THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Vancouver Senate

THE FIRST MEETING OF THE VANCOUVER SENATE FOR THE 2026/2027 ACADEMIC YEAR

WEDNESDAY, 16 SEPTEMBER 2026

5:00 P.M. | LSC 1003 AND VIA ZOOM

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

2. **Senate Membership** – Dr Rella Ng (information)

   a. **Senate Membership 2026-2029** (docket pages 5-6)

   b. **Nominating Committee**

   Pursuant to the *Rules and Procedures of the Vancouver Senate*, the following Senators responded to the initial call for nominations and have been elected by acclamation to the Senate Nominating Committee for the term of 1 September 2026 to 31 August 2029 and thereafter until their successors are elected:

   - Ben Britton, Representative of the Joint Faculties (Applied Science)
   - Jan Hare, Dean of the Faculty of Education
   - Charles Menzies, Representative of the Joint Faculties (Arts)
   - Wendy Norman, Representative of the Faculty of Medicine

   Following these acclamations, four vacancies remain for non-student members of Senate, including two designated for Convocation members.

   A second call for nominations was issued on Wednesday, 9 September 2026 with nominations closing at 3:00 P.M. on Wednesday, 16 September 2026. Should nominations exceed the available seats, the Clerk to the Senate will conduct an election under this agenda item.

3. **Minutes of the Meetings of 13 May 2026 and 31 August 2026** – Dr Benoit-Antoine Bacon (approval) (docket pages 7-63)

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

    a. Update from Provost's Working Group on Global Partnerships – Dr Gage Averill (information)
    b. Update on Joint Senate Policy J-500: *Academic Freedom* – Dr Kin Lo (information)

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

6. **From the Board of Governors** – Dr Benoit-Antoine Bacon (information) (docket pages 64-67)

    Confirmation that the listed affiliation agreement and material from the following meetings, as approved by Senate (and where applicable, the Council of Senates), were subsequently approved by the Board of Governors as required under the *University Act*:

    Affiliation Agreement: UBC Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (GDUT)

    18 March 2026

    Awards: New and revised awards

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

    15 April 2026

    Awards: New and revised awards

    Curriculum (Part 1 of 2): Curriculum proposals from the Faculties of Arts, Education, Graduate and Postdoctoral Studies (Arts, Medicine), and Pharmaceutical Sciences

    Curriculum (Part 2 of 2): Curriculum proposals from the Faculty of Graduate and Postdoctoral Studies (Applied Science and Education)

    13 May 2026

    Awards: New and revised awards

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

New Programs: New Graduate Certificates in Marine Vessel Design and in Mechanical Engineering in the Faculty of Graduate and Postdoctoral Studies (Applied Science)

Revised Program and Related Curriculum: Revised Master of Engineering Leadership in the Faculty of Applied Science

7. Candidate for Degree – Dr Benoit-Antoine Bacon

The list, as approved by the Faculty of Commerce and Business Administration, 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 candidate for the degree of Bachelor of Commerce, as recommended by the Faculty of Commerce and Business Administration, be granted the degree effective September 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. (approval) (2/3 majority required)

8. Academic Policy Committee – Dr Kin Lo

a. Revisions to Academic Regulations for Course Grading Policy for the Faculties of Applied Science, and Graduate and Postdoctoral Studies (Applied Science): Mechanical Engineering (approval) (docket pages 68-71)
b. Revisions to Academic Regulations for Credit Requirements and Regulations for Double-Counting for the Faculty of Arts: Bachelor of Arts (approval) (docket pages 72-74)

9. Agenda Committee – Dr Joanne Fox

Amendments to the *Rules and Procedures of the Vancouver Senate* (approval) (docket pages 75-76)

10. Appeals on Academic Standing Committee – Dr Susan Forwell

Annual Report (information) (docket pages 77-80)

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11. Awards Committee – Dr Lawrence Burr

New Awards and Changes to Existing Awards (approval) (docket pages 81-92)

12. Curriculum Committee – Dr Sathish Gopalakrishnan

Ratification of Proposals Approved in the Summer Months (ratification) (docket pages 93-133)

13. Student Appeals on Academic Discipline Committee – Mr George Tsiakos

Annual Report (information) (docket pages 134-137)

14. Report from the Provost – Dr Gage Averill

UBC's Strategic Directions 2025-2030: Year 1 Progress Update (information) (docket pages 138-159)

15. Report from the Registrar – Dr Rella Ng

a. 2027-2028 Term Dates (information) (docket pages 160-161)
b. 2026-2029 Triennial Election Results (Continued) (information) (docket page 162)

16. Other Business

Motion on Referenda – Mr Bryan Buraga (approval) (docket page 163)

17. IN CAMERA – Report from the Faculty of Graduate and Postdoctoral Studies – Dr Leonard Foster

Rescindment of Degree (approval) (circulated under separate cover)

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

Senate Membership 2026-2029 (as of 1 September 2026)

Ex Officio
- Chancellor (Ms Judy Rogers)
- President, Chair (Dr Benoit-Antoine Bacon)
- Vice-President, Academic (Dr Gage Averill)

Deans of Faculties
- Dr James Olson, Applied Science
- Dr Clare Crowston, Arts
- Dr Darren Dahl, Commerce and Business Administration
- Dr Hannu Larjava, Dentistry, *Pro Tem.*
- Dr Jan Hare, Education
- Dr Robert Kozak, Forestry and Environmental Stewardship
- Prof Leonard Foster, Graduate and Postdoctoral Studies, *Pro Tem.*
- Dr David Kitts, Land and Food Systems, *Pro Tem.*
- Dr Sharmila Anandasabapathy, Medicine
- Prof Bruce MacDougall, Peter A. Allard School of Law, *Pro Tem.*
- Dr Lalitha Raman-Wilms, Pharmaceutical Sciences
- Dr Mark MacLachlan, Science

Chief Librarian
- Dr Dale Askey, University Librarian

Director of Continuing Education
- Dr Simon Bates, Professor of Teaching

Representatives of the Faculty of Applied Science
- Dr Sathish Gopalakrishnan, Associate Professor
- Dr Steve Wilton, Professor

Representatives of the Faculty of Arts
- Dr Marina Adshade, Associate Professor of Teaching
- Prof Althea Thauberger, Associate Professor

Representatives of the Faculty of Commerce and Business Administration
- Dr Kin Lo, Associate Professor
- C. Tsuriel Somerville, Associate Professor

Representatives of the Faculty of Dentistry
- Dr Nancy Ford, Associate Professor
- Dr Eli Whitney, Associate Professor of Teaching

Representatives of the Faculty of Education
- Dr Shannon Bredin, Associate Professor
- Dr Dustin Garnet, Associate Professor

Representatives of the Faculty of Forestry and Environmental Stewardship
- Dr Julie Cool, Associate Professor
- Dr Minghao Li, Associate Professor

Representatives of the Faculty of Graduate and Postdoctoral Studies
- Dr Jacquelyn Cragg, Associate Professor
- Dr Steven Pelech, Professor

Representatives of the Faculty of Land and Food Systems
- Dr Anubhav Pratap-Singh, Associate Professor
- Dr Candice Rideout, Professor of Teaching

Representatives of the Peter A. Allard School of Law
- Dr Brenna Bhandar, Professor
- Dr Benjamin Goold, Professor

Representatives of the Faculty of Medicine
- Dr Sue Forwell, Professor
- Dr Wendy Norman, Professor

Representatives of the Faculty of Pharmaceutical Sciences
- Dr Jessica Kalra, Associate Professor of Teaching
- Dr Ingrid Price, Associate Professor of Teaching

Representatives of the Faculty of Science
- Dr Martin Hirst, Professor
- Dr Ian Mitchell, Professor

Representatives of the Joint Faculties

- Dr Chris Addison, Associate Professor of Teaching, Faculty of Science
- Dr Elisa Baniassad, Professor of Teaching, Faculty of Science
- Dr Ben Britton, Professor, Faculty of Applied Science
- Dr Agnes d'Entremont, Professor of Teaching, Faculty of Applied Science
- Dr Joanne Fox, Professor of Teaching, Faculty of Science
- Dr André Ivanov, Professor, Faculty of Applied Science
- Dr Christina Laffin, Associate Professor, Faculty of Arts
- Dr Siobhán McElduff, Associate Professor, Faculty of Arts
- Dr Charles Menzies, Professor, Faculty of Arts
- Dr Maged Senbel, Associate Professor, Faculty of Applied Science
- Dr Santokh Singh, Professor of Teaching, Faculty of Science
- Dr Greg Werker, Lecturer Faculty of Commerce and Business Administration

Representatives of the Convocation

- 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

Elected Representative of the Professional Librarians

- Dr Shirin Eshghi Furuzawa, Head, Asian Library

Representatives of Affiliated Colleges

- Rev Dr Colin Godwin, President, Carey Theological College
- Dr Paul Spilsbury, President, Regent College
- Dr Gerry Turcotte, President, St Mark's College
- Rev Dr Richard Topping, Principal, Vancouver School of Theology

Student Representatives
(Term from April 1, 2026 to March 31, 2027 except for Education which is from October 1 to September 30 of each year. One representative elected from each faculty, two from the Faculty of Graduate and Postdoctoral Studies, and five members at-large.)

Representative of the Students of the Faculty of Applied Science

- Kevin Li

Representative of the Students of the Faculty of Arts

- Zarifa Nawar

Representative of the Students of the Faculty of Commerce and Business Administration

- Ethan Ruggiero

Representative of the Students of the Faculty of Dentistry

- Brian Agafitei

Representative of the Students of the Faculty of Education

- Pratyaksha Awasthi

Representative of the Students of the Faculty of Forestry and Environmental Stewardship

- Dylan Evans

Representatives of the Students of the Faculty of Graduate and Postdoctoral Studies

- Bryan Buraga
- Sarah Kamal

Representative of the Students of the Faculty of Land and Food Systems

- Max Wilson Sladkus

Representative of the Students of the Peter A. Allard School of Law

- Priscilla Ng

Representative of the Students of the Faculty of Medicine

- Nicholas Viegas

Representative of the Students of the Faculty of Pharmaceutical Sciences

- Chaeyoung Lim

Representative of the Students of the Faculty of Science

- Alex Chui

Representatives of the Students At-Large

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

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VANCOUVER SENATE

MINUTES OF 13 MAY 2026

DRAFT

Attendance

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

Regrets: B. Agafitei, C. Crowston, D. Dahl, K. Doering, A. Dulay, A. Fisher, S. Forwell, C. Godwin, S. W. Graham, J. Hare, A. Ivanov, E. Jenkins, R. Kim, D. Kitts, F. Lalji, C. Lim, S. McElduff, C. Overall, A. Pratap-Singh, I. Price, J. Rogers, E. Ruggiero, R. Spencer, 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 ninth 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

NOMINATING COMMITTEE – STUDENT MEMBERS

The Registrar and Secretary to Senate, Dr Rella Ng, announced that, following the call for nominations issued the previous month, Zarifa Nawar and Drédyn Fontana were acclaimed to the Senate Nominating Committee until March 31, 2027, and thereafter until replaced.

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VICE-CHAIR OF SENATE

The Clerk to Senate, Mr Christopher Eaton, announced that a call for nominations had been issued for the position of Vice-Chair of Senate for a term of no more than one year, pursuant to Section 37(1)(a) of the *University Act* and Section 7 of the *Rules and Procedures of the Vancouver Senate*. The Clerk noted that, in response to the call for nominations, Senators Jasper Lorien and Wendy Norman were nominated as candidates. Each candidate was invited to speak in support of their candidacy before the election was conducted.

> Senator Lorien noted that they had served three terms on Senate as a Student At-Large. They explained that their experience chairing the Agenda Committee and a working group of the Academic Policy Committee reinforced the importance of facilitating fair, equitable, and collegial decision-making. They expressed their interest in serving as Vice-Chair and their intention to build on that experience if elected.

The President noted that Senator Norman was experiencing technical difficulties and proposed proceeding with consideration of the minutes of the April 15 meeting while the connection issue was addressed. The President indicated that the meeting would return to Senator Norman's remarks once the technical difficulties were resolved.

Minutes of Previous Meetings

Drédyn Fontana Nicholas Viegas	*That the minutes of the meeting of 15 April 2026 be approved.*

Approved

Business Arising from the Minutes

REFERRED MOTION TO AGENDA COMMITTEE

See Appendix A: Correspondence

The Chair of the Senate Agenda Committee, Senator Jasper Lorien, provided an overview of the Agenda Committee's response to the referral from the previous Senate meeting. They reported that the Committee met twice, including a joint meeting with the Provost's Working Group on Global Partnerships, and agreed on a plan and timeline. Senator Lorien explained that the working group would continue its work over the summer. They noted that the process would include consultations with the Admissions Committee, the proponents of the motion, and other relevant parties. Senator Lorien also reported that no affiliation agreements were expected to be renewed during that period and indicated that Senate would consider the recommendations in September or October.

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Senator Charles Menzies asked whether the matter would return to Senate in its current form or as separate motions. He also asked whether the review would consider the University's broader international partnerships in jurisdictions with human rights concerns and whether a comprehensive process would inform any future motion brought before Senate.

> Senator Lorien replied that they could not comment on the substance of specific matters but noted that the working group's objective was to develop a consistent set of principles to guide consideration of international partnerships. They said the work would address the matters raised in the current referral as well as broader topics raised in previous discussions.
>
> The Provost, Dr Gage Averill, added that the working group would bring its principles as recommendations to Senate. He noted that the recommendations would be considered by the Senate Admissions Committee and Senate as a whole, and that Senate would make the decisions rather than the working group.

Senator Toph Marshall noted that, at a previous Senate meeting, a proposal to call a Special Meeting was not adopted. He noted that, following the referral of the matter to committee, its consideration would consequently not occur until the next triennium in the fall.

Senator Sarah Kamal thanked the Agenda Committee and the Provost's Working Group on Global Partnerships, and requested clarification on how student feedback and representation would be incorporated into the process.

> Senator Lorien noted that Senate had voted to refer the motion and explained that consultations would precede any recommendations returned to Senate. They also highlighted the procedural mechanisms available for members to bring the matter before Senate.

The President expressed appreciation for the discussion and noted that a process was in place. He indicated that the matter would return for consideration at an appropriate time.

VICE-CHAIR OF SENATE (CONTINUED)

The Clerk invited Senator Wendy Norman to speak in support of her candidacy and background for the role of Vice-Chair of Senate.

> Senator Wendy Norman noted her experience as a Faculty Representative of the Faculty of Medicine, Professor in the Department of Family Practice, Interim Department Head, Chair of the Senate Research and Scholarship Committee, and member of the Agenda Committee. Senator Norman highlighted her interest in governance and process and said

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she would support fair and effective Senate processes to enable Senators to make decisions in support of the University.

The Clerk indicated that voting would be conducted by online poll, with paper ballots available for members in attendance in the room. The Clerk noted that voting would take place during the meeting and that results would be announced following tabulation. He also advised that each Senator could submit only one ballot.

Remarks from the Chair

EXPRESSION OF THANKS TO SENATORS COMPLETING THEIR TERMS

The President thanked Senators for their time, contributions, and commitment to supporting the University. He noted the accomplishments of Senate during the year and triennium and thanked outgoing Senators for their service. The President recognized Senator Paul Harrison and Senator John Gilbert for their longstanding service to Senate. He also thanked the Senate staff, particularly the Clerk, for their professionalism and support.

GENERAL REMARKS

The President provided an update on the cybersecurity incident involving Instructure, the provider of Canvas. He noted that the incident was not a university cybersecurity breach but had affected Canvas users, including the University. The President advised that the University was awaiting further security assurances from Instructure before restoring access to the University community and acknowledged the impact on faculty and students during the Summer Term. He reported that Instructure had advised that affected data had been returned securely and that data destruction had been confirmed, while the University continued to monitor the situation. The President thanked UBC IT, cybersecurity, Teaching and Learning, and operational teams for their work in responding to the incident.

The President provided an update on advocacy activities undertaken with provincial and federal governments. He noted that discussions had focused on the University's role in British Columbia and Canada, international student caps and visas, research funding, academic infrastructure funding, housing, and the proposed Millennium Line UBC Extension.

The President congratulated graduates approved for Spring Convocation and noted that 10,528 graduates from the Vancouver campus and 2,117 graduates from UBC Okanagan would be recognized.

Senator Ben Britton asked whether the University had a technology or learning technology disruption policy. Senator Britton encouragement for developing such a policy.

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Senator Britton raised considerations regarding reliance on major technology platforms and noted potential risks associated with technology disruptions. He also discussed concerns related to Canadian data sovereignty, control of software platforms, and implications of the US CLOUD Act, including data tenancy, data location, encryption, and encryption key management.

Senator Britton recommended that Senate provide input into the development of a technology disruption policy and establish principles to support governance considerations, increase robustness, and reduce disruption impacts for faculty, students, and staff.

The Provost responded that the development of a technology disruption policy would be considered. He acknowledged the concerns regarding reliance on a single technology platform and noted that the University regularly considered Requests for Proposals for other services as agreements expired.

The Provost confirmed that university data was resident in Canada but recognized that United States laws and policies could create implications. He noted that encryption could provide support while also presenting additional considerations and indicated that Canadian alternatives were considered where possible.

Senator Charles Menzies commented on the cybersecurity incident and acknowledged the work done in responding to the disruption. He noted that, despite concerns regarding reliance on a single platform, the University was able to adapt effectively and that support provided to instructors was valuable.

The Provost recognized the teams involved in responding to the cybersecurity incident.

Senator Laura Moss reported that the Senate Teaching and Learning Committee had met and had received a briefing from Drs Elisa Baniassad and Simon Bates regarding the cybersecurity incident. Senator Moss noted the importance of technology continuity and reliability for academic activities and highlighted the need for systems that could account for potential failures. Senator Moss discussed the need for robust tools, recovery planning, and alternative platforms or course options to support teaching and learning continuity.

Senator Bryan Buraga asked whether, following completion of the investigation into the cybersecurity incident, an email similar to the initial breach notification could be sent to students outlining when information was compromised, what information may have been affected, and steps students could take to safeguard their data moving forward.

Senator Simon Bates confirmed that further communication would be provided once the necessary information and assurances were available to reconnect to the Canvas platform.

Senator Bates noted that the University would remain vigilant regarding potential phishing attempts related to the cybersecurity incident, including communications

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offering identity protection or other services. He noted that phishing attempts were expected to increase and encouraged continued caution to help protect personal information and university systems.

Candidates for Degrees

Jasper Lorien
Sultana Razia

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.

Approved

VICE-CHAIR OF SENATE (CONTINUED)

The Clerk reported the results of the election conducted during the meeting and announced the election of Senator Wendy Norman as Vice-Chair of Senate for the next year.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

REVISIONS TO ACADEMIC REGULATIONS FOR EXAMINATION FOR THE FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION: DIPLOMA IN ACCOUNTING; AND

REVISIONS TO ACADEMIC REGULATIONS FOR CLASS STANDING FOR THE FACULTY OF LAND AND FOOD SYSTEMS

Senator Lo requested leave from the Senate to present two reports as an omnibus motion.

Kin Lo
Sathish Gopalakrishnan

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; and

That Senate approve the revisions to the Faculty of Land and Food Systems academic regulations

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on class standing, effective 2027 Summer Session and thereafter.

Approved

REVISIONS TO ACADEMIC REGULATIONS FOR THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES: MASTER OF ARCHITECTURE;

REVISIONS TO ACADEMIC REGULATIONS FOR THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES: MASTER OF ADVANCED STUDIES IN LANDSCAPE ARCHITECTURE; AND

REVISIONS TO ACADEMIC REGULATIONS FOR THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES: GRADUATE DIPLOMA IN PHARMACY LEADERSHIP

Senator Lo requested leave from the Senate to present three reports as an omnibus motion.

Kin Lo
Sathish Gopalakrishnan

That Senate approve the revisions to the Faculty of Graduate and Postdoctoral Studies Master of Architecture academic regulations, effective 2026 Winter Session and thereafter;

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; and

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.

Approved

REVISIONS TO ACADEMIC REGULATIONS FOR RECOGNITION OF ACADEMIC ACHIEVEMENT FOR THE FACULTY OF SCIENCE: BACHELOR OF SCIENCE;

REVISIONS TO ACADEMIC REGULATIONS FOR PROMOTION REQUIREMENTS AND DEGREE PROGRESSION FOR THE FACULTY OF SCIENCE: BACHELOR OF SCIENCE;

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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; AND

REVISIONS TO ACADEMIC REGULATIONS FOR SECOND-DEGREE STUDIES FOR THE FACULTY OF SCIENCE: BACHELOR OF SCIENCE

Senator Lo requested leave from the Senate to present four reports as an omnibus motion.

Kin Lo
Paul Harrison

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;

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;

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; and

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

Senator Jasper Lorien requested division of the motion to consider the Revisions to Academic Regulations for Recognition of Academic Achievement for the Faculty of Science: Bachelor of Science separately.

By general consent, Revisions to Academic Regulations for Recognition of Academic Achievement for the Faculty of Science: Bachelor of Science*, was considered separately.*

Senator Jasper Lorien expressed opposition to the proposed revisions. They noted that the Diversionary Option allowed students and the University to work toward an appropriate resolution in cases involving minor first offences or circumstances where academic expectations

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may not have been clear. Senator Lorien expressed concerns about the potential impacts of the proposed revisions on students.

Senator Lo responded that the matter had been considered by the Committee. He explained that, given the designations recognized high levels of academic achievement, the proposed revisions reflected an expectation of academic integrity. Senator Lo noted that students found by the President to have committed academic misconduct, or students who admitted to academic misconduct and entered the Diversionary Option, would be ineligible for these designations.

Divided Motion Approved

The remaining three items in the omnibus motion were considered together.

