for Senators early in this triennium.

Action: *Review training materials to support delivery of sessions on equity, anti-racism and Indigenous matters.*

9. Improving Communication and Engagement with Senate Sub-Recommendations: For now, we recommend that:

i. A review of the Vancouver Senate website be conducted by a communications professional at UBC with a view to making it not just a repository of information but a more effective communications tool. Small things like starting to post annual committee reports under committee pages, will help.

This would be valued, to enhance visibility of the Senate's work and help the wider UBC community understand how and when to engage with the Senate. We recognize the additional resources required to undertake this work (see responses to recommendation 10).

ii. Orientation for new faculty members and for new deans include information about university governance in Canada, UBC's governance including the important role of the Senates, and their roles in it.

There is a training session at the start of the triennium which provides onboarding for Senators and includes this information.

iii. Faculty members' participation on Senate be recognized as the important professional service it is.

This would be appreciated by Faculty Members of the Senate. At present there is an inconsistent approach to recognition of Senate membership, and the work of senators, including those who contribute more of their time as committee chairs.

We have limited formal understanding of the current status of recognition provided by individual units, Departments and Faculty Members, but informal surveying that has been undertaken (and discussion in committees – e.g., as noted in Triennial Review documentation) has highlighted that this is an issue which is limiting both continued participation in the Senate by existing faculties, and has been raised as an issue when trying to encourage new faculty members to stand for senate positions.

iv. Updates on Senate business be regular items on faculty council agendas.

This would be valued but requires additional resource (see responses to recommendation 10).

10. Reposition, Resource, and Improve Work Practices of the Office of Senate and Curriculum Services

Throughout this report, resourcing of the senate is important to its effective functioning and making it adaptable and suitable to lead a university with as wide and impactful reach as UBC.

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The complicated, and substantively, structure of UBC was briefly detailed in the response to item 1vi. It is important to recognize that the Senate Office serve both the Okanagan and Vancouver senates, as well as the Council of Senates. There are eleven governance officers who work in the Senate Office, and amongst their portfolio they support: Vancouver - the senate meeting, 11 standing committees and 2 appeals committees; Okanagan – the senate meeting, 8 standing committees and 1 appeals committee; the Council of Senates and its 6 standing committees; two academic calendars and a host of other inter- and intra-university governance efforts, including liaison with the Board of Governors.

To provide context on the volume of the work for the Senate Office, here are a few statistics:

The number curriculum proposals received since May 2025:

1. *Vancouver: 1248*
    1. *Category 1: 178*
    2. *Category 2: 1059*
    3. *N/A (Non-Credit Letters): 11*
2. *Okanagan: 573*
    1. *Category 1: 254*
    2. *Category 2: 319*

Review of assigned standing received since April 2025 (i.e., previous year): 167

The number of affiliation agreements: 17

The number of new or substantially revised programs: 18

This data is not exhaustive of the total work of the Senate office. There are also the significant case management for the Appeals processes, meetings of the Senate and standing committees, as well as regular policy changes, awards management, regulation changes, and other regular senate business.

A comparison with peer universities is difficult, as the specific make up of individual university Senate supporting offices varies. However, due to the way that UBC is legislated and operates, while we may have an operation that is a similar size to one of the larger universities in another province, the volume of work undertaken by the Senate office is typically double simply due to the fact we have two campuses. Furthermore, when the UBC Okanagan campus was initially established the compliment of Senate staff was only increased by 1.2 FTE.

Appointment of a new Associate Director also provides clear succession planning, as having a clearly defined deputy is an essential and important aspect of succession planning and risk management for UBC.

In addition to the streamlining the process, this restructuring provides an opportunity have the Senate Office at a similar level to the Senate Office of the Board of Governors, which is the other half of the bicameral governance at UBC.