Approved

REVISIONS TO JOINT SENATE POLICY J-101: *STUDENT CONDUCT DURING EXAMINATIONS*

Kin Lo
Toph Marshall

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

Senator Ben Britton asked about a change regarding interim examinations. He noted that "major examination" had been removed and replaced with an assessment conducted during class time or scheduled out-of-class time during the teaching terms. He inquired whether this change would have significant implications for assessment practices, including concessions and accommodations, and whether it would result in broader effects on student assessment.

Senator Kin Lo responded that the terminology had been discussed in committee. He explained that the term "major examination" had been considered ambiguous because it was unclear how to distinguish between major and minor examinations. He noted that the wording had therefore been revised to refer to an assessment held during class time.

Approved

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NEW JOINT SENATE POLICY J-500: *ACADEMIC FREEDOM*

Senator Lo reminded Senate that the accompanying memorandum had been provided with the proposed policy and recalled that Senate had last considered the draft policy in May 2025. He explained that the Senate Academic Policy Committees on both campuses had committed to returning a final draft following a period of feedback received in May and June 2025. He noted that the committees had originally expected to return the draft in September 2025 but had required additional time to address topics raised during the consultation process.

Senator Lo explained that the draft policy reflected the legal constraints under which Senate and the University operated and distinguished between provisions that could be included in policy and those that were aspirational. He referred to recent developments affecting institutional autonomy in jurisdictions outside Canada and observed that, while such developments should be resisted, a Senate policy could not override legislative changes affecting the University's autonomy under the *University Act*.

Senator Lo reported that the draft policy modernized the language of the 1977 Statement on Academic Freedom while retaining its key elements. He noted that the 1977 Statement on Academic Freedom remained a statement rather than a policy and explained that the development of a policy had been the objective of the current process over the previous seven years. He added that proposed language had been introduced in response to feedback received during the previous summer and clarified the right to institutional critique.

Kin Lo John H. V. Gilbert	*That Senate approve Policy J-500:* Academic Freedom*, effective September 1, 2026 and thereafter.*

Senator James Stewart made a motion to postpone consideration of the item to allow additional time for further consideration of the proposed policy.

MOTION TO POSTPONE

James Stewart Ben Britton	*That consideration of the motion to approve Policy J-500:* Academic Freedom *be postponed until the September meeting of Senate.*

Senator Stewart commented on the policy and its broader implications for the institution and beyond. He recommended that members engage in further debate, discussion, and community engagement before adopting the proposed change.

Senator Stewart noted that members had between two and six days to review the materials, depending on when they accessed them. He explained that some members had limited time to

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prepare their contributions to the discussion and referred to recent external commentary related to the motion. He recommended that additional time be provided for consideration of the motion.

Senator Charles Menzies commented on the consultation process related to the motion. He noted that requests for further consultation had been raised in previous discussions and observed that the policy development process had occurred over several years rather than only during the previous six days.

Senator Menzies indicated that he did not support the document in its current form. He compared the proposed document with the 1977 Statement on Academic Freedom and commented that he considered the earlier version more comprehensive and relevant to the current context.

Senator Jasper Lorien referred to recommendations from the external review and noted the value of discussing substantive policy matters before bringing forward a motion for approval at a subsequent meeting.

Senator Lorien commented that members had limited time to review the current version of the policy and indicated that further discussion would be beneficial. Senator Lorien noted that they were not prepared to vote on the policy in its current form.

Senator Ben Britton noted that although he had reviewed the materials six days earlier, he had not had sufficient time to consult with constituents or prepare his comments. He noted that end-of-semester responsibilities and committee reporting obligations had limited his available time. He acknowledged the work of both committees in advancing the process.

Senator Toph Marshall noted that similar requests for additional time, feedback, and consultation had been raised at the May meeting of the previous year and indicated that these opportunities had since been provided.

Senator Stewart responded to comments from other Senators and acknowledged the differing views expressed. He noted that the proposed version of the document differed materially from previous versions under consideration.

Senator Stewart referred to an open letter from the previous process and noted that some signatories might not have reviewed or participated in discussion of the revised version.

Motion to Postpone
Approved

The President requested that the committee reflect on the matter over the summer, with a focus on identifying the problem the proposal was intended to address.

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Admissions Committee

The Chair of the Senate Admissions Committee, Dr Joanne Fox, presented.

REVISIONS TO ADMISSION AND TRANSFER REQUIREMENTS: BACHELOR OF SCIENCE

Joanne Fox
Nicholas Viegas

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.

Approved

NEW AFFILIATION AGREEMENT: UBC FACULTY OF FORESTRY AND ENVIRONMENTAL STEWARDSHIP AND GUANGDONG UNIVERSITY OF TECHNOLOGY

Joanne Fox
Alex Chui

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."

Approved

ANNUAL REPORT ON MATTERS OF DELEGATED AUTHORITY

Senator Joanne Fox reported that Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission* had been applied to applicants following the Alberta secondary school curriculum. She noted that, for admission to the 2026 Winter Session, grades presented for admission had been adjusted upwards by 4% in accordance with the policy.

Senator Fox reported that the committee had brought forward 26 proposals for approval and had made 21 editorial updates to the calendar under delegated authority. She reported that 134

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admissions appeals had been reviewed between May 1, 2025 and April 30, 2026, of which four had been allowed. Senator Fox noted that the committee was reviewing its appeals processes in accordance with recommendations from the external review.

Senator Fox referred to the student mobility agreements approved under the Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*.

She thanked committee members for their contributions during the year and acknowledged those involved in hearing admissions appeals during the summer months. Senator Fox also recognized the support provided to the Committee by Amandeep Breen and Leah Wafler of the Senate Office.

Senator Sarah Kamal asked about the renewal of exchange partnerships, specifically the listing for Hebrew University of Jerusalem in Israel. She noted that members of the Student Senate Caucus had raised concerns about student safety in relation to mobility agreements.

> Senator Joanne Fox responded noted that the principles being developed by the Provost's Working Group, which were expected to return to Senate, would address safety considerations.
>
> Senator Fox explained that exchange agreements involving locations subject to travel advisories from Global Affairs Canada were not used for student travel where safety concerns had been identified. She noted that Global Affairs Canada travel advisories were the measure used for assessing these circumstances.

Senator Kamal asked whether the item concerning the specific partnership could be deferred given the concerns raised by students.

> Senator Fox clarified that the item was for information and reported on affiliation agreements that had been renewed or initiated during the reporting period.

Senator Jasper Lorien asked about the process for addressing agreements approved under delegated authority if Senate disagreed with an agreement.

> The Clerk explained that the matter was more complex because the delegated authority had been granted by the Council of Senates. The Clerk noted that the agreement had been executed by the University and that provisions existed for withdrawal. The Clerk explained that there was no action available to Senate in this forum at that time.

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Agenda Committee

AMENDMENTS TO THE *RULES AND PROCEDURES OF THE VANCOUVER SENATE*

Jasper Lorien
Drédyn Fontana

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
i. Nominating
~~*g.*~~*j. Research and Scholarship*
~~*h.*~~*k. Student Appeals on Academic Discipline*
~~*i. Awards*~~
~~*j.*~~*l. Teaching and Learning*
~~*k.*~~*m. Tributes*
~~*l.*~~*n. Council of Senates Vancouver Representative Committee One*
~~*m.*~~*o. Council of Senates Vancouver Representative Committee Two*
~~*n.*~~*p. Council of Senates Vancouver Representative Committee Three*
~~*o.*~~*q. Council of Senates Vancouver Representative Committee Four*
~~*p.*~~*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:

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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).*

Approved

Awards Committee

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

NEW AWARDS AND CHANGES TO EXISTING AWARDS

See Appendix B: 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

ANNUAL REPORT ON MATTERS OF DELEGATED AUTHORITY

Senator Burr reported that the Committee had met seven times during the year, reviewed recommendations from the triennial review, and finalized governance recommendations for the Nominating Committee. He also reported that the committee had reviewed Senate Policy V200: *Student Awards* and approved a draft policy for consultation, with a report to return to Senate in fall 2026. Senator Burr also reported that the committee had approved 19 proposals under delegated authority, including 17 annual awards and two internal awards.

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He thanked committee members for their contributions and Bradley Menard of the Senate Office for his support and guidance during the triennium.

Budget and Academic Buildings Committee

The Chair of the Senate Budget and Academic Buildings Committee, Mr Mitchell Prost, presented.

ANNUAL REPORT

Senator Prost reported that the committee had discussed Campus Vision 2050, the Climate Action Plan, decarbonization, discretionary business travel emissions, AI infrastructure planning, campus electrical capacity, GPU deployment for research support, budget updates, and capital planning priorities.

Senator Prost noted that the committee had discussed priorities for the next triennium, including opportunities to support university budget preparation and research funding. He thanked committee members for their contributions and recognized Bradley Menard of the Senate Office for his support to the committee.

Curriculum Committee

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

MAY CURRICULUM PROPOSALS; AND

NON-CREDIT CREDENTIAL PROPOSALS

See Appendix C: Curriculum Report

Senator Gopalakrishnan requested leave from the Senate to present two reports as an omnibus motion.

Sathish Gopalakrishnan Nicholas Viegas	*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; and*

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That the Senate approve the new non-credit program microcertificates brought forward by the Faculty of Medicine and UBC Extended Learning.

Approved

REVISIONS TO POLICY V-129: *NON-CREDIT CREDENTIALS*

Sathish Gopalakrishnan
Bryan Buraga

That the Senate approve the revisions to Policy V-129: Non-Credit Credentials *effective 1 September 2026.*

Approved

ANNUAL REPORT ON MATTERS OF DELEGATED AUTHORITY

Senator Gopalakrishnan reported that delegated authority had been used for editorial and minor changes to programs and courses, including adjustments to prerequisites and restrictions to improve student access.

Senator Gopalakrishnan reported that the committee had reviewed course offerings and found that approximately 2,200 of the University's courses had not been offered in the previous 10 years. He noted that the committee would encourage Faculties to review inactive courses and consider courses with low enrolment levels. He also noted that the committee would consider ways to improve the visibility of non-credit credentials and certificate programs.

Senator Gopalakrishnan thanked committee members and acknowledged the support provided by Senate Office staff, including Jessica Iverson, Leah Wafler, and Trini Tseng. He also thanked the Clerk to Senate for his support to the committee.

Joint Report of the Academic Policy, Admissions, and Curriculum Committees

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

NEW GRADUATE CERTIFICATES

See Appendix C: Curriculum Report

Sathish Gopalakrishnan
Sultana Razia

That the Senate approve and recommend to the Board of Governors for approval the new graduate certificates brought forward by the

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Faculty of Graduate and Postdoctoral Studies (Applied Science).

Approved

Joint Report of the Admissions and Curriculum Committees

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

REVISED MASTER OF ENGINEERING LEADERSHIP AND RELATED CURRICULUM PROPOSALS

See Appendix C: Curriculum Report

Sathish Gopalakrishnan
Joanne Fox

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.

Approved

Library Committee

The Chair of the Senate Library Committee, Dr Elisa Baniassad, presented.

ANNUAL REPORT

Senator Baniassad presented the Senate Library Committee annual report. She reported that the committee had met eight times during the 2025-2026 academic year and had focused on advising and assisting the University Librarian, including work related to the transition of the University Librarian role.

Senator Baniassad reported that committee members had contributed to amendments to Policy UP11: *Deaccessioning Policy*, participated in the President's Advisory Committee for the Selection of a University Librarian, and developed metrics for the University Librarian's monthly reports.

Senator Baniassad thanked committee members for their contributions and acknowledged Dr Susan Parker's eight years of service to the Senate Library Committee and the UBC Library. She welcomed Dr Dale Askey as the incoming University Librarian and thanked those who contributed their expertise and time to the Library. Senator Baniassad also recognized Leah Wafler of the Senate Office for her support of the Committee.

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The President expressed appreciation to Dr Parker for her service as University Librarian and recognized her contributions to the University.

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Ben Britton, presented.

TRIENNIAL REVIEW

Ben Britton
Kin Lo

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 & Library 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.

Senator Britton reported that the review included feedback from the university community, Senators, Senate committees, and committee chairs, and resulted in recommendations regarding changes to the composition and terms of reference of Senate committees, including the merger of the Senate Library Committee and Senate Teaching and Learning Committee into the Senate Teaching, Learning, and Library Committee, effective September 1, 2026.

Senator Britton explained that the merger recognized the relationship between library services and the academic mission of the University. He noted that the new committee structure increased student representation and recommended that the new committee review its terms of reference following its establishment.

Senator Laura Moss spoke regarding the proposed establishment of the Teaching, Learning, and Library Committee. She noted that the Teaching and Learning Committee had met earlier that day to discuss the merger and supported the proposal. She identified substantial overlap between the committees but raised questions regarding workload and the potential deferral of important issues. She noted that the Teaching and Learning Committee provided an opportunity for in-depth discussion and expressed concern that adding another committee within the same

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timeframe could limit the ability to address matters thoroughly. She indicated that, while considering workload implications, the Teaching and Learning Committee supported the merger.

Senator Richard Spencer commented on the report's recommendation that no changes be made to the Academic Policy Committee. He noted that the External Review of Senate had recommended significant changes and that the committee's work had focused primarily on implementing policy through changes to academic regulations rather than addressing significant academic policy matters. He indicated that he hoped future consideration would be given to the role of the Academic Policy Committee.

The University Librarian, Senator Susan Parker, identified the Library's role in supporting teaching, learning, research, and scholarship, and noted that library matters extended across the University. She indicated that the proposed committee merger could provide benefits while noting the importance of maintaining opportunities for in-depth discussion of issues and reviewing the committee's work during the next triennium.

Senator Santokh Singh commented on the proposed merger and noted that the Library Committee had a unique role that did not fit within a single combined committee due to its connections with other areas, including research. He indicated that the Library Committee's independent status allowed it to address library-specific matters and noted that he preferred it to remain a separate committee with revised terms of reference.

Senator Francis Andrew commented on the proposed merger and noted the importance of maintaining a Senate committee with Library in its name. He noted that library matters extended beyond teaching and learning, including university-wide activities, new technologies, and national and international developments.

Senator Britton noted that the Teaching and Learning Committee supported the motion and that Senator Parker, University Librarian, also supported it. In response to comments regarding academic policy, he advised that governance matters would be considered during discussion of the external review. He explained that the current item concerned the substantive changes to the committees' Terms of Reference and membership.

Approved

APPOINTMENT OF STUDENT SENATORS TO COMMITTEES OF SENATE AND COMMITTEES OF THE COUNCIL OF SENATES

Ben Britton
Laura Moss

That Zarifa Nawar, Jasper Lorien, and Jaiya Panchi be appointed to the Senate Academic Policy Committee until 31 March 2027 and

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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 Drédyn Fontana and Jaiya Panchi be appointed to the Senate Agenda Committee until 31 March 2027 and thereafter until replaced, to replace Drédyn 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;

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;

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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, and Library Committee until 31 March 2027 and thereafter until replaced, to replace Amin Abidi, Kareem 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 Kareem 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 Drédyn 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.

Approved

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APPOINTMENT TO A PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT STUDENTS

Ben Britton Kin Lo	*That HsingChi von Bergmann be appointed to the President's Advisory Committee for the Selection of a Vice-President Students.*

Approved

NOMINATING COMMITTEE RESPONSE TO EXTERNAL REVIEW RECOMMENDATIONS

Senator Ben Britton noted that the external review identified opportunities for Senate to continue strengthening its approach to governance within its areas of responsibility and its engagement with other governance bodies. He noted that governance planning would be an important consideration for committees at the beginning of the next triennium.

Senator Britton discussed the review's observations regarding Senate appeals processes. He explained that the Admissions, Appeals on Academic Standing, and Student Appeals of Discipline Committees each had distinct responsibilities and recognized the substantial work undertaken through the appeals process. He reported that work had been underway since the external review to consider opportunities for improvement.

Senator Britton advised that the response included actions to support the effectiveness of the appeals processes handled by the Appeals on Academic Standing and Student Appeals of Discipline Committees while continuing to operate within the University's governance framework. He noted that the quasi-judicial nature of the appeals process required consultation to inform potential policy or process updates.

Senator Britton highlighted the scope of work undertaken by Senate committees and the Senate Office. He reported that the Vancouver Senate had considered 1,248 curriculum proposals, each requiring substantial review. He noted that the report provided an overview of the breadth of work undertaken by the Secretariat and was intended to illustrate the range of activities supporting Senate.

Senator Britton noted that consideration of resources included both Senate Office support and the structures that enable Senate governance. He reported that the Nominating Committee and the Agenda Committee had brought forward motions related to governance structures for consideration.

Senator Britton also recognized the time and commitment contributed by Faculty, Student, Convocation, and Ex Officio Senators. He noted that the complexity of Senate's work required sufficient opportunities for consideration, consultation, and understanding of governance

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processes. He added that the committee had identified actions to support Senate's continued effectiveness in carrying out its governance responsibilities.

Senator Jasper Lorien noted that the Agenda Committee supported the recommendations regarding Senate Office resourcing and reported that the committee had recommended a joint meeting with the Budget and Academic Buildings Committee to discuss the matter.

Senator Lorien also discussed the recommendation regarding topics of broad economic interest. Senator Lorien reported that the Agenda Committee had discussed the matter and agreed on a process for moving this work forward. Senator Lorien advised that additional information would be circulated and that materials would be prepared for the incoming Agenda Committee in the upcoming triennium.

Teaching and Learning Committee

The Chair of the Senate Teaching and Learning Committee, Dr Laura Moss, presented.

ANNUAL REPORT

Senator Moss expressed appreciation to the members of the committee and recognized their contributions to the Committee's work. She noted that the committee provided an opportunity for in-depth discussion on matters related to teaching and learning, including artificial intelligence, evaluations of teaching, and the integrated evaluation of teaching.

Senator Moss reported that the Committee had met with 10 groups during the year and appreciated their contributions and engagement. She noted that the committee's mandate was to provide a leading forum for discussion of the teaching and learning environment at the University and indicated that the committee had fulfilled this role through discussion, deliberation, and debate.

Senator Moss noted the importance of teaching and learning to the University's academic mission and noted that the committee had engaged substantively with relevant issues. She expressed appreciation to Lindsey Kovacevic of the Senate Office for her support.

Senator Moss noted that the report included several recommendations and advised that these reflected broader recommendations and discussions undertaken by the committee throughout the year.

Tributes Committee

The Chair of the Senate Tributes Committee, Dr John H. V. Gilbert, presented.

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EMERITUS APPOINTMENTS

See Appendix D: Emeritus Report

John H. V. Gilbert Paul Harrison	*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.*

Senator Gilbert recognized members who had received emeritus status and noted that they would join the UBC Emeritus College. He described the College as a unique institution in Canada and acknowledged the support provided by the President and the Provost and Vice-President, Academic. He also recognized Senator Paul Harrison's previous role as Principal of the Emeritus College.

Senator Gilbert thanked the Tributes Committee members for their collaborative work and noted that the committee sought to make thoughtful decisions regarding honorary degrees. He encouraged Senators to submit nominations when opportunities arose.

Senator Gilbert expressed appreciation for the Clerk of Senate's guidance and contributions to the Committee's work. He also acknowledged Amandeep Breen of the Senate Office for her support and assistance with the Committee's activities.

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 on the Vancouver Senate for terms beginning on September 1, 2026 and ending August 31, 2029 and thereafter until successors are elected:

- Benjamin Goold, Professor, Peter A. Allard School of Law

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- Minghao Li, Associate Professor, Faculty of Forestry and Environmental Stewardship
- Anubhav Pratap-Singh, Associate Professor, Faculty of Land and Food Systems
- Candice Rideout, Professor of Teaching, Faculty of Land and Food Systems
- Althea Thauberger, Associate Professor, Faculty of Arts

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

- Susan Forwell, Professor, Faculty of Medicine
- Dustin Garnet, Associate Professor, Faculty of Education

The Registrar noted that an election was required for the Faculty of Applied Science, with polls scheduled from April 29 to May 13, 2026. She further noted that a call for nominations for the remaining Joint Faculties and Faculty positions would be issued in mid-May 2026.

Other Business

MOTION ON AD HOC COMMITTEE ON GRADUATE STUDENT FUNDING POLICY

Martin Hirst
Charles Menzies

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

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;*

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- *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;*

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.

Senator Martin Hirst commented that graduate students were central to the University's research, teaching, and innovation activities. He clarified that his comments did not oppose increasing graduate student stipends, but focused on ensuring that any changes were implemented in a sustainable and equitable manner.

Senator Hirst explained that graduate funding at the University had developed through a distributed model across programs and Faculties, reflecting disciplinary contexts, research funding environments, tuition structures, and training timelines. He recognized the efforts of programs that had increased graduate student support through various approaches over time.

Senator Hirst raised considerations regarding the proposed policy and funding model, including potential impacts on equity among programs and on programs that had already increased student support. He identified factors including differences between master's and doctoral programs, doctoral completion timelines, tuition structures, and potential impacts on graduate enrolment.

Senator Hirst described the proposed ad hoc committee as a mechanism for institutional oversight, consultation across Faculties and disciplines, examination of relevant data, and development of principles to support the distribution of graduate student support.

Senator Hirst commented that the proposed policy represented a significant change affecting students, supervisors, departments, research capacity, and institutional competitiveness. He recommended continued review through a transparent and consultative Senate process.

Dean Shannon Hagerman described the new graduate funding program and its focus on supporting Doctor of Philosophy students through a minimum funding package intended to

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support academic success and well-being. She commented that the new funding threshold represented a significant change for the University and that implementation would require consideration of program- and discipline-specific contexts.

Dean Hagerman explained that the Graduate Awards and Scholarships Committee, a sub-committee of Graduate Council, had been working on implementation matters since the announcement of the program. She described the committee's membership, including representation from disciplinary Faculties, associate deans, directors, and graduate students, and outlined its mandate to evaluate the impact of new initiatives and policies on the graduate community and to develop and review funding allocation models.

Dean Hagerman reported that the Graduate Awards and Scholarships Committee had met twice since the announcement of the program and that the Chair had provided updates to the Council of Deans and Graduate Council. She advised that the committee was available to provide updates to Senate as appropriate.

Dean Hagerman described the committee's work across two phases. She explained that the first phase focused on readiness for September, including the increase to the four-year fellowship and the Supplemental Graduate Student Support Initiative to support students below the funding threshold. She reported that the second phase would include a review of graduate funding mechanisms and allocation models, as well as consultation regarding master's funding and fifth-year doctoral support.

Dean Hagerman reported that the Graduate Awards team in the Faculty of Graduate and Postdoctoral Studies had been working with Faculties and programs to support the transition, including through the provision of student-level funding data and forecasting tools. She added that the Chair of the committee, with support from the Awards team, had held two university-wide town halls to address emerging questions and provide support, with a third session planned.

Dean Hagerman advised that further work remained, including additional guidance on offer letter language and development of new data products. She reported that governance structures were in place to support continued collaboration.

Senator Ben Britton commented that the motion related to Senate's responsibilities, including considerations related to admissions arising from offer letter language. He explained that the increase in the minimum funding amount represented a significant change in implementation and raised considerations regarding the distribution of supplemental and ongoing funding, enrolment impacts, and differences among student groups.

Senator Britton identified additional considerations related to master's students, including thesis-based master's programs, and noted that the implementation of the minimum funding policy involved matters related to employment arrangements, offer letter terms, and policy implementation that required broader consultation.

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Senator Britton discussed challenges associated with accessing current data to support forecasting and planning. He noted that existing data used for gap analysis was based on previous information and explained that updated information would assist programs and Faculties in assessing funding impacts, admissions considerations, and research funding implications.

Senator Britton proposed amendments to the motion. He suggested replacing references to Master of Science students with thesis-based master's students and recommended that Senate delegate authority to the Nominating Committee to develop terms of reference and propose membership for the proposed committee, including authority to appoint members, in order to support timely consultation during the summer recess.

MOTION TO EXTEND TIME TO ADJOURN

Joanne Fox Jasper Lorien	*That the time to adjourn be extended by 15 minutes.*

Approved

The Clerk explained that Senator Britton had raised multiple procedural matters and inquired whether the reference to MSc students be amended to thesis-based master's students.

By general consent, the amendment to replace "MSc students" with "thesis-based master's students" was adopted.

The Clerk further explained the process and timing for establishing an ad hoc committee. He advised that, under the usual process, the Nominating Committee would report back at a subsequent Senate meeting with proposed terms of reference and membership. He explained that to delegate authority to the Nominating Committee to establish the committee, including its terms of reference and membership, would require a separate motion and a two-thirds majority vote.

The Clerk clarified that, if the delegation motion was approved, the matter would be resolved, and if it was not approved, other options, including referrals, could be considered. He advised that a motion would be required to refer the matter to a committee and delegate authority to establish the committee, including its terms of reference and membership.

Senator Menzies raised considerations regarding the implementation of previous minimum funding policies and their impact on graduate admissions and the balance between master's and doctoral enrolment. He commented that these broader implications required further consideration in the current funding model.

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Senator Menzies acknowledged the work of the existing committee within the Faculty of Graduate and Postdoctoral Studies and recognized the efforts of its members. He commented that Senate had a role in providing oversight and considering the broader policy implications of the funding model.

Senator Steven Pelech discussed his experience with the Experimental Medicine graduate program and his previous support for establishing minimum stipends for master's and graduate students. He raised considerations regarding the impact of grant funding conditions, inflation, and differences in available resources among Faculties in supporting graduate students.

Senator Pelech also raised a question regarding the sustainability of the funding, noting his understanding that it was a one-time top-up and seeking clarification on how ongoing support would be maintained.

> The Provost clarified that the funding contribution was ongoing rather than a one-time contribution. He reported that the University was providing approximately $9 million in permanent funding to support graduate student funding costs.

The Provost commented that Senate had interests in the matter. He suggested that Senate consider referring the matter to existing standing committees rather than establishing an ad hoc committee.

Senator Jasper Lorien commented on the proposed delegation of authority to the Nominating Committee and raised considerations regarding the committee composition and the opportunity for Senate to discuss the matter directly. Senator Lorien noted that the Nominating Committee did not include graduate Student Senators and commented that committee composition was an important consideration for matters of this nature. Senator Lorien also noted the potential duplication of existing work and acknowledged the work of the Graduate Awards and Scholarships Committee.

MOTION TO REFER

Bryan Buraga Sarah Kamal	*That the motion on the Ad Hoc Committee on Graduate Student Funding Policy be referred to the Research and Scholarship Committee.*

The President inquired whether referring the motion to an existing committee, with instructions from Senate regarding implementation and reporting to Senate, would address the intended objectives.

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Senator Martin Hirst indicated that this approach would meet the objectives of the motion, provided that the committee provided oversight and reported its findings back to Senate.

The President asked Senator Wendy Norman whether she would be prepared to accept this responsibility as Chair of the Research and Scholarships Committee.

Senator Wendy Norman responded that the Research and Scholarships Committee would support the decision of Senate.

Dean Hagerman requested clarification regarding how the motion, if passed, would affect the ongoing work of the Graduate Awards and Scholarships Committee, noting that the committee included representation from all Faculties and graduate students and was actively engaged in its work.

The President responded that, in his view, the motion would not affect the Graduate Awards and Scholarships Committee's ongoing work. He encouraged the Research and Scholarships Committee to engage with the Graduate Awards and Scholarships Committee currently undertaking the work.

The Clerk sought clarification regarding the wording of the motion to refer, asking whether Senate would refer the motion to the Senate Research and Scholarship Committee and direct the committee to report back to Senate with its findings and recommendations by December 2026.

By general consent, the revision to the motion to refer, adding that the Senate Research and Scholarship Committee report back to Senate with its findings and recommendations by December 2026, was approved.

Senator Jenny Phelps inquired whether the Research and Scholarship Committee was expected to undertake the work related to quality assurance and policy implementation, or whether the Graduate Awards and Scholarships Committee would report to the Research and Scholarship Committee and would have reporting responsibility to Senate.

The President clarified that his understanding was that Senate wished to maintain oversight of the implementation process and that this oversight would be delegated to the Research and Scholarship Committee.

Senator Lorien suggested that the Research and Scholarship Committee could engage in substantive discussions with the Graduate Awards and Scholarships Committee, through joint meetings or a series of consultations, while maintaining the intended oversight role.

Senator Kin Lo inquired whether the motion was instead an amendment to substitute the ad hoc committee with the Research and Scholarship Committee.

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The Clerk clarified that the intent of the motion to refer was not to establish an ad hoc committee, but to assign the substantive responsibilities proposed for an ad hoc committee to the Research and Scholarship Committee and have the committee report back to Senate on the matter.

Senator Norman suggested that, if Senators agreed with the substantive intent of the motion under consideration, Senate could then consider the process for addressing the matter, including the option of delegating the work to the Research and Scholarship Committee. Senator Norman noted that Senate had not yet determined its position on the substantive issue before deciding which body would address the matter.

The Clerk indicated that the intent was for the Research and Scholarship Committee to review the implementation of the minimum stipend policy and advise Senate on an effective and equitable path forward to support graduate students. The Clerk noted that the Research and Scholarship Committee could determine how to address the further resolved elements, including consultation requirements and the principles to guide the review. The Clerk suggested that the simplest approach was to refer the resolved aspects of the motion and allow the Research and Scholarship Committee to determine how to address the further resolved elements.

MOTION TO EXTEND TIME TO ADJOURN

Kin Lo Martin Hirst	*That the time to adjourn be extended by a further 15 minutes.*

Approved

Senator Charles Menzies moved the Previous Question.

By general consent, the motion to call the Previous Question was approved.

The Clerk read the amended wording of the motion to refer:

That Senate refer the motion to the Senate Research and Scholarship Committee;

That the Research and Scholarship Committee be directed 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

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That the Senate Research and Scholarship Committee be directed to report back to Senate with its findings and any recommendations by December 2026.

Motion to Refer
Approved

NOTICE OF MOTION

Senator Bryan Buraga gave notice for the following motion:

That the Vancouver Senate direct the Registrar to conduct non-binding referenda regarding whether faculty and librarians at the Vancouver campus are in favour of the motion regarding agreements and partnerships with certain institutions and states violating the prohibition on apartheid.

Adjournment

Seeing no other business, the meeting was adjourned at 8:47 pm.

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Appendix A: Correspondence

To: Senate
From: Senate Agenda Committee
Re: Motion Referred to Senate Agenda Committee on 15 April 2026
Date: 8 May 2026

In response to the referral of Senator Fontana's motion at the 15 April 2026 meeting of Senate, the Senate Agenda Committee has met twice, including a joint meeting with the Provost's Working Group on Global Partnerships.

The Committee discussed the motion, the history of concerns raised at Senate regarding a number of global partnerships, the context that motivated the creation of the Working Group, and the discussions that have taken place in the Working Group over the past year.

The Agenda Committee has agreed on a plan and timeline to move forward as set out below. The Committee believes that this issue is best approached through a structured framework and principles, and that these principles will be best informed by the Working Group completing its work and making recommendations to the University.

The Agenda Committee acknowledges the high level of interest in UBC's affiliation agreements with Israeli universities and the importance of this matter being discussed in a timely manner. To that end, the Agenda Committee set out an expedited timeline and has received a commitment from the Provost that the Working Group will complete its work by the end of September 2026. This work will also include consultations with the Senate Admissions Committee (given their role in approving or recommending mobility and other affiliation agreements for UBC), the proponents of the motion, and other relevant or affected parties. The Committee also notes that no affiliation agreements with the specified universities are scheduled to be renewed during this time.

Following the report of the Working Group, the Agenda Committee will be prepared to return the substantive matter referred to the Senate in the fall for an informed discussion, taking into consideration work done over the summer months as well as relevant submissions and materials.

Respectfully submitted,

Mx Jasper Lorien
Chair
Senate Agenda Committee

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Appendix B: Awards Report

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).

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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

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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).

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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

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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

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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

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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

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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).

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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

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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

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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.

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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.

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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.

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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.

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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

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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

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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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Appendix C: Curriculum Report

FACULTY OF APPLIED SCIENCE

New course
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; **CHBE_V 431 (3)** Molecular Cloning Laboratory

New graduate certificates
Graduate Certificate in Marine Vessel Design; Graduate Certificate in Mechanical Engineering

Revised program
Master of Engineering Leadership

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

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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

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

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** (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

UBC EXTENDED LEARNING

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

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Appendix D: Emeritus Report

First Name	Last Name	Faculty	Emeritus Title	Retirement Date
Steven	Cockcroft	Applied Science	Professor Emeritus of Materials Engineering	8/31/2025
Bernard Mark	Garrett	Applied Science	Associate Professor Emeritus of Nursing	12/31/2025
Gary S.	Schajer	Applied Science	Professor Emeritus of Materials Engineering	12/31/2025
Tatiana	Teslenko	Applied Science	Professor of Teaching Emeritus of Materials Engineering	12/31/2025
Leslie	Robertson	Arts	Professor Emeritus of Anthropology	12/31/2025
Stephen	Heatley	Arts	Professor Emeritus of Theatre and Film	12/31/2025
Keith	Maillard	Arts	Professor Emeritus of Creative Writing	6/30/2025
Michael	Peters	Arts	Professor Emeritus of Economics	1/15/2026
Nancy	Perry	Education	Professor Emeritus of Educational and Counselling Psychology and Special Education	12/31/2025
Gerald	Fallon	Education	Associate Professor Emeritus of Educational Studies	12/31/2025
Tim	Kieffer	Medicine	Professor Emeritus of Cellular and Physiological Sciences	2026-04-01
David V.	Kason	Medicine	Clinical Professor Emeritus of Medicine	2025-04-30
Stefan	Grzybowski	Medicine	Professor Emeritus of Medicine	2025-08-31
Louis	Lefebvre	Medicine	Associate Professor Emeritus of Medical Genetics	2025-12-31
John A.	Fleetham	Medicine	Professor Emeritus of Medicine	2025-12-31
Rose	Hatala	Medicine	Professor Emeritus of Medicine	2025-12-31
Graydon S.	Meneilly	Medicine	Professor Emeritus of Medicine	2025-12-31
Francine	Tessier	Medicine	Clinical Professor Emeritus of Obstetrics and Gynaecology	2025-07-08
Donna	Drynan	Medicine	Professor of Teaching Emeritus of Occupational Science and Occupational Therapy	2025-12-31
Christine M.	Alvarez	Medicine	Clinical Professor Emeritus of Orthopaedics	2025-06-27
Elizabeth Ann	Bryce	Medicine	Clinical Professor Emeritus of Pathology and Laboratory Medicine	2025-12-31
Mel	Krajden	Medicine	Professor Emeritus of Pathology and Laboratory Medicine	2026-03-31
Gerald	Krystal	Medicine	Professor Emeritus of Pathology and Laboratory Medicine	2026-03-31
Peter	Watson	Medicine	Professor Emeritus of Pathology and	2026-03-31

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First Name	Last Name	Faculty	Emeritus Title	Retirement Date
Hamilton			Laboratory Medicine	
Paul	Dagg	Medicine	Clinical Professor Emeritus of Psychiatry	2025-11-30
John A.	Higenbottam	Medicine	Clinical Professor Emeritus of Psychiatry	2025-09-30
Ric Michael	Procyshyn	Medicine	Clinical Professor Emeritus of Psychiatry	2025-08-31
Rene	Weideman	Medicine	Clinical Associate Professor Emeritus of Psychiatry	2025-08-31
Charles	Zwirewich	Medicine	Clinical Professor Emeritus of Radiology	2025-12-31
Mark	Hill	Medicine	Clinical Professor Emeritus of Surgery	2025-07-31
David	Taylor	Medicine	Associate Professor Emeritus of Surgery	2025-12-31
Patricia	Janssen	Medicine	Professor Emeritus of Population and Public Health	2025-11-30
Martin T.	Schechter	Medicine	Professor Emeritus of Population and Public Health	2025-06-30
Michael	Gold	Science	Professor Emeritus of Microbiology and Immunology	12/31/2025
Paul	Hickson	Science	Professor Emeritus of Physics and Astronomy	6/30/2025
Linda	Matsuuchi	Science	Professor Emeritus of Zoology	12/31/2025
Rudolf**	Traichel	Library	Librarian Emeritus	

**Emeritus status, granted in Dec. 2022, to be put on hold until Dec. 2027

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VANCOUVER SENATE

MINUTES OF 31 AUGUST 2026

DRAFT

Attendance

Present: B.-A. Bacon (Chair), R. Ng (Secretary), S. Anandasabapathy, F. Andrew, G. Averill, E. Baniassad, B. Buraga, A. Chui, J. Cragg, C. Crowston, D. Dahl, C. Dai, D. Evans, D. Fontana, N. Ford, B. Forster, S. Forwell, L. Foster, J. Fox, S. Gopalakrishnan, J. Hare, P. Harrison, M. Hirst, E. Jenkins, S. Kamal, R. Kozak, F. Lalji, H. Larjava, K. Lo, M. MacLachlan, S. McElduff, S. McGillivray, J. Mitchell, L. Moss, Z. Nawar, P. Ng, W. Norman, J. Olson, J. Panchi, S. Pelech, J. Phelps, I. Price, M. Prost, S. Razia, J. Rogers, S. Singh, R. Spencer, P. Spilsbury, N. Viegas

Regrets: M. Adshade, B. Agafitei, P. Awasthi, S. Bates, B. Bhandar, S. Bredin, B. Britton, L. Burr, I. Chung, J. Cool, A. d'Entremont, K. Doering, A. Dulay, P. Englezos, A. Fisher, J. Gilbert, C. Godwin, S. W. Graham, A. Ivanov, R. Kim, D. Kitts, K. Li, C. Lim, J. Lorien, B. MacDougall, C. W. Marshall, C. Menzies, C. Overall, A. Pratap-Singh, L. Raman-Wilms, E. Ruggiero, J. Stewart, R. Topping, G. Tsiakos, G. Turcotte, A. Uzama, H. von Bergmann, D. Warburton, M. Wilson Sladkus

Clerk: C. Eaton

Call to Order and Territorial Acknowledgement

The President and Chair of Senate, Dr Benoit-Antoine Bacon, called the first special meeting of the Senate for the 2025/2026 academic year to order at 10:00 am 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:

- Dr Hannu Larjava, Dean *Pro Tem*. of the Faculty of Dentistry, to replace Dr Andrea Esteves (end of term);

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- Dr Leonard Foster, Dean *Pro Tem*. of the Faculty of Graduate and Postdoctoral Studies, to replace Dr Shannon Hagerman (end of term)
- Prof. Bruce MacDougall, Dean *Pro Tem*. of the Peter A. Allard School of Law, to replace Prof. Ngai Pindell (end of term)
- Julie Mitchell, University Librarian *Pro tem*., to replace Dr Susan Parker (end of term)

Report from the Provost

MOTION TO MOVE *IN CAMERA*

Gage Averill Laura Moss	*That the Senate enter* in camera *session pursuant to* Rule 20 (d) *of the* Rules and Procedures of the Vancouver Senate *to consider a proposal from the Provost.*

Approved

The Senate rose from *in camera* session at 10:46 am.

Adjournment

Seeing no other business, the meeting was adjourned at 10:46 am.

THE UNIVERSITY OF BRITISH COLUMBIA

Board of Governors
6328 Memorial Road
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DATE: August 12, 2026

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

RE: **RECOMMENDATIONS FROM COUNCIL OF SENATES**

COMMITTEE/BOARD:	Learning & Research Committee
MEETING DATE:	Evote closing August 11, 2026
CLASSIFICATION:	OPEN

Via evote closing on August 11, 2026, the Learning & Research Committee approved the following resolution:

IT IS HEREBY RESOLVED THAT, in accordance with authority delegated by the Board of Governors, the Learning and Research Committee concurs with approvals from the 17 July 2026 electronic approval process of the Council of Senates, which the Council of Senates recommends to the Board of Governors for approval:

1. Block Transfer and Admission Agreement: UBC Okanagan Faculty of Science + College of New Caledonia (CNC)
2. Affiliation Agreement: UBC Okanagan Faculty of Management and Davis University re. Admission to the UBC Okanagan Master of Management Program
3. Affiliation Agreement: UBC Okanagan Faculty of Management and Davis University re. Admission to the UBC Okanagan Bachelor of Commerce Program
4. Affiliation Agreement: UBC Okanagan Faculty of Arts and Social Sciences (FASS) and Nanfang College (Guangzhou) School of Business
5. Affiliation Agreement: UBC Okanagan Faculty of Arts and Social Sciences (FASS) + UBC Okanagan Faculty of Creative and Critical Studies (FCCS) + Bow Valley College (BVC)
6. Affiliation Agreement: UBC Okanagan Faculty of Arts and Social Sciences (FASS) + UBC Okanagan Faculty of Creative and Critical Studies (FCCS) + Alexander College (AC)
7. Affiliation Agreement UBC Okanagan Faculty of Creative and Critical Studies and Nanfang College (Guangzhou) School of Foreign Languages (NCG)
8. Affiliation Agreement: UBC Okanagan School of Engineering and ATLAS SkillTech University (ATLAS)
9. Affiliation Agreement: UBC Okanagan School of Engineering and Manipal Academy of Higher Education (India)
10. Affiliation Agreement: UBC Okanagan Faculty of Science and Nanfang College (Guangzhou) School of Electrical and Computer Engineering
11. Affiliation Agreement: UBC Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (GDUT)
12. Affiliation Agreement: UBC Okanagan Faculty of Science and Jiangnan University (JNU)

THE UNIVERSITY OF BRITISH COLUMBIA

Board of Governors
6328 Memorial Road
Vancouver, BC Canada V6T 1Z2
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DATE: June 10, 2026

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

RE: **RECOMMENDATIONS FROM UBC VANCOUVER SENATE**

COMMITTEE/BOARD:	Learning & Research Committee
MEETING DATE:	June 9, 2026
CLASSIFICATION:	OPEN

The Learning & Research Committee on June 9, 2026 approved the following resolution:

IT IS HEREBY RESOLVED THAT, in accordance with authority delegated by the Board of Governors, the Learning & Research Committee concurs with the approvals from the March 18, 2026 meeting of the UBC Vancouver Senate as set out below, which the Senate recommends to the Board of Governors for approval:

Awards	New and revised awards, as recommended by the Vancouver Senate Awards Committee.
Curriculum	Curriculum proposals from the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Applied Science, Arts, and Education), and Pharmaceutical Sciences, as recommended by the Vancouver Senate Curriculum Committee.

THE UNIVERSITY OF BRITISH COLUMBIA

Board of Governors
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DATE: June 10, 2026

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

RE: **RECOMMENDATIONS FROM UBC VANCOUVER SENATE**

COMMITTEE/BOARD:	Learning & Research Committee
MEETING DATE:	June 9, 2026
CLASSIFICATION:	OPEN

The Learning & Research Committee on June 9, 2026 approved the following resolution:

IT IS HEREBY RESOLVED THAT, in accordance with authority delegated by the Board of Governors, the Learning & Research Committee concurs with the approvals from the April 15, 2026 meeting of the UBC Vancouver Senate as set out below, which the Senate recommends to the Board of Governors for approval:

Awards	New and revised awards, as recommended by the Vancouver Senate Awards Committee.
Curriculum (Part 1 of 2)	Curriculum proposals from the Faculties of Arts, Education, Graduate and Postdoctoral Studies (Arts, Medicine), and Pharmaceutical Sciences, as recommended by the Vancouver Senate Curriculum Committee.
Curriculum (Part 2 of 2)	Curriculum proposals from the Faculty of Graduate and Postdoctoral Studies (Applied Science and Education), as jointly recommended by the Vancouver Senate Admissions Committee and the Vancouver Senate Curriculum Committee.