Considering these challenges and the comments from the external review, we can recognize the Agenda committee has made the following recommendations:

> *"5. Supports the recommendation that the Senate Office receive additional funding to hire a new Associate Director, leaving the Director to oversee the unit and work at the strategic- and policy-level with Senate. This is also important for succession planning.*
>
> *6. Supports the recommendation that the Senate Office be repositioned directly under the President's Office, as a coequal to the Board Senate Office.*
>
> *7. Supports the recommendation that the governance functions of the Senate Office (all those other than the Academic Governance Clerks) be moved out from under the Registrar and into a Senate Office directly reporting to the President, leaving curriculum and academic calendar duties to Enrolment Services."*

Similarly, in consideration of these challenges, we also recognize that Nominating Committee has unanimously approved the following motion (April 17, 2026):

> *"That the Senate Nominating Committee support an increase in resources to the Senate Office."*

These two formal recommendations echo several other recommendations with regards to increasing of resourcing, including committee and senator submissions to the recent 2023-2026 triennial review.

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13 May 2026

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: **Annual Report 2025-2026**

Attached please find for your information the 2025-26 Annual Report of the activities of the Senate Teaching and Learning Committee.

Respectfully submitted,

Laura Moss, Chair
Senate Teaching and Learning Committee

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Senate Teaching and Learning Committee
2025/ 26 Annual Report to the Senate

The mandate of the Senate Teaching and Learning Committee (STLC) is "to provide a leading forum for the discussion of the teaching and learning environment of the University, including the social and emotional well-being of all involved in the teaching / learning process," "to assume responsibility in the evaluation and assessment of the evidence (data) pertaining to teaching and learning practices at the University" and "to make recommendations, as appropriate, on matters of teaching and learning." This report outlines the discussion, consultation and evaluation, and recommendations of the Committee for the 2025-26 academic year.

The Committee met 8 times. The key topics under consideration and action included:

1) Assessment and review of current process of Student Evaluation of Instruction;
2) Stewarding Policy *J-138: Integrated Evaluation of Teaching* (IEoT) through final stage to Senate approval;
3) Review of course syllabus policy/template to address need for clear guidelines on the use of generative AI in courses. This led to additions to Policy *V-130: Content and Distribution of Course Syllabi*;
4) Review of the course syllabus policy/template to ensure inclusion of a statement on Academic Misconduct, providing consistency for students. This led to additions to Policy *V-130: Content and Distribution of Course Syllabi;*
5) Assessment of current and potential future institutional positions on "Students Recording Classroom Activities";
6) Consideration of UBCO Competency Framework for the Enhancing Experiential Education Strat Plan Refresh Action;
7) Creation of TLC Committee report in response to senate triennial questions.

The following presentations were made to the Committee during the 2025/26 academic year:

"Report of the 2023 SEI Working Group" (October 2025): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning; Jackie Denison, Associate Provost, Teaching and Learning, UBC Okanagan; Debbie Hart, Senior Manager, Strategic Projects, Office of the Provost & VP Academic; Stephanie McKeown, Chief Institutional Research Officer, PAIR; Caren Rose, Senior Statistician, PAIR*

"SEI Annual Report" (October 2025): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning; Jackie Denison, Associate Provost, Teaching and Learning, UBC Okanagan; Stephanie McKeown, Chief Institutional Research Officer, PAIR; Caren Rose, Senior Statistician, PAIR*

"Presentation on Course Assessment and AI" (November 2025): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning.*

"AI Guidelines on Course Syllabi" (November 2025): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning.*

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'Review of Student Evaluation of Teaching Policy" (January 2026): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning*

"International Survey of Teaching Culture" (March 2026): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning*

"Students Recording Classroom Activities" (March 2026): *Erika Brimacombe, Legal Counsel, Office of the University Counsel; Adam Jussel, Managing Director of Student Affairs*

"Strategic Directions: Experiential Education – Competency Framework" (April 2026): *Simon Bates, Vice-Provost and Associate Vice-President, Teaching and Learning; Dale Mullings, AVP Students, UBC Okanagan; Sally Stewart, Chair, Okanagan Senate Learning & Research Committee, Debbie Hart, Senior Manager Strategic Projects, Office of the Provost and VP Academic*

"Learning Technology Innovation Centre Updates around Pedagogical Enablement through Technology, Including AI" (April 2026): *Elisa Baniassad, Academic Director Learning Technology Innovation Centre*

"Examination Database Pilot" (May 2026): *Zarifa Narwar, Student Senator and previous AMS VP Academic and University Affairs; Jaiya Panchi, AMS VP Academic and University Affairs*

The Committee would like to thank all those who shared their expertise over the course of the year.