THE UNIVERSITY OF BRITISH COLUMBIA

Board of Governors
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DATE: June 10, 2026

TO: Senate Secretariat

FROM: Juliana Laing, Board Secretary

RE: **RECOMMENDATIONS FROM UBC VANCOUVER SENATE**

COMMITTEE/BOARD:	Learning & Research Committee
MEETING DATE:	June 9, 2026
CLASSIFICATION:	OPEN

The Learning & Research Committee on June 9, 2026 approved the following resolution:

IT IS HEREBY RESOLVED THAT, in accordance with authority delegated by the Board of Governors, the Learning & Research Committee concurs with the approvals from the May 13, 2026 meeting of the UBC Vancouver Senate as set out below, which the Senate recommends to the Board of Governors for approval:

Awards	New and revised awards, as recommended by the Vancouver Senate Awards Committee.
Curriculum	Curriculum proposals from the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Pharmaceutical Sciences, Science), Medicine, and Science, as recommended by the Vancouver Senate Curriculum Committee.
New Programs	New Graduate Certificates in Marine Vessel Design and in Mechanical Engineering in the Faculty of Graduate and Postdoctoral Studies (Applied Science), as jointly recommended by the Vancouver Senate Academic Policy, Admissions, and Curriculum Committees.
Revised Program and Related Curriculum	Revised Master of Engineering Leadership in the Faculty of Applied Science, as jointly recommended by the Vancouver Senate Admissions and Curriculum Committees.

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16 September 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Faculty of Applied Science and Faculty of Graduate and Postdoctoral Studies – Mechanical Engineering Course Grading Policy** (approval)

The Academic Policy Committee has reviewed the attached proposals from the Faculty of Arts and 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 Applied Science and the Faculty of Graduate and Postdoctoral Studies Mechanical Engineering Course Grading Policy, effective 2027 Winter Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

UBC Curriculum Proposal Form
Change to Course or Program

Faculty: Applied Science and Faculty of Graduate and Postdoctoral Studies **Department:** Mechanical Engineering **Applied Science Faculty Approval Date:** March 12, 2026 **Graduate Council Approval Date:** May 14, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** February 13, 2026 **Contact Person:** Boris Stoeber **Email:** stoeber@mech.ubc.ca
The Faculty of Applied Science > Bachelor of Applied Science > Mechanical Engineering **Proposed Calendar Entry:** **Academic policies:** In MECH_V courses where at least 50% of the final grade is assigned to examinations, students may only pass the course if they achieve a weighted average examination grade of at least 50% for undergraduate students, 60% for masters students, and 68% for doctoral students. The "examination grade" includes scores from the final examination, midterms, and other tests done individually in a classroom setting. In the event of a student receiving an "examination grade" of less than 50% for undergraduate students, 60% for masters students, and 68% for doctoral students, the "examination grade" total will be entered as their final grade for the course. This policy applies unless it is explicitly waived by the instructor in the course syllabus.	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science/bachelor-applied-science/mechanical-engineering **Present Calendar Entry:** **Academic policies:** In ~~undergraduate~~ MECH_V courses where at least 50% of the final grade is assigned to examinations, students may only pass the course if they achieve a weighted average examination grade of at least 50% for undergraduate students, 60% for masters students, and 68% for doctoral students. The "examination grade" includes scores from the final examination, midterms, and other tests done individually in a classroom setting. In the event of a student receiving an "examination grade" of less than 50% for undergraduate students, 60% for masters students, and 68% for doctoral students, the "examination grade" total will be entered as their final grade for the course. This policy applies unless it is explicitly waived by the instructor in the course syllabus.
	Type of Action: Academic Policy Update **Rationale for Proposed Change:** Updating so that the policy applies to all Mech courses (graduate and undergraduate) that meet

	the criteria, unless waived by the instructor in the syllabus.
The Faculty of Graduate and Postdoctoral Studies > Degree Programs > Mechanical Engineering **Proposed Calendar Entry:** **Mechanical Engineering** **Program Overview** Fields of research include: acoustics; aerodynamics and fluid mechanics; automatic controls; robotics and industrial automation; energy conversion, combustion, thermodynamics and heat transfer; vibrations and space dynamics; solid mechanics; bioengineering and biomechanics; design and manufacturing processes; industrial engineering, fuel cells, micro-electromechanical systems, mechatronics, and CAD; and naval architecture. Applicants for graduate degrees may be considered for appointment as research assistants, teaching assistants, or markers in the Department. Courses are selected in consultation with faculty. Not all courses listed in Course Descriptions are offered every year. For information about the professional Master of Engineering (M.Eng.) program, see *M.Eng.* in the Faculty of Applied Science, or visit the Program. **Course Grading Policy** **In MECH_V courses where at least 50% of the final grade is assigned to examinations, students will only pass the course if they achieve a weighted average examination grade of at least 60% for master's students and 68% for doctoral students. The**	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/degree-programs/mechanical-engineering **Present Calendar Entry:** **Mechanical Engineering** **Program Overview** Fields of research include: acoustics; aerodynamics and fluid mechanics; automatic controls; robotics and industrial automation; energy conversion, combustion, thermodynamics and heat transfer; vibrations and space dynamics; solid mechanics; bioengineering and biomechanics; design and manufacturing processes; industrial engineering, fuel cells, micro-electromechanical systems, mechatronics, and CAD; and naval architecture. Applicants for graduate degrees may be considered for appointment as research assistants, teaching assistants, or markers in the Department. Courses are selected in consultation with faculty. Not all courses listed in Course Descriptions are offered every year. For information about the professional Master of Engineering (M.Eng.) program, see *M.Eng.* in the Faculty of Applied Science, or visit the Program. **Doctor of Philosophy** […]
	Type of Action: Add MECH_V grading regulation **Rationale for Proposed Change:**

"examination grade" includes scores from the final examination, midterms, and other tests done individually in a classroom setting. In the event of a student receiving an "examination grade" of less than 60% for master's students and 68% for doctoral students, the "examination grade" total will be entered as their final grade for the course. This policy applies unless it is explicitly waived by the instructor in the course syllabus. **Doctor of Philosophy** […]	The grading regulation currently applied to MECH_V undergraduate courses is being expanded to all MECH_V courses (graduate and undergraduate), unless waived by the instructor in the syllabus. In addition to having this information in the Calendar, we also include it in our department's syllabus template under "Assessment, Evaluation, and Grading" if it's a course where the policy applies (examination grades are at least 50% of final grade). This ensures the information is communicated to all students in the course, even if they are not Mechanical Engineering students, as a lot of MECH_V courses are taken by students in other engineering programs, visiting students, or exchange students.

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16 September 2026

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Faculty of Arts – Bachelor of Arts Credit Requirements and Regulations - Double-counting** (approval)

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

> **Motion:** *That Senate approve the revisions to the Faculty of Arts Bachelor of Arts credit requirements and regulations relating to double-counting, effective 2026 Winter Session and thereafter, as attached.*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Undergraduate Proposals, Faculty-Level

ARDO: Arts Dean's Office

BA, Credit Requirements and Regulations: Remove a footnote

Faculty: Arts **Department:** Arts Academic Advising **Faculty Approval Date:** Sept. 11, 2025 **Effective Session (W or S):** W **Effective Academic Year:** 2026	**Date:** April 16th, 2025 **Contact Person:** Jonathan Lee **Phone:** **Email:** jonathan.lee@ubc.ca
Calendar Navigation: Home Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Credit Requirements and Regulations **Proposed Calendar Entry:** **Credit Requirements and Regulations** […] **Double-counting** […] Double-counting does not necessarily reduce the minimum number of upper-level credits required to complete the degree. See Summary, below. […]	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-arts/bachelor-arts/credit-requirements-and-regulations **Present Calendar Entry:** **Credit Requirements and Regulations** […] **Double-counting** […] Double-counting does not necessarily reduce the minimum number of upper-level credits required to complete the degree. See Summary, below. ~~Note: Applying credit from the same upper-level course towards more than one degree requirement, or towards both a degree requirement and a specialization-specific requirement, is freely permitted, and is not considered to be double-counting. For example, using PSYC_V 361 to fulfill 3 credits of the Bachelor of Arts Science Requirement as well as 3 credits of upper-level PSYC_V for the Major in Psychology is not defined as double-counting, nor is using credit from PSYC_V 361 towards both the Science Requirement and the degree's Upper-Level Requirement~~. […]

	Type of Action: 1. Removing a now obsolete footnote that contains an example to clarify the definition and parameters of "Double Counting". **Rationale:** The footnote in question contained an example illustrating a case where a course can be used towards both a Degree requirement and a Program requirement. Given the Bachelor of Arts has a new set of Degree Requirements, this example is outdated and irrelevant, thus should be removed. This removal was requested directly by Dr. Stefania Burk, Associate Dean Academic.

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September 16, 2026

To: Senate

From: Agenda Committee

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

In response to the approval of the 2023-2026 Triennial Review recommendations at the May 13, 2026 meeting of the Vancouver Senate, the following amendments to the *Rules and Procedures of the Vancouver Senate* are presented. Under these amendments, the Senate Library Committee and the Senate Teaching & Learning Committee are merged into a new "Teaching, Learning, and Library Committee."

Specifically, the Library and Teaching and Learning Committees are removed from the formal rules, and the Teaching, Learning, and Library Committee is added. In relation to these changes, the list of standing committees is to be reordered alphabetically and the numbering adjusted accordingly.

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

27. The standing committees of Senate are as follows:

    a. Academic Policy

    b. Admissions

    c. Agenda

    d. Appeals on Academic Standing

    e. Awards

    f. Budget and Academic Buildings

    g. Curriculum

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~~h. Library~~

~~i.~~h. Nominating

~~j.~~i. Research and Scholarship

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

~~l. Teaching and Learning~~

k. Teaching, Learning, and Library

~~m.~~l. Tributes

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

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

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

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

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

Respectfully submitted,

Dr Joanne Fox
Vice-Chair, Senate Agenda Committee

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16 September 2026

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report 01 September 2025 – 31 August 2026 (information)

Under section 35.2 (5)(j) of the *University Act*, the Senate has the power to "set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals."

The Vancouver Senate has delegated to the Senate Committee on Appeals on Academic Standing ("the Committee") the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing, pursuant to section 37(1)(b) of the *Act*.

Academic standing appeals are governed by the *Academic Standing Appeal Procedures*, which include the Committee's *Terms of Reference*.

Pursuant to section 2.2 of the *Terms of Reference,* the decision of the Committee on an appeal is the final disposition of that appeal.

Pursuant to section 2.9 of the *Terms of Reference,* the Committee's annual report shall state the number of appeals, their disposition and the general nature of the appeals.

The *Academic Standing Appeal Procedures* can be found at https://senate.ubc.ca/vancouver/rules/academic/.

Appeals Heard

During the reporting period, the Committee heard eight (8) appeals.

Appeals Allowed

(1) Heard on June 10, 2026, with further sessions on June 25, 2026 and July 28, 2026 and a deliberation session for the panel on August 11, 2026. The student appealed the Faculty of Graduate and Postdoctoral Studies decision to require their withdrawal from the PhD in Social Work program in the School of Social Work. Originally scheduled for February 11, 2026 but rescheduled after a late request from the appellant to file additional evidence.

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Appeals Dismissed

(2) Heard and deliberated on October 22, 2025. The student appealed the Faculty of Arts decision to deny late withdrawals from BIOL 111, PHYS 100, BIOL 112, MATH 101 and SPAN 202 which led to a failed year standing.

(3) Heard and deliberated on November 26, 2025. The student appealed the Faculty of Graduate and Postdoctoral Studies decision to require their withdrawal from the PhD program in the School of Community and Regional Planning (SCARP).

(4) Heard on and deliberated December 10, 2025. The student appealed the UBC Sauder School of Business decision to require their withdrawal from the Full-Time Master of Business Administration Program in the Robert H. Lee Graduate School.

(5) Heard and deliberated on January 14, 2026. The student appealed the Faculty of Graduate and Postdoctoral Studies decision to uphold the final grade issued to them for SOWK 554C.

(6) Heard and deliberated on February 25, 2026. The student appealed the Faculty of Arts decision to require their withdrawal from the Bachelor of Arts program.

(7) Heard and deliberated on March 11, 2026. The student appealed the of the Faculty of Pharmaceutical Sciences decision to uphold a fail standing in PHRM 111.

(8) Heard and deliberated on April 2, 2026. The student appealed the Faculty of Medicine decision to uphold a failing grade in MIDW 240. Originally scheduled for January 28, 2026 but rescheduled after a panel member identifying a conflict of interest, leading to an alternative panel member and new time being scheduled based on availability of appellant's legal counsel.

Appeals scheduled but withdrawn before hearing:

In addition to the appeals listed above, one hearing was scheduled but did not take place due to the appellant withdrawing their appeal two weeks before the hearing date.

This report does not include appeals that were withdrawn before a hearing was scheduled.

General Comments

All appeals currently on file are progressing through the appeal process in accordance with the procedures.

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There has been an increase in the number of Vancouver standing appeals filed in recent months, with more appeals having been initiated between January and August 2026 than were initiated during the whole of 2025. The table below shows the number of Vancouver standing appeals filed per calendar year since 2021.

Calendar Year	V-Standing appeals filed
2021	8
2022	11
2023	7
2024	13
2025	15
(Jan-Aug) 2026	18

The Committee is an appellate tribunal and does not re-hear matters. Nevertheless, it is often the case that the students view the appeal process as an opportunity to have the matter heard anew. This can result in appeals that seek a reconsideration of the underlying decision rather than alleging an unfair or improper procedure. As reflected in the low rate at which appeals are allowed, many appeals do not ultimately meet the threshold for intervention by the Committee.

Of the Vancouver standing appeals concluded since May 2021, approximately 9% have been allowed.

The complexity of appeals and the volume of materials submitted continue to increase. Staff are increasingly receiving detailed and individualized questions from appellants that require bespoke responses. This increases the time required to correspond with parties and prepare appeals for consideration by the Committee. There are also increasingly frequent pre-hearing matters that require direction from the Chair. For example, a hearing recently had to be postponed following a late request from the appellant to submit new evidence.

The “ready to be set” stage, which includes the scheduling of the hearing, continues to be the longest stage of the appeal process. Due to their volume, Vancouver academic standing appeals continue to occupy a significant portion of the overall hearings calendar. Appeal hearings involve the parties and potentially multiple witnesses, legal counsel, or a large number of participants (for example, one recent hearing involved a total of 14 required participants across all parties). As a result, scheduling requires significant coordination. Several weeks, and often several months, are required to identify a suitable three-hour window, often due to delays in responses to proposed dates. Although most appeal hearings can be concluded within a single three-hour session, in some cases additional sessions are required for further testimony, questioning or deliberation, creating further scheduling demands.

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There has been an increase in identification of actual or perceived conflicts of interest between Committee members and parties. If a potential conflict is identified the Committee member is replaced on that panel. To reduce the disruption this causes, Committee members are now canvassed for potential conflicts of interest before they are assigned to appeal panels, rather than identifying these conflicts after being assigned to a panel.

Getting appeals to a hearing is the Committee's primary priority. Completion of outstanding written reasons and continued work on new appeal rules and procedures remain priorities across the University's three appeals committees.

Respectfully submitted,

Dr. Susan Forwell, Chair
Senate Committee on Appeals on Academic Standing

Current Membership of the Committee:

Dr. Ben Britton (Vice-Chair)
Bryan Buraga (Student)
Ian Chung (Student)
Dylan Evans (Student)
Dr. Nancy Ford
Dr. Susan Forwell (Chair)
Dr. Kin Lo
Dr. C.W. Marshall
Stewart McGillivray
Dr. Laura Moss
Zarifa Nawar (Student)
Dr. Wendy Norman
Dr. Jenny Phelps
Dr. Ingrid Price
Mr. George Tsiakos

Chancellor (ex-officio)(voting)
President (ex-officio)(voting)
Registrar (ex-officio)(non-voting)

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16 September 2026

To: Vancouver Senate

From: Awards Committee

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

The Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 20 awards, including 6 new endowed awards, 5 new annual awards, and 9 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

September 1 2026

To: Vancouver Senate

From: Senate Awards Committee

Re: Awards recommended for approval by the Senate

NEW AWARDS – ENDOWED

Carl James Brunker Memorial Award in Medicine
Awards totalling $1,750 have been made available through an endowment established by the estate of Carroll Thomas Brunker, in memory of Carl James Brunker, for outstanding M.D. students who demonstrate financial need. Carroll (B.Ed. (Sec). 1963) was a respected educator, a dedicated volunteer treasurer with the Vancouver Retired Teachers Association and a member of both the Vancouver School Board and Vancouver Board of Education's Archives and Heritage Committee. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2027/2028 winter session).

Edwin Lai Bursary in Engineering
Bursaries totalling $1,750 have been made available through an endowment established by Edwin Lai (B.A.Sc. 2019) for undergraduate engineering students in the Faculty of Applied Science. Since graduating from the Computer Engineering program at UBC, Edwin has worked in software engineering roles in the San Francisco Bay Area. After benefiting from bursary funding during his studies, he is now proud to support the next generation of engineering students who require financial assistance. The bursaries are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

Stewart and Elinor Martin Award in Education
Awards totalling $1,750 have been made available through an endowment established by Elinor Martin (B.A. 1954, B.Ed. 1958), in memory of Stewart Martin (1927–2022), for Bachelor of Education teacher candidates in the international baccalaureate cohort who have demonstrated excellence during their practicum. After completing his Ph.D. at the University of Alberta, Stewart (B.A. 1949, B.Ed. 1957, M.Ed. 1964, Ph.D.) had a career as a high school and elementary school principal, as well as being the Assistant Superintendent in charge of International Baccalaureate (I.B.) schools in Vancouver. He was forever grateful to Walter Gage for personally supporting him in his initial enrolment at UBC in the 1940s. Elinor had a long and distinguished career as an elementary, middle and high school teacher, and was the first teacher to introduce the I.B. to West Vancouver schools. She is proud to support the next generation of

teachers who recognize the value of the I.B. curriculum and approach. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2026/2027 winter session).

William and Min-Min Tong Centennial Scholars Award
Renewable entrance awards totalling $10,500 have been made available through an endowment established by William Tong (B.Arch. 1964) and Min-Min Tong (B.Sc. 1961, Ph.D. 1965), for outstanding domestic undergraduate students entering university 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 for post-secondary transfer students and academic achievement prior to undergraduate studies for those entering directly from secondary school, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued 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). Min-Min and William experienced financial hardship while attending UBC in the 1960's. This award has been established to support future undergraduate students by reducing barriers to accessing post-secondary education. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Ying Memorial Leadership Award in Pharmaceutical Sciences
Awards totalling $1,750 have been made available through an endowment established in memory of Ying, for outstanding second year students in the Entry-to-Practice Doctor of Pharmacy program or the Bachelor of Pharmaceutical Sciences program who demonstrate leadership through community service, volunteerism or extra-curricular activities. Ordinarily, one student will receive the award each year. This award celebrates Ying's (B.Sc. (Pharm.) 2015) commitment to pharmaceutical sciences, learning and leadership. Reflecting the meaning of her name, Ying exemplified wisdom, excellence and giftedness through her academic achievements, research, student leadership with the UBC Pharmacy Undergraduate Society and her contributions to pharmacy practice and education as a pharmacist, manager and instructor. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2027/2028 winter session).

Ying Memorial Entrance Award in Pharmaceutical Sciences

Awards totalling $1,750 have been made available through an endowment established in memory of Ying, for outstanding students entering the Entry-to-Practice Doctor of Pharmacy program who demonstrate leadership through community service, volunteerism or extra-curricular activities. Ordinarily, one student will receive the award each year. This award celebrates Ying's (B.Sc. (Pharm.) 2015) commitment to pharmaceutical sciences, learning and

leadership. Reflecting the meaning of her name, Ying exemplified wisdom, excellence and giftedness through her academic achievements, research, student leadership with the UBC Pharmacy Undergraduate Society and her contributions to pharmacy practice and education as a pharmacist, manager and instructor. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2027/2028 winter session).

NEW AWARDS – ANNUAL

Al Cameron Memorial Award in Football
Awards totalling $2,000, which may range from a minimum value of $500 to the maximum allowable under athletic association regulations, have been made available annually through gifts from family, friends and the Thunderbird Football Alumni, in memory of Alan "Al" Cameron (1951–2021), for outstanding offensive linemen on the UBC Thunderbirds Football team, in any year of study, who demonstrate leadership and an exceptional work ethic on and off the field. Al transferred to UBC from the University of Colorado after being recruited by his longtime mentors and coaches, Frank Smith and Ray McLeod. His team became Hardy Cup Champions and Vanier Cup finalists in 1976, helping re-establish UBC Football's reputation for excellence, and he earned All-Canadian honors in 1976 and Canada West All-Star recognition in 1975 and 1976 as an outstanding CIAU offensive lineman. During his time at UBC, he built lifelong friendships, developed critical life skills and went on to play professionally in the Canadian Football League. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2026/2027 winter session).

Martyn Golding Graduate Scholarship in Poetry
Scholarships totalling $2,000 have been made available annually through a gift from Martyn Golding (Ph.D. 2014) for outstanding Master of Fine Arts students in the School of Creative Writing who are focusing on poetry and have completed one year of study. Martyn, a paleontologist, is also an amateur poet and a supporter of the arts in the Lower Mainland, BC. He established this award with the hope that it will provide financial support to emerging poets and encourage them to share the beauty of their art with the world. 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).

Gordon Keep Scholarship in Commerce for Indigenous Students
Scholarships totalling $20,000 have been made available annually through a gift from Gordon "Gord" Keep (M.B.A. 1983) for outstanding First Nations, Inuit or Métis students of Canada who are entering the Bachelor of Commerce program. Ordinarily, each award will be valued at $5,000. Gord is a distinguished corporate finance professional and entrepreneur with extensive experience in investment banking and public natural resource companies. He is the CEO of Fiore

Management & Advisory Corp., a private financial advisory firm, and has advised numerous leading mining and energy companies from start-up through to sale over a career spanning more than four decades, including several partnerships with First Nations. Gord has been a long-time supporter of UBC's Indigenous community and is proud to support future generations of Indigenous commerce students. The awards are made on the recommendation of UBC Sauder School of Business. (First award available for the 2027/2028 winter session).

PeerSupport Presidential Scholars Award
Awards totalling $10,000 have been made available annually through a gift from PeerSupport.io for domestic students from Yukon. Eligible recipients are those who demonstrate academic distinction prior to undergraduate studies when entering directly from secondary school, or academic merit when transferring directly from another post-secondary institution in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Ordinarily, each award will be valued at $5,000. PeerSupport.io, established in Whitehorse, YT by UBC Sauder School of Business alum Chirag Jadhwani (B.Com. 2025), builds autonomous AI tools to assist healthcare workers, and is proud to support the next generation of students from Yukon. The awards are made on the recommendation of the Presidential Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Dental Hygiene Medal and Prize
A $2,000 prize has been made available annually through a gift from Sherry Priebe, RDH (B.D.Sc. 2003, M.Sc. 2009), for a graduating Bachelor of Dental Science student who has the highest academic standing. Sherry is a renowned international and local researcher, educator and speaker on oral healthcare. She is a community oral health advocate, lead mentor and clinical instructor for the UBC Dentistry Vietnam International Learning Program and received the UBC 2017 Alumni Builder Award in honour of her work. Sherry continues to share her passion as an oral health advocate through research, educational programs and as a practitioner by mentoring oral health professionals and students. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2027/2028 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5709 - ITCC Award in Humanitarianism

Rationale for Proposed Changes

To allow for multiple recipients per year.

Current Award Description
A $3,750 award has been made available through an endowment established by the International Taoist Church of Canada to support a cardiology resident or clinical fellow in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The award is made on the recommendation of the Faculty of Medicine in consultation with the UBC Division of Cardiology.

Proposed Award Description
Awards totalling $3,750 ~~award has~~ have been made available through an endowment established by the International Taoist Church of Canada to support ~~a~~ cardiology residents or clinical fellows in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The awards are ~~is~~ made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology & Cardiac Surgery.

5707 - ITCC Award for Cardiovascular Research Excellence in Adult Cardiology

Rationale for Proposed Changes
To allow for multiple recipients per year.

Current Award Description
A $3,750 award has been made available through an endowment established by the International Taoist Church of Canada to support an adult cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of adult cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology.

Proposed Award Description
Awards totalling $3,750 ~~award has~~ have been made available through an endowment established by the International Taoist Church of Canada to support ~~an~~ adult cardiology residents or clinical

fellows in recognition of the successful publication of research findings in the field of adult cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The awards are ~~is~~ made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology & Cardiac Surgery.

8809 - Janet Fleck Ladner Bursary

Rationale for Proposed Changes
The donor requested a maximum number of student recipients per year.

Current Award Description
Bursaries totalling $8,300 have been made available through an endowment established by the Ladner Family in memory of Janet Fleck Ladner (1919-2000) for undergraduate and graduate students who identify as women and are mature students. Preference will be given to students who are single parents. Janet (B.A. 1940, B.A.Sc. 1944, M.A. 1977) received two undergraduate degrees and raised six children before she returned to UBC as a mature student. After writing her MA thesis in Portuguese, she became an international expert on the Braganza royal family. Her research sparked a passionate interest in Napoleon and led to editing several historical texts for Napoleonic authors while working on her own unfinished book. Her family created the award to help other women return to university and fulfil their dreams and ambitions as she did. The bursaries are adjudicated by Enrolment Services.

Proposed Award Description
Bursaries totalling $8,300 have been made available through an endowment established by the Ladner Family in memory of Janet Fleck Ladner (1919~~–~~2000) for undergraduate and graduate students who identify as women and are mature students. Preference will be given to students who are single parents. Ordinarily, a maximum of five recipients will receive the award each year. Janet (B.A. 1940, B.A.Sc. 1944, M.A. 1977) received two undergraduate degrees and raised six children before she returned to UBC as a mature student. After writing her M.A. thesis in Portuguese, she became an international expert on the Braganza royal family. Her research sparked a passionate interest in Napoleon and led to editing several historical texts for Napoleonic authors while working on her own unfinished book. Her family created the award to help other women return to university and fulfil their dreams and ambitions as she did. The bursaries are adjudicated by Enrolment Services.

8682 - Dr. Wilbert G. Bos Bursary in Physics

Rationale for Proposed Changes
To remove outdated information related to the adjudication process.

Current Award Description
Bursaries totalling $4,300 have been made available through an endowment established in memory of Dr. Wilbert G. Bos, and matched by The University of British Columbia, for undergraduate students in the Department of Physics who demonstrate financial need. Preference is given to students who have overcome adversity. The bursaries are adjudicated by Enrolment Services in consultation with Access and Diversity.

Proposed Award Description
Bursaries totalling $4,300 have been made available through an endowment established in memory of Dr. Wilbert G. Bos, and matched by ~~T~~the University of British Columbia, for undergraduate students in the Department of Physics and Astronomy who demonstrate financial need. Preference is given to students who have overcome adversity. The bursaries are adjudicated by ~~Enrolment Services in consultation with Access and Diversity~~ the Committee on Awards for Students with Disabilities.

8683 - Nini M. Harris-Lowe Memorial Bursary for Chronic Conditions and Disability

Rationale for Proposed Changes
To remove outdated information related to the adjudication process.

Current Award Description
Bursaries totaling $2,100 have been made available through an endowment established by Mr. Rick Lowe (B.Sc.1982) and matched by the University of British Columbia, in memory of his spouse, Mrs. Nina M. "Nini" Harris-Lowe, for students entering or pursuing any eligible degree program who cope with chronic pain, chronic conditions or illness, disabilities or any other impairment that impacts their university studies. Recommendations are made by Enrolment Services in consultation with Access & Diversity.

Proposed Award Description
Bursaries totaling $2,100 have been made available through an endowment established by Mr. Rick Lowe (B.Sc.1982) and matched by the University of British Columbia, in memory of his spouse, Mrs. Nina M. "Nini" Harris-Lowe, for students entering or pursuing any eligible degree

program who cope with chronic pain, chronic conditions or illness, disabilities or any other impairment that impacts their university studies. ~~Recommendations are made by Enrolment Services in consultation with Access and Diversity~~ The bursaries are adjudicated by the Committee on Awards for Students with Disabilities.

Annual Awards

437 - Workers Compensations Board Fellowship

Rationale for Proposed Changes
To allow for multiple recipients and to clarify the source of donations. The award type has also been changed as financial need has been introduced into the criteria. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Title: Workers Compensations Board Fellowship

Current Award Description
Two fellowships of $4,500 each have been provided through an endowment established by the Workers Compensation Board of B.C. The fellowships are awarded to students entering or continuing in the M.Sc. or Ph.D program in Audiology and Speech Sciences. Recipients are selected on the basis of academic excellence.

Proposed Award Title: Audiology and Speech Sciences Award ~~Workers Compensations Board Fellowship~~

Proposed Award Description
~~Two fellowships~~ Awards ~~of~~ totalling ~~$4,500 each~~ $9,000 have been made available annually ~~provided~~ through an endowment held at the Vancouver Foundation and established by ~~the Workers Compensation Board of B.C~~ friends of the School of Audiology and Speech Sciences ~~The fellowships are awarded to~~ for outstanding students entering or continuing in the M.Sc. or Ph.D program in Audiology and Speech Sciences who demonstrate financial need. ~~Recipients are selected on the basis of academic excellence.~~ The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5000 - NAIOP Real Estate Challenge Award

Rationale for Proposed Changes
NAIOP have rebranded as the Commercial Real Estate Development Association (CREDA).

Current Award Title: NAIOP Real Estate Challenge Award

Current Award Description
Awards totalling $8,000 are offered annually by NAIOP Vancouver, the Commercial Real Estate Development Association, to students enrolled at UBC at the undergraduate or graduate level. The awards are given to students who participate in the annual NAIOP Real Estate Challenge and recognize the students' sacrifices of time and energy, and dedication to excellence and teamwork. The awards are made on the recommendation of the Sauder School Business in consultation with the Centre for Urban Economics and Real Estate, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~NAIOP~~ CREDA Real Estate Challenge Award

Proposed Award Description
Awards totalling $8,000 are offered annually by ~~NAIOP Vancouver,~~ the Commercial Real Estate Development Association (CREDA), ~~to~~ for students enrolled at UBC at the undergraduate or graduate level. The awards are given to students who participate in the annual ~~NAIOP~~ CREDA Real Estate Challenge and recognize the students' sacrifices of time and energy, and dedication to excellence and teamwork. The awards are made on the recommendation of the UBC Sauder School of Business in consultation with the Centre for Urban Economics and Real Estate, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1071 - NAIOP Award in Commercial Real Estate

Rationale for Proposed Changes
NAIOP have rebranded as the Commercial Real Estate Development Association (CREDA).

Current Award Title: NAIOP Award in Commercial Real Estate

Current Award Description
Awards totalling $4,000 have been made available annually through a gift from the NAIOP's Vancouver Chapter for Bachelor of Commerce students in the Real Estate option who demonstrate an interest in commercial real estate and an involvement in their community through

volunteering. Founded in 1967, NAIOP, North America's Commercial Real Estate Development Association, provides advocacy, education and networking opportunities for its members. The awards are made on the recommendation of the UBC Sauder School of Business.

Proposed Award Title: ~~NAIOP~~ CREDA Award in Commercial Real Estate

Proposed Award Description
Awards totalling $4,000 have been made available annually through a gift from the ~~NAIOP's~~ CREDA's Vancouver Chapter for Bachelor of Commerce students in the Real Estate option who demonstrate an interest in commercial real estate and an involvement in their community through volunteering. Founded in 1967, ~~NAIOP~~, North America's Commercial Real Estate Development Association (CREDA)~~,~~ provides advocacy, education and networking opportunities for its members. The awards are made on the recommendation of the UBC Sauder School of Business.

8099 - Ronald Elder Coastal Silviculture Committee Award

Rational for Proposed Changes
The Coastal Silviculture Committee has requested to endow their existing annual award. Edits have also been made to reflect the new faculty name.

Current Award Description
Awards totalling $2,000 have been made available annually through a gift from Coastal Silviculture Committee, in memory of Ronald (Ron) Elder (1943–2021) for undergraduate students majoring in Forest Management. Preference will be given to students concentrating in silviculture and who have demonstrated financial need. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in BC as a silviculture forester for over fifty years, and was a respected mentor. In the latter part of his career he travelled throughout BC training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990 and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber's Award by the Forest Nursery Association of BC. The awards are made on the recommendation of the Faculty of Forestry.

Proposed Award Description
Awards totalling $2,000 have been made available ~~annually through a gift from~~ through an endowment established by Coastal Silviculture Committee, in memory of Ronald (Ron) Elder

(1943–2021) for undergraduate students majoring in Forest Management. Preference will be given to students concentrating in silviculture and who have demonstrated financial need. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in BC as a silviculture forester for over fifty years and was a respected mentor. In the latter part of his career he travelled throughout BC training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990 and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber's Award by the Forest Nursery Association of BC. The awards are made on the recommendation of the Faculty of Forestry & Environmental Stewardship.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

16 September 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

In accordance with section 29 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 25 May 2026 and 22 June 2026, the Senate Curriculum Committee approved the attached proposals from the Faculties of Education, Forestry and Environmental Stewardship, and Land and Food Systems.

The following is recommended to Senate:

> **Motion:** ***That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

FACULTY OF EDUCATION

New non-credit program certificate
Non-Credit Program Certificate in Kinesiology Teaching Excellence

FACULTY OF FORESTRY AND ENVIRONMENTAL STEWARDSHIP

New non-credit program certificate
Non-Credit Program Certificate in Advanced Silviculture

New non-credit program microcertificates
Advanced Silviculture & Forest Management, Non-Credit Program Microcertificate
Forest & Stand Development, Non-Credit Program Microcertificate

FACULTY OF LAND AND FOOD SYSTEMS

Revised non-credit program certificate
Non-Credit Program Certificate in Food Product Development

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)
*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

Non-Credit Program Certificate in Kinesiology Teaching Excellence

Includes three sequential stages:

Foundations of scholarly teaching practice (Non-Credit Letter of Completion)
Comprehensive teaching practice and reflective insight (Non-Credit Letter of Completion)
Designing and leading impactful learning experiences

Progression through the three stages will be called the Kinesiology Teaching Excellence Pathway (KTEP).

*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.

Date of Submission
April 7, 2026

Expected Launch Date

Stages 1 and 2 (Non-Credit Letters of Completion): February 2026

Stage 3 (Non-Credit Program Certificate): June 1, 2026

Proposing Faculty/ies or UBC Extended Learning

School of Kinesiology in the Faculty of Education

Principal Lead Applicant Contact Information

Dr. Carolyn McEwen, Associate Professor of Teaching, School of Kinesiology, carolyn.mcewen@ubc.ca

Additional Co-Applicants

Carrie Peters, TA Training Coordinator, School of Kinesiology, carrie.peters@ubc.ca
Dr. Romeo Chua, Professor and Co-Director, School of Kinesiology, romeo.chua@ubc.ca
Dr. Mark Carpenter, Professor and Co-Director, School of Kinesiology, mark.carpenter@ubc.ca
Dr. Robert Boushel, Professor and past Director, School of Kinesiology, robert.boushel@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)

Describe the program you are proposing, including the program goals. Indicate whether this is a new program area at UBC or an evolution of an existing program. Indicate the purpose of the program (e.g., skills acquisition; disciplinary or interdisciplinary knowledge enhancement; career progression; professional development).

Program Purpose

The goal of this program is to provide a structured pathway that supports the development of Kinesiology graduate students' teaching abilities and offers meaningful opportunities to gain teaching experience. By enhancing instructional skills through experiential learning, the program strengthens career prospects by equipping graduate students with competencies valued in both academic and non-academic settings. Graduate student engagement in the program will be formally recognized including through Non-Credit Letters of Completion, Non-Credit Program Certificate, and formal feedback.

Program Description

The Kinesiology Teaching Excellence Pathway (KTEP) consists of three progressive stages. Graduate students will receive Non-Credit Letters of Completion after finishing stages 1 (Foundations of scholarly teaching practice) and 2 (Comprehensive teaching practice and reflective insight) and a Non-Credit Program Certificate upon completion of stages 1, 2, and 3 (Designing and learning impactful learning experiences). To complete Stage 1, graduate students will need to engage with and reflect upon a minimum of 10 training sessions across the themes of "Exploring and supporting inclusivity, equity, accessibility and wellness (3 sessions)", "Experiential and transformative learning (3 sessions)", and "Fundamentals of teaching (4 sessions)". In Stage 2, graduate students

will expand their teaching skills through participation in an Instructional Skills Workshop (Centre for Teaching Learning and Technology; CTLT), attending and reflecting on two lectures, labs or tutorials from different disciplines within the School of Kinesiology, completing a guest lecture in a classroom setting, and continued development through workshop participation. In Stage 3, graduate students will have the opportunity to gain formal teaching experience by completing two guest lectures where they develop content and teaching in a multi/interdisciplinary team-taught upper-year undergraduate course, the Vancouver Summer Program, or as a sessional instructor and will act as mentors for the Stage 1 and 2 candidates and/or TAs who are new to UBC graduate programs.

The KTEP leverages the workshops and mentorship components of the existing Kinesiology TA training program which is designed to introduce new TAs to the role and develop the teaching abilities of graduate students with prior TA experience. The Kinesiology TA training program consists of 8-10 workshops per year and a mentorship program pairing new TAs with experienced ones to facilitate skill development. The KTEP expands this program by offering graduate students a clear, structured, and progressive pathway to excel in formal teaching contexts, while also embedding structured feedback and recognition to support their growth as educators. The KTEP is a unique graduate student teaching development pathway at UBC as it offers progressive formal teaching experiences, expert feedback, and recognition of skill acquisition.

The KTEP program will be offered at no cost to kinesiology graduate students. The KTEP will be an important mechanism to recruit exceptional kinesiology graduate students. Graduate students are the next generation of scholar teachers and the KTEP will develop transferable teaching and professional skills that will improve their competitiveness in academic and non-academic career paths.

Program Context (300-500 words)
Provide evidence of ongoing and sustainable learner and market demand. Provide evidence of alignment with labour market needs, community needs and/or government priorities. Indicate how the program advances the offering unit's mandate and strategic plan(s).

Graduate students' teaching skills play a vital role in supporting undergraduate student learning, while also enhancing graduate students' competitiveness in both academic and non-academic career paths. Teaching skills and experience are recognized as important components for acquiring academic positions and for career progression[1]. Progression through the KTEP provides teaching skill development, experience, and formal recognition for the advancement of teaching and transferable competencies.

In annual needs assessment surveys of the current School of Kinesiology graduate students (approximately 200), respondents have consistently expressed support for

teaching development that is structured and provides formal recognition for their progress. Presently, graduate students typically gain teaching experience through teaching assistant (TA) roles (approximately 120 TAships are available a year) and a small number (approximately 2-6 per year) through sessional and/or Vancouver Summer Program instructor positions. Many kinesiology graduate students lack an understanding of how to build skills, progress towards, and create opportunities to independently design and deliver content in classroom settings, limiting their ability to fully apply and work on skill introduced during workshops.

The KTEP advances the School of Kinesiology's mandate and strategic plan. Strengthening graduate student training in teaching and learning aligns with the School's commitment to delivering world-class educational experiences. By providing dedicated teaching development opportunities, the KTEP enhances the quality of the undergraduate learning environment and enriches graduate student training for both academic and non-academic contexts. Furthermore, as part of the Stage 3 components of the KTEP, graduate student candidates will have the opportunity to team-teach an upper-year interdisciplinary undergraduate course in the summer semester. Thus, advancing the School of Kinesiology's goal of expanding the scope of interdisciplinary team-taught courses. This unique arrangement will provide graduate instructors with autonomy in designing and delivering course content, supported by guidance and feedback from the faculty course lead.

Given the high cost of living in Vancouver and the limitations of graduate student funding packages, the KTEP's clear progression for developing and recognizing teaching skills provides an additional tool for recruiting exceptional kinesiology graduate students. This program also strengthens the reputation of the School's graduates by ensuring they receive well-rounded training.

[1]Mantai, L., & Marrone, M. (2023). Academic career progression from early career researcher to professor: what can we learn from job ads. *Studies in Higher Education, 48*(6), 797–812. https://doi.org/10.1080/03075079.2023.2167974

Proposed Length, Structure, and Duration

Indicate the overall length of the program, the proposed number of hours per week required to complete the required learning activities, and how often the program is expected to be offered. If this is a non-credit program certificate, indicate whether the learning is comprised of Non-Credit Program Microcertificates, Non-Credit Letters or other micro-credentials stacked together, clearly indicating the duration of each.

To receive the Non-Credit Program Certificate in Kinesiology Teaching Excellence candidates must complete three sequential stages. After completing Stage 1 (Foundations of scholarly teaching practice) and Stage 2 (Comprehensive teaching practice and

reflective insight) candidates will receive a Non-Credit Letter of Completion for both stages. Thus, the Non-Credit Program Certificate in Kinesiology Teaching Excellence consists of two letters of completion (stages 1 and 2) with an additional third stage. Completion of stage 1 is a pre-requisite for admission into stage 2. Completion of stages 1 and 2 is a pre-requisite for admission into stage 3.

Progression through the stages of the KTEP is designed to be flexible to meet unique goals, priorities, and program requirements. Graduate students may take more or less time to move through the stages and/or decide to complete Stage 1 and/or 2 only. It is anticipated that graduate students will complete all three stages in 3-5 years. This means that graduate students who enroll in Stage 3 are likely to be upper year PhD students. Masters students may complete Stage 3, but it is not designed to be completed within their degree timelines.

A summary of the timeline, anticipated hours, and required learning activities for each stage is presented in Table 1, and details for each stage are provided below. To complete all three stages it is estimated it will require 165-220 hours of learning activities.

The program will be administered through a Canvas course where learners will upload the required documentation for the completion of each KTEP stage requirement. Documentation and work will be reviewed before Letters of Completion (Stages 1 and 2) and Non-Credit Program Certificates (Stage 3) are awarded to the successful candidates. Learners can self-enroll and complete Stage 1 at any time in their graduate studies and can proceed to each subsequent stage once the previous one is completed. Candidates will be able to engage with the KTEP throughout the year with some restrictions based on when specific components are offered (e.g., Vancouver Summer Program in the summer, workshops throughout the year, mentorship program runs in terms one and two etc.).

Table 1

Stage 1 Non-credit letter of completion	**Stage 2** Non-credit letter of completion		**Stage 3** Non-credit program certificate	
20 hours of learning activities	35-40 hours of learning activities		110-160 hours of learning activities depending on the formal teaching experience	
Years 1-2	Years 2-3	Years 2-4	Years 3-5	Years 3-5
Attend 10 training sessions	Complete CTLT ISW	Deliver 25-min. guest lecture	Deliver 25-min. guest lecture	Deliver 50-min. guest lecture
Receive mentorship	Attend and reflect on 2 lectures		Formal teaching experience (Vancouver Summer Program,	

from senior TAs/Stage 3 candidates *		Sessional Instructor, or co-teach a multi/interdisciplinary course)
	Attend 2 training sessions	Attend 2 training sessions on "Contemporary topics in teaching"
	Receive mentorship from senior TAs/Stage 3 candidates *	Mentor Stage 1 and 2 candidates, and/or new to UBC KIN TAs
		Attend (and opportunity to lead) mentorship community of practice sessions

*Indicates program component is not a requirement; Stage 1 = Foundations of scholarly teaching practice; Stage 2 = Comprehensive teaching practice and reflective insight; Stage 3 = Designing and leading impactful learning experiences

Curriculum Topics
Provide a list of proposed modules with a brief description of each, noting competencies gained.

Please find below the requirements for the three stages. Please see the 'Program Learning Outcomes' section for specific learning outcomes and competencies for each stage.

Stage 1: Foundations of Scholarly Teaching Practice. Graduate students apply for the Non-Credit Letter of Completion after fulfilling the requirements below.