Discussion and Recommendations

1) Review and revise the policy on Student Evaluation of Teaching, including consideration of bringing forward a joint policy with the Okanagan campus.
2) Work with the Centre for Accessibility to understand areas for improvement for faculty and students.
3) Continue to look at academic policies to identify where there are opportunities for more transparency and clarity for students.
4) Explore opportunities for innovation in learning from the student perspective.
5) The Committee applauds programming by CTLT and others that create time and space for faculty to innovate in areas of strategic priorities, such as the Universal Design for Learning (UDL) Fellows Program and the Open Educational Resources (OER) Fund. We recommend securing sustainable funding to support and expand these efforts.

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13 May 2026

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the* University Act*, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Professor of Teaching Emeritus, Associate Professor of Teaching Emeritus, and Librarian Emeritus be added to the Roll of Convocation, effective the retirement date as set out in the attached.*

Respectfully submitted,

Dr. John Gilbert
Chair, Tributes Committee

First Name)	Last Name	Faculty	Emeritus Title
Barbara	Lence	Applied Science	Professor Emeritus of Civil Engineering
Carlos	Ventura	Applied Science	Professor Emeritus of Civil Engineering
Donald Leslie	Baker	Arts	Professor Emeritus of Asian Studies
Victoria	Lemieux	Arts	Professor Emeritus of Archival Science
Deborah	O'Connor	Arts	Professor Emeritus of Social Work
Allen	Sens	Arts	Professor of Teaching Emeritus of Political Science
Darlene	Weston	Arts	Associate Professor Emeritus of Anthropology
Penney	Clark	Education	Professor Emeritus of Curriculum and Pedagogy
Patsy	Duff	Education	Professor Emeritus of Language and Literacy Education
William	Pinar	Education	Professor Emeritus of Curriculum and Pedagogy
Jeffrey	Sayer	Forestry & Environmental Stewardship	Professor Emeritus of Forest & Conservation Sciences
Thomas Andrew	Black	Land and Food Systems	Professor Emeritus of Applied Biology
James	Vercammen	Land and Food Systems	Professor Emeritus of Food and Resource Economics
Karin	Mickelson	Faculty of Law	Associate Professor Emeritus of Law
Sastry	Bhagavatula	Medicine	Professor Emeritus of Anesthesiology, Pharmacology and Therapeutics
Charlyn	Black	Medicine	Professor Emeritus of Population and Public Health
Amanda	Bradley	Medicine	Associate Professor of Teaching Emeritus of Pathology and Laboratory Medicine
Betty	Calam	Medicine	Associate Professor Emeritus of Family Practice
Marcia	Choi	Medicine	Associate Professor of Teaching Emeritus of Audiology and Speech Sciences
Ann Marie	Craig	Medicine	Professor Emeritus of Psychiatry
Elisabeth	Zoffmann	Medicine	Clinical Associate Professor Emeritus of Psychiatry
Hugh	Freeman	Medicine	Professor Emeritus of Medicine
Bray	Heather	Medicine	Clinical Professor Emeritus of Radiology
Hugh	Parsons	Medicine	Clinical Professor Emeritus of Ophthalmology and Visual Sciences
Hugo	Sutton	Medicine	Clinical Associate Professor Emeritus of Ophthalmology and Visual Sciences
Charlotte	Jones	Medicine	Professor Emeritus of Medicine
Julie	Irving	Medicine	Clinical Associate Professor Emeritus of Pathology and Laboratory Medicine
Arminee	Kazanjian	Medicine	Professor Emeritus of Population and Public Health
Pawel	Kindler	Medicine	Professor of Teaching Emeritus of Cellular and Physiological Sciences
Donna	Lang	Medicine	Associate Professor Emeritus of Radiology
Linda	Warren	Medicine	Clinical Professor Emeritus of Radiology
Stefka	Marinova-Todd	Medicine	Associate Professor Emeritus of Audiology and Speech Sciences
F Michelle	Sutter	Medicine	Clinical Associate Professor Emeritus of Surgery
Edwin	Moore	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Monika	Naus	Medicine	Professor Emeritus of Population and Public Health
Catherine	Pang	Medicine	Professor Emeritus of Anesthesiology, Pharmacology and Therapeutics
Paul	Korn	Medicine	Clinical Associate Professor Emeritus of Pediatrics
Robert	Keyes	Medicine	Clinical Professor Emeritus of Medicine
Robert	Schertzer	Medicine	Clinical Associate Professor Emeritus of Ophthalmology and Visual Sciences
Russell	Mcknight	Medicine	Clinical Associate Professor Emeritus of Emergency Medicine
Christopher	Shaw	Medicine	Professor Emeritus of Ophthalmology and Visual Sciences
Stephen	Wiseman	Medicine	Clinical Associate Professor Emeritus of Psychiatry
Wayne	Moore	Medicine	Clinical Professor Emeritus of Pathology and Laboratory Medicine
Philip	Austin	Science	Associate Professor Emeritus of Earth and Ocean Sciences
Robert Marc	Bustin	Science	Professor Emeritus of Earth and Ocean Sciences
Paul	Carter	Science	Professor of Teaching Emeritus of Computer Science
Anne	Condon	Science	Professor Emeritus of Computer Science
Mark	Halpern	Science	Professor Emeritus of Physics and Astronomy
Janis	McKenna	Science	Professor Emeritus of Physics and Astronomy
Martin	Tanner	Science	Professor Emeritus of Chemistry
Alan	Doyle	Library	General Librarian Emeritus
David V.	Kason	Medicine	Clinical Professor Emeritus of Family Practice*
Stefan	Grzybowski	Medicine	Professor Emeritus of Family Practice*
*correction to emeritus title previously granted			