1. Applicants must complete a minimum of 10 training sessions centered around TA or teaching training
    a. Three sessions must be under the theme of "Exploring and supporting inclusivity, equity, accessibility and wellness", three sessions must be under the theme of "Experiential and transformative learning", and four sessions must be under the theme of "Fundamentals of teaching"
    b. A minimum of 5 sessions must be facilitated by the School of Kinesiology TA training program. In extenuating circumstances students may apply for an exemption. Only workshops completed at and offered by UBC will be considered.
    c. The minimum of 10 training sessions must result in a minimum of 20 hours of synchronous and/or asynchronous structured learning.
    d. The training sessions may consist of workshops, panel discussions or interactive sessions designed to enhance TA or teaching skills
    e. Training sessions can be completed through other UBC groups, such as the Centre for Teaching, Learning and Technology (CTLT), the Equity and Inclusion office, UBC Wellbeing, and the Faculty of Education Learning,

Design and Digital Innovation (LDDI) and Graduate and Postdoctoral Studies (G+PS).

f. Graduate students will submit evidence of attendance and a short reflective report for each session that they participated in. They will be asked to indicate the title of the session, delivery mode (online, in person, hybrid), length of session, unit delivering the session, and names of the presenters. They will also be asked to write a short reflective report about the learning and future implementation of ideas into their TA and/or teaching practice.

Stage 2: Comprehensive teaching practice and reflective insight. After being approved for the Stage 1 Non-Credit Letter of Completion, graduate students may self-enroll in Stage 2. Learners will be granted the Stage 2 Non-Credit Letter of Completion after fulfilling the following requirements:

1. Instructional skills workshop (ISW) hosted by the CTLT. Training delivered asynchronously and synchronously over two weekends (3 full days; 24 hours of training). All ISWs include core sessions on learning outcomes and participatory learning techniques, and participants vote to complete two supplemental topics such as teaching large groups, leading discussions, challenging classrooms, metacognition, and teaching portfolios. Participants deliver three mini-lessons (5-10 minute lessons) and receive peer feedback
2. Attend and reflect on a minimum of two lectures, labs or tutorials in two different thematic areas within the School of Kinesiology. Learners will be required to complete an observation and reflection document and are encouraged to have a pre and post lecture/lab/tutorial discussion with the individual delivering the content. Learners will be provided with guidelines for the class observation and a template observation and reflection document.
3. Participate in a minimum of two training sessions on TA or teaching development offered by the School of Kinesiology or other UBC units including the CTLT, the Equity and Inclusion office, UBC Wellbeing or the Faculty of Education, LDDI (minimum of 3 hours of synchronous and/or asynchronous structured learning). Graduate students will submit evidence of attendance and a short reflective report for each session that they participated in.
4. Complete one guest lecture in a classroom setting. The lecture should be a minimum of 25 minutes and the content for the lecture can be provided by the instructor OR the student can present their own research and/or content in a classroom setting. Learners will complete and submit a reflective document based on the guest lecture and discussions with the instructor. Instructors will be provided with a feedback form to complete (optional).

Stage 3: Designing and leading impactful learning experiences. After receiving the Stage 2 Non-Credit Letter of Completion, graduate students may proceed to Stage 3

requirements. Learners apply for the Non-Credit Program Certificate after completing the following requirements:

1. Complete two guest lectures where the student develops content and designs the delivery. The first should be a minimum of 25 minutes and the second should be a minimum of 50 minutes (can be a replication and extension of the 25 minute class). Learners will complete a reflective document based on the guest lecture and discussions with the instructor. Instructors will be provided with a feedback form to complete (optional),
2. Participate in a minimum of two training sessions under the theme of "Contemporary topics in teaching" offered by the School of Kinesiology, CTLT, the Equity and Inclusion office, UBC Wellbeing or the Faculty of Education, Learning, Design and Digital Innovation (minimum of 3 hours of synchronous and/or asynchronous structured learning). Graduate students will submit evidence of attendance and a short reflective report for each workshop that they participated in.
3. Provide mentorship to TAs completing Stages 1, 2, and/or TAs who are new to UBC.
    a. Attend start of year kick-off event with mentee(s) and fellow mentors,
    b. Attending a TA/teaching professional development session of their choice with their mentee(s) (these sessions may count towards the training session requirement listed above),
    c. Set goals and facilitate self-reflection with mentee(s),
    d. Maintain ongoing communication and support with their assigned mentee(s) throughout the duration of the mentorship
    e. Assist assigned mentee(s) in addressing challenging TA situations and offer ongoing constructive feedback on their TA duties and/or provide peer feedback of their teaching
    f. Attend five mentor community of practice meetings over the course of the year to connect and reflect with other mentors
4. Teach in the School of Kinesiology Vancouver Summer Program OR Sessional Instructor OR teach in a multidisciplinary/interdisciplinary team-taught course on a thematic topic. Receive and respond to formal teaching feedback from a faculty member.

Assessment Methods
Describe how learners will be assessed to show that they have achieved the intended competencies.

Learners will be awarded the Non-Credit Letter of Completion or Non-Credit Program Certificate upon satisfactory completion of the following assessments that corresponds to each stage.

Training sessions: Students will submit evidence of attendance and a short reflective report for each session that they participated in. They will be asked to indicate the session title, delivery mode (online, in person, hybrid, synchronous, asynchronous), length, organization delivering the workshop, and names of the presenters. They will also be asked to write a short reflective report about the learning and future implementation of ideas and learned competencies into their TA and/or teaching practice.

Guest lectures: Learners will be expected to complete and submit a reflective report based on the guest lecture and discussions with the instructor (mandatory). Instructors will be provided with a feedback form to complete (optional).

Attending and observing lectures: Learners will complete an observation and reflection document that will be provided to them. Learners are strongly encouraged to have a pre and post lecture/lab/tutorial discussion with the individual delivering the content. Discussion questions will be made available to learners to facilitate the conversation.

Mentorship: Attend and participate in five mentor community of practice meetings over the course of the year to connect and reflect with other mentors.

Teaching experience (Vancouver Summer Program, team taught course, sessional instructor): Learners who participate in this formal teaching experience will be evaluated through a review of teaching conducted by a faculty member.

Appeals Process
Outline the process for learner appeals (e.g. appeals of assignment grade, appeals of program standing).

In general, Faculty of Education (FoE) students are encouraged to first address appeal issues to the FoE instructor or manager of their program. In this case the manager of the program is Dr. Carolyn McEwen. If an appeal remains unresolved, it may be submitted to the School of Kinesiology (co-) director(s). If the student chooses to appeal the decision of the School of Kinesiology (co-) director(s) – the student will forward any relevant documents to the FoE Associate Dean, Academic and Graduate Studies for a final decision.

Program Learning Outcomes
Identify the program learning objectives and the competency(ies) a learner will acquire.

Stage 1: Foundations of scholarly teaching practice

1) Critically reflect on teaching practices. Analyse personal teaching experiences and workshop learnings to identify effective strategies for enhancing instructional approaches and student engagement
2) Examine inclusive and equitable teaching strategies. Explore principles of Indigeneity, inclusivity, equity, accessibility, and wellness to understand and

reflect on how they contribute to creating a supportive and diverse learning environment.
3) Engage in skills to enhance student learning. Develop effective organization, classroom management, conflict resolution, constructive feedback, use of technology, and interpersonal skills to facilitate student learning.
4) Effectively engage students in course content. Utilize strategies to improve clarity, engagement, and adaptability in delivering content, leading discussions, and interacting with students.

Stage 2: Comprehensive teaching practice and reflective insight

1) Engage in reflective practice. Continuously analyze and refine teaching methods based on observations, feedback, self-reflection, and ongoing developments in teaching and learning.
2) Deliver structured and engaging lessons. Effectively organize content, utilize appropriate teaching strategies, lead discussions, manage a classroom, and foster student participation to enhance learning that aligns with learning outcomes.
3) Engage in constructive dialogue. Engage in meaningful discussions with instructors and learning facilitators across the UBC community to enhance understanding of the link between instructional methods and course content.
4) Document and convey instructional growth. Compile evidence of participation, observations, and reflections to support continuous improvement in teaching practices.

Stage 3: Designing and leading impactful learning experiences

1) Demonstrate proficiency in reflective practice. Continuously assess and refine teaching methods based on feedback, self-reflection, and ongoing developments in teaching and learning.
2) Develop and deliver an undergraduate course module. Effectively structure content and assessments to align with course learning outcomes, implement diverse teaching strategies, foster student engagement, utilize appropriate technologies, and effectively manage student and instructor workload
3) Create a supportive learning environment. Apply classroom management and module design and deliver strategies that create an inclusive and supportive learning environment.
4) Facilitate student learning and engagement. Apply active learning strategies, encourage participation, and effectively respond to student questions and concerns
5) Demonstrate mentorship and leadership skills. Guide new TAs through goal-setting, reflective practice, challenging situations, and professional development while providing constructive feedback on their TA responsibilities

Program Delivery Format

Describe the overall program architecture and proposed course delivery method(s), which may include a variety of formats, including in-person, online or blended, synchronous or asynchronous, or a combination of multiple formats. If applicable, in

describing delivery formats, explain how it may help reduce barriers and promote access for a variety of learners.

The KTEP design has attended to accessibility by providing flexibility and options for candidates to select which specific sessions and experiential learning opportunities work best for their needs, goals, and schedules. In addition, accommodations will be provided to any learner who has a specific accessibility need. This program is also offered at no charge to the learner which will significantly improve access to learning opportunities and recognition for investment in developing their teaching potential.

Training session participation – Learners will participate in a variety of training sessions within the School of Kinesiology and across UBC. These sessions may take place in-person, virtually, synchronously or asynchronously, giving participants flexibility in how they choose to engage with the program. Learners can choose based on thematic areas which workshops work best for their needs and learning.

Experiential learning – Learners will engage in experiential learning through observation of different learning environments, and through experience guest lecturing and as instructors. These activities will be synchronous and can be completed in an in-person (most likely) or online environment.

Mentorship community of practice sessions – Stage 1 and 2 candidates who participate as mentees and Stage 3 mentors will attend in-person community practice sessions. These sessions will foster reflection, continued learning, and peer support. The mentorship program will also include one-on-one meetings with mentees and mentors. The community of practices consist of a small number of graduate students and individual considerations are taken into account when designing and delivering each community of practice. For example, while primarily delivered in person we have moved to hybrid sessions to facilitate attendance by all mentors.

Asynchronous preparation – Learners will have access to materials and resources hosted through a Canvas course page. The Canvas page will be organized according to the three stages and learners will continue to have access to the resources upon completion of the program. Learners have the ability to complete all three stages at their own pace.

Target Learners

Who are the targeted learners? Indicate the primary audience (e.g., existing UBC students, mid-career learners or workers in a specific industry who require up-skilling or re-skilling). Indicate expected cohort size. If applicable, describe how you will reach learners in remote or typically underserved communities.

The target learners are UBC School of Kinesiology enrolled graduate students (MA, MSc, MKIN, MHPC & TL and PhD). Graduate students must be in good standing to participate in the KTEP. The School of Kinesiology has approximately 200 enrolled

graduate students and supports approximately 120 TAships a year. We anticipate larger learner engagement for stages 1 and 2 (Masters and PhD students) with primarily PhD students advancing to stage 3. This program is not a cohort based model as graduate students have the flexibility to advance through the stages of the KTEP based on their programmatic needs and goals. This program is being offered at no additional cost to the graduate student and thus removing a significant barrier to participation.

External Comparator Information
Indicate whether there are any comparable programs offered at other public or private institutions in BC or beyond, and/or comparable offerings by industry. Describe how this program is distinguished from existing alternatives.

The University of Victoria offers a teaching certificate program for doctoral students. This Learning and Teaching in Higher Education Graduate Certificate consists of 3 courses (6 credit hours) and is meant to be completed alongside doctoral studies. This program is not discipline specific and does not include applied teaching experience.

Internal Comparator
Indicate whether there are any comparable programs offered within UBC. This may include both credit and non-credit courses and programs. Indicate which UBC units have been consulted during program development and provide any feedback received. Proponents are encouraged to use the Consultation Request Form.

The Centre for Teaching, Learning and Technology offers two certificate programs to support teaching in higher education. Both of these certificates are broadly targeted towards graduate students and do not include disciplinary specific training. The Graduate Certificate in Higher Education (GCHIED) consists of 4 courses (12 credit hours) and does not include experiential learning. The Certificate Program in Advanced Teaching and Learning (CATL) is a year-long program that consists of twice monthly meeting and a practicum component where learners complete 6 guest lectures over the year. The CATL certificate also includes the development of a Scholarship of Teaching and Learning pilot project.

The Faculty of Land and Food Systems has recently launched an Advanced TA Skills Certificate of Completion to equip TAs with domain specific knowledge and teaching skills. Candidates must be graduate students in the faculty and complete a minimum of 5 workshops, and 3 of these workshops must be hosted by the Faculty of Land and Food Systems.

Consultation Information

Units across campus have been consulted at all stages in the development of the KTEP.

Internal consultations

The KTEP has undergone several iterations of consultations within the School of Kinesiology. An initial exploratory faculty group met to discuss the KTEP and provided preliminary design feedback and structural development. Furthermore, consultation meetings with the graduate committee and a group of senior graduate students (n = 5) were held. We have also consulted with individual members of the school that will support experiential learning component in Stage 3 of the program, including Dr. Paul Kennedy (Associate Director, Undergraduate Affairs), Chanel Flores (Vancouver Summer Program), and Dr. Jean-Sébastien Blouin (Professor). Lastly, the KTEP was introduced at the June 2024 School of Kinesiology meeting and was brought to vote and unanimously approved at the May 2025 School of Kinesiology Council meeting.

External consultations
Consultations have been conducted with Centre for Teaching, Learning and Technology staff (Joseph Topornycky, Manager, Graduate Student Programs, and Shaya Golparian, Education Developer, TA Development Programs) resulting in positive feedback. These discussions addressed Kinesiology graduate students' participation in the Instructional Skills Workshops and one-off workshops hosted by the Centre for Teaching, Learning and Technology. To ensure alignment with policies outlined in the CUPE 2278 TA collective agreement, several meetings were also held with the union president and advocate. In addition, the Learning Design and Digital Innovation team in the Faculty of Education was consulted to provide support in designing the Canvas page that will host the framework and to explore the possibility of offering specific needs-based workshops. Alison Stuart-Crump (Senior Projects Manager, Office of the Provost and Vice-President Academic), Jessica Iverson (Academic Governance Officer, Senate and Curriculum Services), and Vanessa Smith (Director of the Office of Professional Learning, Faculty of Education) were consulted in determining that the current proposal is to be considered under the Senate Policy V-129: Non-Credit Credentials.

Admission Criteria
Describe the relevant admission and/or eligibility criteria.

Participants must be enrolled in a UBC School of Kinesiology graduate program (MA, MSc, MKIN, MHPC & TL, and PhD). Graduate students in the School of Kinesiology must be making 'satisfactory' progress in their graduate studies as defined by the graduate student yearly report and have support from their supervisor to engage with the requirements. Trainees will declare their intent to complete the program requirements at each stage and will complete a self-declaration to confirm the above upon entry to each stage. Learners must complete the previous stages before advancing to the next stage.

Graduate students who have fulfilled all or part of the Stage 1 requirements within the two years preceding the start date of the letter of completion program may submit the necessary documentation for consideration. To qualify for a Stage 1 letter of completion, all requirements must have been completed at the University of British Columbia.

There will be a competitive selection process for the formal teaching experience in Stage 3. These experiences are not reserved for graduate students who are engaged in Stage 3 of the KTEP, however having completed the requirements for stages 1 and 2 will make the candidates more competitive for these experiences. Furthermore, an upper year team taught interdisciplinary kinesiology course will be developed and offered to ensure there are opportunities for graduate students to have a formal teaching experience and align with the School of Kinesiology's goal of continuing to grow interdisciplinary undergraduate course offerings.

Assessment of Impact on Departmental and University Resources
*Describe Faculty or UBC Extended Learning capacity to deliver the program. Indicate how, based on completed financial modelling, the program is operationally viable. Note: while financial details are not required to be submitted to Senate, fee approval has been delegated to the Office of the Provost and Vice-President Academic by the Board of Governors and proponents must contact Alison Stuart-Crump, Senior Projects Manager, Office of the Provost and Vice-President Academic, UBC Vancouver (alison.stuart-crump@ubc.ca) to complete the fee approval process **prior** to launching their program. Proponents can continue to submit their program proposal for Senate review while pursuing fee approval separately.*

The School of Kinesiology TA training program receives operational funding from the Provost office via adjudication by the Centre for Teaching, Learning, and Technology (CTLT) committee. This funding will continue to support the School of Kinesiology workshops and mentorship program components. Furthermore, the School of Kinesiology has committed to financially support the development of materials, resources, and communications related to the KTEP through a graduate assistantship. Faculty within the School of Kinesiology have committed to providing guest lectures and feedback to graduate students. This support was formally provided through the unanimous approval of the KTEP at the May 2025 School of Kinesiology Faculty Council meeting. The School of Kinesiology has committed to offering the Vancouver Summer Program and upper year team-taught interdisciplinary course where graduate students will have an opportunity to teach (Stage 3) as long as the student enrolment allows for the courses to financially break even. Specifically, a curricular need for an upper year BKIN elective to be offered in the summer has been identified after consultation with undergraduate students and a healthy enrolment is anticipated.

The development and delivery of the program will be supported by Dr. Carolyn McEwen (Associate Professor of Teaching) as a component of her educational leadership workload.

Graduate students will not pay fees to complete the KTEP.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐ Yes, the Provost has approved the proposed fees.

☐ No, however, the fee approval process is underway.

X No, we have not begun the fee approval process. *Note: The offering unit is responsible for contacting the Office of the Provost and Vice-President Academic to ensure fee approval is received prior to program launch.*

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.

The library consultation has been complete and the form has been attached to the application.

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.



Dean Jan Hare, Faculty of Education

Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
X - 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
Certificate in Advanced Silviculture (This proposed non-credit certificate includes the following 3 Micro-certificates:

1. Foundations of Silviculture
2. Forest and Stand Development
3. Silviculture/Forest Management)

Date of Submission
May 1, 2026

Expected Launch Date
February 1, 2027

Proposing Faculty
Faculty of Forestry & Environmental Stewardship, University of British Columbia

Principal Lead Applicant Contact Information
Name: Dominik Roeser
Title: Associate Dean, Research Forests & Community Outreach
Department, Unit or Faculty: Forest Resources Management
Telephone: (604)837-6935
Email: dominik.roeser@ubc.ca

Additional Co-Applicants
Jorma Neuvonen, Assistant Dean, Professional Education jorma.neuvonen@ubc.ca
Sheri Andrews-Key, Director, Microcertificate Programs sheri.andrews-key@ubc.ca
Amy Wotherspoon, Silvilcuture Microcertificate Program Lead,
amy.wotherspoon@ubc.ca

Supporting Partners
BC Ministry of Forests: Shane Berg, BC Chief Forester shane.berg@gov.bc.ca
Forest Professionals BC (FPBC): Casey Macauley, Registrar cmacaulay@abcfp.ca
West Fraser: Jeff Mycock, Chief Forester jeff.mycock@westfraser.com

Program Description

The Forest Professional Regulators of Canada (FPRC) is the national advisory group for the coordination of forest professional regulatory associations across Canada. Its key role is to develop and maintain competency-based academic and work experience certification standards for approval by each Provincial Regulator. Ensuring the competence of registrants is a pillar of professional regulation across Canada and also the first standard of Forest Professionals of BC's (FPBC) Code of Ethical and Professional Conduct. The purpose of FPBC's Continuing Professional Development (CPD) program is for registrants to grow, maintain, and demonstrate their level of competence across the span of their professional careers. The need and demand for quality continuing professional development is rooted in policy and upskilling opportunities have become a critical aspect of professional designations in BC.

Silviculture is the art and science of managing the establishment, growth, composition, health, and quality of forests to meet the diverse needs and values of society. The Faculty of Forestry & Environmental Stewardship previously offered an intensive program in silviculture designed to refresh, develop and refine the professional forester's capabilities to make sound decisions weighing different management scenarios. It was very well received by mid-career professionals and in high demand. The program ran from 1985 until 2001 when funding was cut short. There is a strong demand expressed by the Forest Professionals of BC, the Ministry of Forests, as well as industry, to develop an updated version of this credential to meet the current challenges the forest sector is facing. There is also a new sense of urgency for this kind of professional development as we enter a new era of forest land management in a changing climate and reconciliation in BC.

The proposed non-credit Certificate in Advanced Silviculture (CAS) will aid in upskilling professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners.

Program Context

Given the significant changes in forest practices, society and the environment over the past 20 years, there is an urgent need for advanced silviculture training to address the many challenges the forest sector is facing today. Over the past 20 years, as a result of the pine beetle and wildfires, many BC forest professionals have mainly managed salvage operations and haven't had on opportunity to practice multifaceted silviculture. A paradigm shift in forest policy, focusing on improved practices as well as First Nations and community forestry, have changed our understanding of best practices. Government and certification agencies are also requiring more accountability in meeting climate change and green industry standards.

The micro-credentials will concentrate on improving the understanding of those subjects that encompass the broad field of silviculture and forest management in a changing climate, smaller operations and reconciliation with Indigenous communities. Program development will be a

collaborative effort and will include the Forest Professionals of BC, the Ministry of Forest, and our partners in forest industry.

The Faculty of Forestry & Environmental Stewardship has updated its 2019-2029 Strategic Plan. We aim to be a trusted local, national, and global leader in solutions-oriented scholarship and knowledge uptake in the field of forestry and the environment. We are one of the leaders in transformative forestry education and lifelong learning that embraces innovative teaching and learning practices. We have been developing our capacity to engage meaningfully with communities (both indigenous and non-indigenous), government, industry and non-governmental organizations, and offer various flexible continuous education opportunities for the working professionals to update their skills. In the last 3 years we have developed 20 micro-certificates with over 1600 learners participating in these programs from around the world. Our learning technology team assists our instructors in the program development and our marketing team promotes the programs through various media and channels.

Proposed Length, Structure, and Duration

The Certificate is designed for easy access and flexibility to accommodate busy professionals and various family situations. It consists of three Micro-certificates, each 8 weeks long (7-9 study hrs/week) totaling 60 study hours (full certificate 180 hrs). Micro-certificates will be offered 2 times a year (Oct-Dec and Feb-Apr). Learners can also take each microcertificate in smaller portions (each Microcertificate has four 2-week study modules) if they cannot commit for 8 weeks.

Curriculum Topics

This Certificate program focuses on skills and competencies that meet the gaps and needs identified by professionals utilizing silvicultural and forest management strategies to achieve societal as well as forest and stand level objectives. The learning and competency objectives are founded and build upon nationally and internationally recognized standards. Program content extends beyond these standards to address dynamic influences in forest management such as Indigenous perspectives and the impacts of climate change. Assessments will be based on a combination of assignments and quizzes, and culminate in the synthesis of skills and competencies through the design of a Capstone project. Learning outcomes are consistent with university level study and, in awarding this micro-credential, UBC endorses that the participants have demonstrated proficiency in specific skills/competencies.

Assessment Methods

Assessments will be based on a combination of assignments, discussions and quizzes, and culminate in the synthesis of skills and competencies through the design of a Capstone project. The goal of these assessments it to not only test knowledge acquisition and retention but also applied decision making, personal reflection and integration across ecological, cultural and management perspectives. Learning outcomes are consistent with university level study and, in

awarding this micro-credential, UBC endorses that participant have demonstrated proficiency in the program learning outcomes identified below.

Appeals Process

Learners may appeal decisions relating to their grades and program standing. They should protest a decision first with the program instructor directly involved in the decision, if applicable, and then, if necessary, with the Assistant Dean of Professional Education and finally with the Dean of the Faculty of Forestry & Environmental Stewardship.

Program Learning Outcomes

Learning outcomes are consistent with university level study and in awarding this microcertificate UBC endorses that participant has demonstrated proficiency in the following specific skills/competencies:

Microcertificate 1: Foundations of Silviculture

- Explain and apply foundational silvicultural principles including regeneration ecology, seed and site dynamics, and stand development to address management objectives across a range of forest types and conditions.
- Integrate forest ecology, Indigenous perspectives, and climate science to support ecologically and culturally informed silvicultural decision-making.
- Evaluate and compare current silvicultural systems and management practices for their effectiveness in meeting ecological, social, and economic goals.
- Design adaptive silvicultural pathways that link stand-level interventions with long-term landscape-level resilience and sustainability.
- Develop and implement monitoring and continuous-improvement strategies to assess silvicultural outcomes and inform future management decisions.

Microcertificate 2: Forest and Stand Development

- Analyze and apply landscape-scale dynamics to forecast successional pathways and structural changes across diverse ecosystems.
- Utilize quantitative decision-support tools to understand their use in forest inventories and long-term timber supply projections.
- Compare and evaluate current and evolving silvicultural systems through the lens of professional reliance.
- Identify and evaluate how “new” systems meet emerging objectives such as Indigenous cultural values and land stewardship goals.

Microcertificate 3- Advanced Silviculture and Forest Management

- Evaluate stand and forest management practices designed to accommodate multiple values and improve forest resilience under changing conditions in landscape level.
- Describe and develop climate adaptation strategies in forest management.
- Identify and compare the use of forest harvesting equipment configurations.
- Develop an applied silvicultural prescription for a real client.

- Design and defend a comprehensive stand management plan that accounts for the landscape context, climate change impacts and incorporates Indigenous values.

Program Delivery Format

The Certificate is designed for easy access and flexibility to accommodate busy professionals and various family situations. It consists of three Micro-certificates, each 8 weeks long (7-9 study hrs/week) totaling 60 study hours (full certificate 180 hrs). Micro-certificates will be offered 2 times a year (Oct-Dec and Feb-Apr). Learners can also take each Microcertificate in smaller portions (each Microcertificate has four 2-week study modules) if they cannot commit for 8 weeks (as outlined below).

- The microcertificate consists of 4 courses (each with 2 modules), run over 2 weeks.
- The microcertificate will take approximately 60 study hours to complete
- The microcertificate will be offered in the Fall and Spring sessions each year, one in the Fall (October – December) and one in the Winter/Spring (February – April). Students may register and complete all courses in one session or spread out the courses (in order of prerequisite requirements) over a 2-year time frame.
- Each course has a theory element but focuses on applying theory and science in a management context. The use of existing case studies and lessons learned are key elements in each course.
- Program instructor meets the learners online once a week to discuss the current module and often also brings speakers from the field to provide a guest lecture. These sessions are recorded so that learners who cannot make these sessions, due to other commitments or time zone, can view them on their own time.
- Courses must be taken in sequential order, as they build on one another, but may be taken individually, in different sessions within a two-year time frame, to receive the Certificate. Participant can also receive a certificate of completion for each course they have accomplishes, if required.

Most professional programs entail a time commitment and residency requirement that precludes participation from working professionals and parents (particularly women). The CAS Certificate addresses each of these obstacles by offering an affordable, online, and primarily asynchronous applied learning experience that is accessible to learners whenever they have time. In doing so, it provides a pathway to career advancement in forestry sector jobs for those without the resources to enter a full-time degree program. The microcertificate will be developed in consultation with the UBC Faculty of Forestry & Environmental Stewardship's Equity, Diversity, and Inclusion (EDI) Council. The EDI council will be instrumental to examining the proposed curriculum and suggesting improvements to better engage diverse learners.

Target Learners

The proposed Forest & Stand Development microcertificate will aid in upskilling forestry professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close

coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners. Applications are open to both public and private sector natural resources professionals who have demonstrated an interest and need for professional training and development in the area of silviculture skills training.

External Comparator Information

There are currently no comparable programs offered at other public or private institutions in BC or beyond, or by industry.

Internal Comparator and Consultation Information

There are no other comparable programs offered within UBC at either a credit or non-credit level.

Admission Criteria

There is no admission or eligibility criteria. Registration will be open to all, but it will be advised that students should have an operational understanding of forestry.

Assessment of Impact on Departmental and University Resources

The tuition for the program will cover all the direct delivery costs when 7-8 learners register for each program. Our partners will help to promote the program through their websites, newsletters, and networks. UBC Forestry has a strong Communications and Marketing Team who will provide in-kind support to publicize and market the program though its weekly newsletter, Branchlines Magazine, various social media platforms, and its website. The program instructors have active networks in BC forestry sector and will further assist to market the program.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

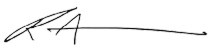
☐Yes, the Provost has approved the proposed fees.
x No, however, the fee approval process is underway.
☐No, we have not begun the fee approval process.

Library Consultations

Attached.

Signatories

By signing below, the Dean(s) of the proposing Faculty/ies and/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.



_____
Rob Kozak, Dean, Faculty of Forestry & Environmental Stewardship



_ _____
Jorma Neuvonen, Assistant Dean, Professional Education, Faculty of Forestry & Environmental Stewardship

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)

Proposed Program Name

Advanced Silviculture & Forest Management, Non-Credit Program Microcertificate
(Please note: This is the third of three microcertificates that contribute to the 3 stacked micro-certificates to a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS)

Date of Submission
February 20, 2026

Expected Launch Date
October 1, 2027

Proposing Faculty
Faculty of Forestry & Environmental Stewardship, University of British Columbia

Principal Lead Applicant Contact Information
Name: Dominik Roeser
Title: Associate Dean, Research Forests & Community Outreach
Department, Unit or Faculty: Forest Resources Management
Telephone: (604)837-6935
Email: amy.wotherspoon@ubc.ca

Additional Co-Applicants
Jorma Neuvonen, Assistant Dean, Professional Education jorma.neuvonen@ubc.ca
Sheri Andrews-Key, Director, Microcertificate Programs sheri.andrews-key@ubc.ca
Amy Wotherspoon, Silviculture MicroCertificate Program Lead, amy.wotherspoon@ubc.ca

Supporting Partners
BC Ministry of Forests: Shane Berg, BC Chief Forester shane.berg@gov.bc.ca
Forest Professionals BC (FPBC): Casey Macauley, Registrar cmacaulay@abcfp.ca
West Fraser: Jeff Mycock, Chief Forester jeff.mycock@westfraser.com

Program Description

The Forest Professional Regulators of Canada (FPRC) is the national advisory group for the coordination of forest professional regulatory associations across Canada. Its key role is to develop and maintain competency-based academic and work experience certification standards for approval by each Provincial Regulator. Ensuring the competence of registrants is a pillar of professional regulation across Canada and also the first standard of Forest Professionals of BC's (FPBC) Code of Ethical and Professional Conduct. The purpose of FPBC's Continuing Professional Development (CPD) program is for registrants to grow, maintain, and demonstrate their level of competence across the span of their professional careers. The need and demand for quality continuing professional development is rooted in policy and upskilling opportunities have become a critical aspect of professional designations in BC.

Silviculture is the art and science of managing the establishment, growth, composition, health, and quality of forests to meet the diverse needs and values of society. The Faculty of Forestry & Environmental Stewardship previously offered an intensive program in silviculture designed to refresh, develop and refine the professional forester's capabilities to make sound decisions weighing different management scenarios. It was very well received by mid-career professionals and in high demand. The program ran from 1985 until 2001 when funding was cut short. There is a strong demand expressed by the Forest Professionals of BC, the Ministry of Forests, as well as industry, to develop an updated version of this credential to meet the current challenges the forest sector is facing. There is also a new sense of urgency for this kind of professional development as we enter a new era of forest land management in a changing climate and reconciliation in BC.

The proposed microcredential will be the third of three proposed stackable microcertificates towards a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS. The first microcertificate, launched in February 2026, built upon the foundations of silviculture and the second on forest and stand development. This third microcertificate will focus on stand and forest management practices designed to accommodate multiple values, improve forest resilience using climate adaptation strategies and incorporates Indigenous values. The development of this credential will be a collaborative effort in developing and the delivery of the course material. Collaborators will include UBC, the Forest Professionals of BC, the Ministry of Forest, Indigenous knowledge keepers, community forests and the forest industry.

Program Context

Given the significant changes in forest practices, society and the environment over the past 20 years, there is an urgent need for advanced silviculture training to address the many challenges the forest sector is facing today. Over the past 20 years, as a result of the pine beetle and wildfires, many BC forest professionals have mainly managed salvage operations and haven't had on opportunity to practice multifaceted silviculture. A paradigm shift in forest policy, focusing on improved practices as well as First Nations and community forestry, have changed our understanding of best practices. Government and certification agencies are also requiring more accountability in meeting climate change and green industry standards.

The proposed Advanced Silviculture & Forest Management microcertificate will aid in upskilling professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). As attachment to this proposal, we have provided the support letters which we received from our collaborators for our application for funding provided by the Ministry of Post-Secondary Education and Future Skills. Nothing similar is currently available in BC with the exception of the preceding two microcertificates. The training will bridge an identified gap that currently exists for forest practitioners.

The Faculty of Forestry & Environmental Stewardship has updated its 2019-2029 Strategic Plan. We aim to be a trusted local, national, and global leader in solutions-oriented scholarship and knowledge uptake in the field of forestry and the environment. We are one of the leaders in transformative forestry education and lifelong learning that embraces innovative teaching and learning practices. We have been developing our capacity to engage meaningfully with communities (both indigenous and non-indigenous), government, industry and non-governmental organizations, and offer various flexible continuous education opportunities for the working professionals to update their skills. In the last 3 years we have developed 20 microcertificates with over 1600 learners participating in these programs from around the world. Our learning technology team assists our instructors in the program development and our marketing team promotes the programs through various media and channels.

Proposed Length, Structure, and Duration

The proposed microcertificate is 8 weeks long (7-9 study hrs./week) totaling 60 study hours. It will be offered 2 times a year (Oct-Dec and Feb-Apr) whereby learners can also take each microcertificate in smaller portions (each microcertificate has four 2-week study modules/ courses) if they cannot commit for 8 weeks. Participants will receive a certificate of completion for each module/course they have accomplished.

Curriculum Topics

This microcertificate focuses on skills and competencies that meet the gaps and needs identified by professionals utilizing silvicultural and forest management strategies to achieve societal as well as forest and stand level objectives. The learning and competency objectives are founded and build upon nationally and internationally recognized standards. Program content extends beyond these standards to address dynamic influences in forest management such as Indigenous perspectives and the impacts of climate change. The microcertificate will update the learners on managing for multiple values, forest resilience under changing conditions, forest harvesting equipment configurations and incorporating Indigenous values into stand management plans.

Assessment Methods

Assessments will be based on a combination of assignments, discussions and quizzes, and culminate in the synthesis of skills and competencies developed through both the online portion and field school through the design of a capstone project. The goal of these assessments it to not only test knowledge acquisition and retention but also applied decision making, personal reflection and integration across ecological, cultural and management perspectives. Learning outcomes are consistent with university level study and, in awarding this microcredential, UBC endorses that participant have demonstrated proficiency in the program learning outcomes identified below.

Appeals Process

Learners may appeal decisions relating to their grades and program standing. They should protest a decision first with the program instructor directly involved in the decision, if applicable, and then, if necessary, with the Assistant Dean of Professional Education and finally with the Dean of the Faculty of Forestry & Environmental Stewardship.

Program Learning Outcomes

Learning outcomes are consistent with university level study and in awarding this micro-certificate UBC endorses that participant has demonstrated proficiency in the following specific skills/competencies:

1. Evaluate stand and forest management practices designed to accommodate multiple values and improve forest resilience under changing conditions in landscape level.
2. Describe and develop climate adaptation strategies in forest management.
3. Identify and compare the use of forest harvesting equipment configurations.
4. Develop an applied silvicultural prescription for a real client.
5. Design and defend a comprehensive stand management plan that accounts for the landscape context, climate change impacts and incorporates Indigenous values (solidified during the field school).

Program Delivery Format

- The microcertificate consists of 4 courses (each with 2 modules), run over 2 weeks.
- The microcertificate will take approximately 60 study hours to complete
- The microcertificate will be offered in the Fall and Spring sessions each year, one in the Fall (October – December) and one in the Winter/Spring (February – April). Students may register and complete all courses in one session or spread out the courses (in order of prerequisite requirements) over a 2-year time frame.
- Each course has a theory element but focuses on applying theory and science in a management context. The use of existing case studies and lessons learned are key elements in each course.
- Program instructor meets the learners online once a week to discuss the current module and often also brings speakers from the field to provide a guest lecture. These sessions are recorded so that learners who cannot make these sessions, due to other commitments or time zone, can view them on their own time.
- Courses must be taken in sequential order, as they build on one another, but may be taken individually, in different sessions within a two-year time frame, to receive the Certificate. Participant can also receive a certificate of completion for each course they have accomplishes, if required.

Most professional programs entail a time commitment and residency requirement that precludes participation from working professionals and parents (particularly women). The CAS Certificate addresses each of these obstacles by offering an affordable, online, and primarily asynchronous applied learning experience that is accessible to learners whenever they have time. In doing so, it provides a pathway to career advancement in forestry sector jobs for those without the resources to enter a full-time degree program. The microcertificate will be developed in consultation with the UBC Faculty of Forestry & Environmental Stewardship's Equity, Diversity, and Inclusion (EDI) Council. The EDI council will be instrumental to examining the proposed curriculum and suggesting improvements to better engage diverse learners.

Target Learners

The proposed Forest & Stand Development microcertificate will aid in upskilling forestry professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners. Applications are open to both public and private sector natural resources professionals who have demonstrated an interest and need for professional training and development in the area of silviculture skills training.

External Comparator Information

There are currently no comparable programs offered at other public or private institutions in BC or beyond, or by industry.

Internal Comparator and Consultation Information

There are no other comparable programs offered within UBC at either a credit or non-credit level.

Admission Criteria

There is no admission or eligibility criteria. Registration will be open to all, but it will be advised that students should have an operational understanding of forestry.

Assessment of Impact on Departmental and University Resources

The tuition for the program will cover all the direct delivery costs when 7-8 learners register for each program. Our partners will help to promote the program through their websites, newsletters, and networks. UBC Forestry has a strong Communications and Marketing Team who will provide in-kind support to publicize and market the program though its weekly newsletter, Branchlines Magazine, various social media platforms, and its website. The program instructors have active networks in BC forestry sector and will further assist to market the program.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐Yes, the Provost has approved the proposed fees.
x No, however, the fee approval process is underway.
☐No, we have not begun the fee approval process.

Library Consultations

Attached.

Signatories

By signing below, the Dean(s) of the proposing Faculty/ies and/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.



Rob Kozak, Dean, Faculty of Forestry & Environmental Stewardship



Jorma Neuvonen, Assistant Dean, Professional Education, Faculty of Forestry & Environmental Stewardship

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)

Proposed Program Name

Forest & Stand Development, Non-Credit Program Microcertificate
(Please note: This is the second of three microcertificates that contribute to the 3 stacked microcertificates to a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS)

Date of Submission
May 1, 2026

Expected Launch Date
February 1, 2027

Proposing Faculty
Faculty of Forestry & Environmental Stewardship, University of British Columbia

Principal Lead Applicant Contact Information
Name: Dominik Roeser
Title: Associate Dean, Research Forests & Community Outreach
Department, Unit or Faculty: Forest Resources Management
Telephone: (604)837-6935
Email: dominik.roeser@ubc.ca

Additional Co-Applicants
Jorma Neuvonen, Assistant Dean, Professional Education jorma.neuvonen@ubc.ca
Sheri Andrews-Key, Director, Microcertificate Programs sheri.andrews-key@ubc.ca
Amy Wotherspoon, Silvilcuture Microcertificate Program Lead,
amy.wotherspoon@ubc.ca

Supporting Partners
BC Ministry of Forests: Shane Berg, BC Chief Forester shane.berg@gov.bc.ca
Forest Professionals BC (FPBC): Casey Macauley, Registrar cmacaulay@abcfp.ca
West Fraser: Jeff Mycock, Chief Forester jeff.mycock@westfraser.com

Program Description

The Forest Professional Regulators of Canada (FPRC) is the national advisory group for the coordination of forest professional regulatory associations across Canada. Its key role is to develop and maintain competency-based academic and work experience certification standards for approval by each Provincial Regulator. Ensuring the competence of registrants is a pillar of professional regulation across Canada and also the first standard of Forest Professionals of BC's (FPBC) Code of Ethical and Professional Conduct. The purpose of FPBC's Continuing Professional Development (CPD) program is for registrants to grow, maintain, and demonstrate their level of competence across the span of their professional careers. The need and demand for quality continuing professional development is rooted in policy and upskilling opportunities have become a critical aspect of professional designations in BC.

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The proposed micro-credential will be the second of three proposed stackable micro-certificates towards a Non-Credit Program Certificate: Certificate in Advanced Silviculture, CAS. The first microcertificate, launched in February 2026 built upon the foundations of silviculture. This second microcertificate will focus on stand and forest dynamics, as well as growth and yield, under different forms of traditional, evolving and innovative silviculture to meet emerging objectives such as Indigenous cultural values. The development of this credential will be a collaborative effort in developing and the delivery of the course material. Collaborators will include UBC, the Forest Professionals of BC, the Ministry of Forest, Indigenous knowledge keepers, community forests and the forest industry.

Program Context

Given the significant changes in forest practices, society and the environment over the past 20 years, there is an urgent need for advanced silviculture training to address the many challenges the forest sector is facing today. Over the past 20 years, as a result of the pine beetle and wildfires, many BC forest professionals have mainly managed salvage operations and haven't had on opportunity to practice multifaceted silviculture. A paradigm shift in forest policy, focusing on improved practices as well as First Nations and community forestry, have changed our understanding of best practices. Government and certification agencies are also requiring more accountability in meeting climate change and green industry standards.

The proposed Forest & Stand Development microcertificate will aid in upskilling professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). As attachment to this proposal, we have provided the support letters which we received from our collaborators for our application for funding provided by the Ministry of Post-Secondary Education and Future Skills. Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners.

The Faculty of Forestry & Environmental Stewardship has updated its 2019-2029 Strategic Plan. We aim to be a trusted local, national, and global leader in solutions-oriented scholarship and knowledge uptake in the field of forestry and the environment. We are one of the leaders in transformative forestry education and lifelong learning that embraces innovative teaching and learning practices. We have been developing our capacity to engage meaningfully with communities (both indigenous and non-indigenous), government, industry and non-governmental organizations, and offer various flexible continuous education opportunities for the working professionals to update their skills. In the last 3 years we have developed 20 micro-certificates with over 1600 learners participating in these programs from around the world. Our learning technology team assists our instructors in the program development and our marketing team promotes the programs through various media and channels.

Proposed Length, Structure, and Duration

The proposed microcertificate is 8 weeks long (7-9 study hrs./week) totaling 60 study hours. It will be offered 2 times a year (Oct-Dec and Feb-Apr). Learners can also take each microcertificate in smaller portions (each microcertificate has four 2-week study modules/ courses) if they cannot commit for 8 weeks. Participants can receive a certificate of completion for each module/course they have accomplished.

Curriculum Topics

This microcertificate focuses on skills and competencies that meet the gaps and needs identified by professionals utilizing silvicultural and forest management strategies to achieve societal as well as forest and stand level objectives. The learning and competency objectives are founded and build upon nationally and internationally recognized standards. Program content extends beyond these standards to address dynamic influences in forest management such as Indigenous perspectives and the impacts of climate change. The microcertificate will update the learners on stand and forest dynamics, growth and yield, as well as current, evolving and 'new' silvicultural systems.

Assessment Methods

Assessments will be based on a combination of assignments, discussions and quizzes, and culminate in the synthesis of skills and competencies through the design of a Capstone project. The goal of these assessments it to not only test knowledge acquisition and retention but also applied decision making, personal reflection and integration across ecological, cultural and management perspectives. Learning outcomes are consistent with university level study and, in awarding this micro-credential, UBC endorses that participant have demonstrated proficiency in the program learning outcomes identified below.