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13 May 2026

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2026-2029 Triennial Election Results

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

Faculty Representatives to Senate

Pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until successors are elected:

Faculty of Arts
- **Althea Thauberger, Associate Professor**

Faculty of Forestry and Environmental Stewardship
- **Minghao Li, Associate Professor**

Faculty of Land and Food Systems
- **Anubhav Pratap-Singh, Associate Professor**
- **Candice Rideout, Professor of Teaching**

Peter A. Allard School of Law
- **Benjamin Goold, Professor**

Pursuant to Section 16 of the *University Act*, the following faculty members are elected as representatives of the Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until successors are elected:

Faculty of Education
- **Dustin Garnet, Associate Professor**

Faculty of Medicine
- **Susan Forwell, Professor**

An election is required for the Faculty of Applied Science. Polls are scheduled 29 April to 13 May 2026.

A call for nominations for the remaining Joint Faculties and Faculty positions will be issued in mid-May 2026.

April 29, 2026

Notice of Motion: Establishment of a Senate Ad Hoc Committee on Graduate Student Funding Policy

Mover: Martin Hirst

Motion

BE IT RESOLVED THAT the Senate of the University of British Columbia establish an ad hoc Senate committee to review the implementation of the Minimum Stipend Policy and to advise Senate on the most effective and equitable path forward to support graduate students; and

BE IT FURTHER RESOLVED THAT the committee be mandated to:

- Consult broadly with graduate programs across Faculties and disciplines;
- Review the impacts of the Minimum Stipend Policy across MSc and PhD programs;
- Examine Graduate and Postdoctoral Studies (G+PS) policies, including:
    - The four-year PhD funding window;
    - Funding structures and support for MSc students;
- Develop recommendations for a fair and transparent framework for the allocation of central funding;
- Define guiding principles for the distribution of funds, including consideration of equity versus need-based approaches, and the potential unintended consequences of each;
- Ensure that implementation does not result in reduced financial support relative to existing program models;

BE IT FURTHER RESOLVED THAT the committee be granted access to all relevant institutional data required to carry out its work and report back to Senate by December 2026.