Appeals Process

Learners may appeal decisions relating to their grades and program standing. They should protest a decision first with the program instructor directly involved in the decision, if applicable, and then, if necessary, with the Assistant Dean of Professional Education and finally with the Dean of the Faculty of Forestry & Environmental Stewardship.

Program Learning Outcomes

Learning outcomes are consistent with university level study and in awarding this microcertificate UBC endorses that participant has demonstrated proficiency in the following specific skills/competencies:

1. Describe and apply stand and forest dynamics.
2. Implement growth and yield and quantitative silviculture concepts to create inventory and decision support tools.
3. Compare and evaluate current and evolving silvicultural systems.
4. Identify and evaluate how "new" systems meet emerging objectives such as Indigenous cultural values.

Program Delivery Format

- The microcertificate consists of 4 courses (each with 2 modules), run over 2 weeks.
- The microcertificate will take approximately 60 study hours to complete
- The microcertificate will be offered in the Fall and Spring sessions each year, one in the Fall (October – December) and one in the Winter/Spring (February – April). Students may register and complete all courses in one session or spread out the courses (in order of prerequisite requirements) over a 2-year time frame.
- Each course has a theory element but focuses on applying theory and science in a management context. The use of existing case studies and lessons learned are key elements in each course.
- Program instructor meets the learners online once a week to discuss the current module and often also brings speakers from the field to provide a guest lecture. These sessions are recorded so that learners who cannot make these sessions, due to other commitments or time zone, can view them on their own time.
- Courses must be taken in sequential order, as they build on one another, but may be taken individually, in different sessions within a two-year time frame, to receive the Certificate. Participant can also receive a certificate of completion for each course they have accomplishes, if required.

Most professional programs entail a time commitment and residency requirement that precludes participation from working professionals and parents (particularly women). The CAS Certificate addresses each of these obstacles by offering an affordable, online, and primarily asynchronous applied learning experience that is accessible to learners whenever they have time. In doing so, it provides a pathway to career advancement in forestry sector jobs for those without the resources to enter a full-time degree program. The microcertificate will be developed in consultation with the UBC Faculty of Forestry & Environmental Stewardship's Equity, Diversity, and Inclusion (EDI) Council. The EDI council will be instrumental to examining the proposed curriculum and suggesting improvements to better engage diverse learners.

Target Learners

The proposed Forest & Stand Development microcertificate will aid in upskilling forestry professionals to meet the increasing complexity of forest management challenges for diverse values, forest health and ecosystem resilience. The training program will be developed in close coordination and collaboration with the BC forest industry, the BC Ministry of Forests and the professional association (Forest Professionals BC). Nothing similar is currently available in BC. The training will bridge an identified gap that currently exists for forest practitioners. Applications are open to both public and private sector natural resources professionals who have demonstrated an interest and need for professional training and development in the area of silviculture skills training.

External Comparator Information

There are currently no comparable programs offered at other public or private institutions in BC or beyond, or by industry.

Internal Comparator and Consultation Information

There are no other comparable programs offered within UBC at either a credit or non-credit level.

Admission Criteria

There is no admission or eligibility criteria. Registration will be open to all, but it will be advised that students should have an operational understanding of forestry.

Assessment of Impact on Departmental and University Resources

The tuition for the program will cover all the direct delivery costs when 7-8 learners register for each program. Our partners will help to promote the program through their websites, newsletters, and networks. UBC Forestry has a strong Communications and Marketing Team who will provide in-kind support to publicize and market the program though its weekly newsletter, Branchlines Magazine, various social media platforms, and its website. The program instructors have active networks in BC forestry sector and will further assist to market the program.

Indicate whether the program has received fee approval from the Office of the Provost and Vice-President Academic:

☐ Yes, the Provost has approved the proposed fees.
x No, however, the fee approval process is underway.
☐ No, we have not begun the fee approval process.

Library Consultations

Attached.

Signatories

By signing below, the Dean(s) of the proposing Faculty/ies and/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.



Rob Kozak, Dean, Faculty of Forestry & Environmental Stewardship



Jorma Neuvonen, Assistant Dean, Professional Education, Faculty of Forestry & Environmental Stewardship

UBC Curriculum Proposal Form

Change to Course or Program

Date	March 4, 2026
Contact Person	Farahnaz Fathordoobady
Phone	(604) 822-2502
Email	Farah.fathordoobady@ubc.ca
Faculty	Land and Food Systems
Department	Dan On Food and Beverage Innovation Centre
Faculty Approval Date	
Effective Session	Fall 2026
Program/Course	This memo requests approval for a modification to the *Non-Credit Program Certificate in Food Product Development.* This program was funded by the Ministry in 2024 and was approved by the Senate in May 2025. The program consists of four *Non-credit Micro-certificates* as outlined below: o Fundamentals of Food Science for Professionals o Food Product Development and Commercialization o Entrepreneurship Fundamentals for Food Professionals o Sensory Evaluation of Food Products This program has not been offered yet.
Type of Change/Action:	The proposed action is to introduce a challenge exam option for the *Micro-certificate in Fundamentals of Food Science for Professionals* within the *Program Certificate in Food Product Development*. This change will require a modification to the Program Certificate through the UBC Vancouver curriculum approval process. The challenge exam will be available to learners who hold a Bachelor of Science in Food Science. This option allows eligible learners to demonstrate that they have already achieved the learning outcomes of the *Micro-certificate in Fundamentals of Food Science for Professionals*. Learners who successfully complete the challenge exam may bypass this micro-certificate requirement and apply the result toward the *Program Certificate in Food Product Development.* With the addition of this option, the program will include the following learner pathways:

	1. Learners who hold a Bachelor of Science in Food Science may elect to complete a challenge exam in lieu of enrolling in the *Fundamentals of Food Science for Professionals* micro-certificate. Learners who complete the challenge exam will not be eligible to receive the micro-certificate recognition document for *Fundamentals of Food Science for Professionals*. However, successful completion of the challenge exam will satisfy this program requirement and will be applied toward the *Program Certificate in Food Product Development*, allowing eligible learners to achieve the certificate by successfully completing three micro-certificates instead of four. 2. Learners who do not hold a Bachelor of Science in Food Science will follow the standard program pathway and must complete all four micro-certificates within the *Program Certificate in Food Product Development* to be awarded the program recognition document.
Rationale:	**1. Reduced Cost of Delivery** Introducing a challenge exam for learners with a prior Food Science degree reduces the instructional and administrative costs associated with delivering the fundamental micro-certificate in the program certificate. **2. Increased Affordability for Learners** This option enables eligible learners to bypass one micro-certificate, thereby reducing the overall cost of the program for learners who already demonstrate the required foundational knowledge. This can also make the program certificate more accessible and appealing to a broader range of applicants, particularly professionals seeking targeted upskilling. **3. Faster Completion of the program** The challenge exam pathway enables qualified learners to complete the program in a shorter timeframe. Learners with existing expertise can progress directly to the advanced micro-credentials, accelerating their timeline to certification and demonstrating upgraded skills to employers sooner.

Modified Budget Structure

Micro-certificate	Current Budget	Alternative w/ Challenge Exam
Challenge Exam*	N/A	$300
1 Fundamentals of Food Science for Professionals	$1050	N/A
2 Food Product Development and Commercialization	$1050	$1050
3 Entrepreneurship Fundamentals for Food Professionals	$1050	$1050
4 Sensory Evaluation of Food Products	$1050	$1050
Total for Full Certificate	$4200	$3450
Total discounted Fee with full Program registration	$4000	$3280

*Note: Students who complete the Challenge Exam will not receive the Micro-certificate in Fundamentals of Food Science for Professionals.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

16 September 2026

To: Vancouver Senate

From: Committee on Student Appeals of Discipline

Re: Annual Report 01 September 2025 – 31 August 2026 (information)

The Senate Committee on Student Appeals of Discipline ("the Committee") is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*. The Committee is the "standing committee of final appeal for students in matters of academic discipline."

Under section 61(1) of the *Act*, the "president has power to suspend a student and to deal summarily with any matter of student discipline." Under section 61(3), the "action of the president is final and subject in all cases to an appeal to the Senate."

The Committee hears appeals of both academic and non-academic misconduct, as well as appeals pursuant to UBC's Sexual Misconduct Policy (SC17) ("Policy SC17").

Student discipline appeals are governed by the *Discipline Appeal Regulations*, and the *Disciplinary Appeal Procedures*. Pursuant to the regulations, discipline appeals are limited to the seven possible grounds of appeal set out in the regulations.

The *Discipline Appeal Regulations* can be found at: https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/11-appeals

The *Disciplinary Appeal Procedures* can be found at https://senate.ubc.ca/vancouver/rules/discipline.

Appeals Heard

During the reporting period, the Committee heard four (4) appeals: two (2) involving disciplinary decisions arising from reports of the President's Advisory Committee on Student Discipline (PACSD) and two (2) involving disciplinary decisions arising from reports of the Investigations Office.

Appeals Allowed

None.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

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Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Appeals Dismissed

(1) Heard and deliberated on May 20, 2026. The student appealed the disciplinary decision for academic misconduct in FNH 355. The discipline imposed by the President was a grade of zero ("0") in FNH 355, a 4-month suspension, a notation of academic misconduct entered on the student's transcript, and an academic hold for the duration of the suspension. The student raised four grounds of appeal.

(2) Heard on June 16, 2026, with a deliberation session for the panel on June 17, 2026. The student appealed the disciplinary decision for sexual misconduct in breach of Policy SC17. The discipline imposed by the President was a formal letter of reprimand, a 1-year period of probation, and no unnecessary communication with the complainant during that period of probation. The student raised two grounds of appeal.

(3) Heard on July 14, 2026, with deliberation sessions for the panel on July 20, 2026 and August 14, 2026. The student appealed the disciplinary decision for sexual misconduct in breach of Policy SC17. The discipline imposed by the President was an 18-month suspension, a notation of non-academic misconduct entered on the student's transcript, a period of probation for the duration of the student's studies at UBC, and an academic hold for the duration of the suspension. The student raised five grounds of appeal.

(4) Heard and deliberated July 15, 2026. The student appealed the disciplinary decision for academic misconduct in BIOL 200. The discipline imposed by the President was a grade of zero ("0") in BIOL 200, an 8-month suspension, a notation of academic misconduct entered on the student's transcript, and an academic hold for the duration of the suspension. The student raised two grounds of appeal.

Appeals scheduled but withdrawn before hearing:

In addition to the appeals listed above, one hearing had multiple dates proposed for three sessions due to the volume of materials (around 1500 pages) but did not take place due to the appellant withdrawing their appeal before the proposed hearing dates.

This report does not include appeals that were withdrawn before a hearing was scheduled.

General Comments

All appeals currently on file are progressing through the appeal process in accordance with the procedures.

The number of Vancouver discipline appeals filed has fluctuated over the period of 2021-2025, with an average of 4 appeals filed per calendar year. However, the complexity of appeals and the volume of materials submitted continue to increase. Staff are increasingly receiving detailed and

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

individualized questions from appellants that require bespoke responses. This increases the time required to correspond with parties and prepare appeals for consideration by the Committee. There are also increasingly frequent pre-hearing matters that require direction from the Chair. The table below shows the number of Vancouver discipline appeals filed per calendar year since 2021.

Calendar year	V-Discipline appeals filed
2021	3
2022	6
2023	4
2024	7
2025	2
(Jan-Aug) 2026	5

The Committee is an appellate tribunal and does not re-hear matters. Nevertheless, it is often the case that the students view the appeal process as an opportunity to have the matter heard anew. This can result in appeals that seek a reconsideration of the underlying decision rather than addressing one or more of the established grounds of appeal. As reflected in the low rate at which appeals are allowed, many appeals do not ultimately meet the threshold for intervention by the Committee.

Of the Vancouver discipline appeals concluded since May 2021, approximately 5% have been allowed.

There has been an increase in the number of appeals stemming from discipline imposed for sexual misconduct in breach of Policy SC17. Two of the four appeals heard this year and three of the four appeals currently on file are in this category. This represents a notable change from previous years. During the period 2021-2025 only 2 SC17-related appeals were filed, and both were withdrawn before they reached a hearing.

There has also been an increase in the number of appeals involving legal counsel for one or more of the parties. The involvement of counsel has a three-fold effect on appeal processes. It can make scheduling more difficult, as their availability tends to be limited. It typically leads to increased complexity and volume of written materials. It often adds to the duration of the hearings themselves. Half of the appeals heard by the Committee this year involved legal counsel for all parties.

The “ready to be set” stage, which includes the scheduling of the hearing, continues to be the longest stage of the appeal process. Due to their volume, Vancouver academic standing appeals continue to occupy a significant portion of the overall hearings calendar. Appeal hearings involve the parties and potentially multiple witnesses, legal counsel, or a large number of

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
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participants. As a result, scheduling requires significant coordination. Several weeks, and often several months, are required to identify a suitable three-hour window, often due to delays in responses to proposed dates. Although most appeal hearings can be concluded within a single three-hour session, in some cases additional sessions are required for further testimony, questioning or deliberation, creating further scheduling demands.

Across the University's three appeal committees, there has been an increase in identification of actual or perceived conflicts of interest between Committee members and parties. If a potential conflict is identified the Committee member is replaced on that panel. To reduce the disruption this causes, Committee members are now canvassed for potential conflicts of interest before they are assigned to appeal panels, rather than identifying these conflicts after being assigned to a panel.

Getting appeals to a hearing is the Committee's primary priority. Completion of outstanding written reasons and continued work on new appeal rules and procedures remain priorities across the University's three appeals committees.

Respectfully submitted,

Mr. George Tsiakos, Chair
Senate Committee on Student Appeals of Discipline

Current Membership of the Committee:

Elected from Senate
Dr. Bruce Forster
Dr. Sue Grayston
Paul Harrison
Chaeyoung Lim (Student)
Dr. Mark MacLachlan
Stewart McGillivray
Priscilla Ng (Student)
Dr. Susan Parker
Mr. George Tsiakos (Chair)
Max Wilson Sladuk (Student)
Vacancy (1)

Chancellor
Registrar (non-voting)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC's Strategic Directions 2025–2030

A Refresh of Shaping UBC's Next Century

Year *One* Actions Progress Report

UBC Senate
September 2026

TABLE OF CONTENTS

3 Introduction
4 Discover and Innovate for Impact
6 Create Flexibility for Learners
8 Enhance Experiential Education
10 Partner for Purpose
12 Maximize UBC System Strengths
15 Excel in the Development and Application of Emerging Technologies
18 Nurture a Strong and Vibrant UBC Community

Over the past year, UBC has taken important steps to advance our *Strategic Directions 2025–2030*. It has been an encouraging first year—one where we have begun to build meaningful momentum toward our long-term vision, while sharpening our focus on academic excellence, impact, and operational effectiveness.

What has stood out most is the collective commitment across our community. Faculty and staff have embraced these directions with creativity, rigour, and a strong sense of purpose. The Strategic Directions provide a clear and shared sense of direction while allowing flexibility in how academic and administrative units bring them to life, supported by a series of measurable annual actions that are renewed and refined over time.

This report outlines progress across the seven Strategic Directions and 16 Year One Actions, highlighting key achievements alongside areas where we may need to adjust or accelerate our efforts. Together, these actions are strengthening UBC's contribution to economic and societal impact.

Many of these actions are inherently multi-year in nature and will continue to evolve as we learn and respond to changing conditions. As we look ahead to Year Two, we will carry forward areas of strong progress while introducing new actions that reflect emerging opportunities and priorities.

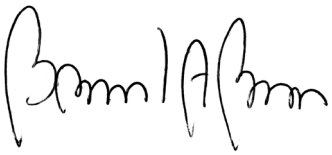
A simple indicator is used for each action to demonstrate progress to date and note where there are challenges:

= on track

= some concerns

= requires attention

I want to sincerely thank everyone across our community whose dedication and collaboration have made this progress possible. Building on this strong foundation, we are well positioned to deepen our impact in the year ahead and continue advancing UBC's mission in service of our communities.



BENOIT-ANTOINE BACON
President and Vice-Chancellor



Discover and Innovate for Impact

Accelerate excellence in research, scholarship and teaching approaches that translate into learner, economic and societal impact.

EXECUTIVE LEADS

Gage Averill, *Provost and Vice-President, Academic (UBC Vancouver)*
Gail Murphy, *Vice-President, Research and Innovation (until May 31, 2026)*
Marie Tarrant, *Provost and Vice-President, Academic pro tem (UBC Okanagan)*

ACTION 1

Deepen the understanding of the value of undergraduate research and develop a plan to increase undergraduate research opportunities.

HIGHLIGHTS

At UBC Okanagan, an environmental scan commenced summer 2025 with information gathered from 30 key interest holders to deepen our understanding of current opportunities and challenges, as well as ideas for increasing undergraduate research. High-level themes from the data included:

- Differences across faculties for paid and unpaid opportunities, but majority have both.
- Significant recognition of the impact on student development and success, as well as wider contributions to the campus and broader community.
- Overwhelming support for increased visibility showcasing undergraduate research.
- Pilot of increasing Summer Undergraduate Research Awards for summer 2026.

At UBC Vancouver, the Undergraduate Research Expansion Initiative was initiated in winter 2025.

- The Office of the Vice-President Research and Innovation (VPRI) committed $2M over four years to expand undergraduate research opportunities for students across UBC Vancouver.
- Beginning in FY2024/25, the VPRI commenced annual calls for match-funding to the Faculties to increase the number of net-new undergraduate research positions.
- Faculties submitted proposals that met specific funding conditions set by a Steering Committee made of faculty and students.
- The first two years have resulted in $1,047,325 of VPRI funds matched at least 1:1 with eight different Vancouver Faculties, resulting in at least 314 net-new undergraduate research positions being funded.

RISKS/BARRIERS

The biggest risk to advancing this action is sustainable funding to support increased undergraduate research opportunities.

ACTION 2

Develop infrastructure and associated support for climate resilience and bio-innovation research and innovation activities across two campuses.

HIGHLIGHTS

This is a multi-year action in which modest progress was made this year.

Initiatives advancing UBC bio-innovation research include:

- The Edge, a state-of-the-art, multi-use building on UBC's Vancouver campus will be home to one of the flagship projects of Canada's Immuno-Engineering and Biomanufacturing Hub: a new Advanced Therapeutics Manufacturing Facility, a 2,300-square-metre facility that will be the first of its kind in Western Canada, filling a critical gap in Canada's ability to develop therapeutics for use in human clinical trials.

New and ongoing initiatives focused on climate resilience include:

- The Clean Energy Research Centre in the Faculty of Applied Science; $1.3M in UBC Vancouver funding and external grant funding in FY2025/26.
- The BioProducts Institute, a multidisciplinary research collective spanning four UBC Vancouver Faculties; $1.2M in UBC funding in FY2025/26.
- The Battery Innovation Centre at UBC Okanagan will develop and scale up next generation battery technologies. Funding secured in 2025: $2M from UBC Okanagan and $8.5M from provincial, federal and industry and donor sources.
- New externally-funded UBC Okanagan infrastructure includes a sustainable agriculture research complex and crop biodiversity innovation lab ($1.04M) and micro-analytical infrastructure for critical mineral characterization ($3.39M).

RISKS/BARRIERS

- Many major infrastructure projects are dependent on the growth and overall success of the President's Academic Excellence Initiative investments.
- Infrastructure projects will always need to navigate cost increases and funding constraints.



Create Flexibility for Learners

Increase program and pathway flexibility, interdisciplinarity, access and agency for diverse learners.

EXECUTIVE LEADS

Gage Averill, *Provost and Vice-President, Academic (UBC Vancouver)*
Marie Tarrant, *Provost and Vice-President, Academic pro tem (UBC Okanagan)*

ACTION 1

Increase the number of flexible program offerings, such as micro-credentials, stackable courses, condensed courses, and online learning opportunities in areas of demand and UBC expertise.

HIGHLIGHTS

- UBC Vancouver has developed twelve new non-credit microcertificates and three new non-credit program certificates in areas including AI, the Blue Economy, Neuroscience, Quantum, Forest Carbon Modeling, and Agricultural Operations.
- UBC Okanagan continues to develop micro-credentials in the health and environmental sciences sector, with the completion of two primary care nursing micro-credentials, anticipated approval of the Non-credit Certificate in Primary Care Essentials, and the launch of a new Ministry-funded micro-credential in Environmental Impact Assessment.
- UBC Vancouver has approved three new undergraduate certificate programs that students can take concurrent to their primary degree program in Earth, Ocean, and Atmospheric Sciences, French Translation, and Geomatics and Environmental Management.
- Adding an additional formal standing deferred period in February for Winter Term 1 courses to be available at UBC Vancouver in February 2027.

ACTION 2

Identify and remove barriers, promote cross-campus pathways and mobility, and pilot intercampus international students' recruitment strategies.

HIGHLIGHTS

- Many of the barriers to flexibility were previously evaluated by two groups: the Interdisciplinary Task Force Report (May 2020) and the Cross Campus Collaboration Task Force Report (September 2020). We have revisited the findings of these reports to reconfirm the relevance of the barriers they identified.
- Established a Transnational Education (TNE) recruitment strategy through alternate pathways. The TNE improves affordability for international students, allows both institutions to expand to new markets, and creates opportunities for graduate program recruitment. The first pathway with Jiangnan University in China (Faculty of Science, Biology) has been approved by the UBC Okanagan Senate and is proceeding through UBC's internal approval process.
- Enabled expedited registration and recruitment pathways to provide opportunities for the transfer of students from the Faculty of Forestry and Environmental Stewardship (UBC Vancouver) to UBC Okanagan course-based master's programs (including Master of Data Science, Master of Biotechnology, and Master of Engineering). In 2025, nine students applied to UBC Okanagan through this pathway.

RISKS/BARRIERS

Challenges to removing cross-campus barriers fall into three categories: Policy process, curricular visibility, and administrative.

- Policy process, e.g., speed of approvals process.
- Curricular visibility, e.g., course and program tagging for students and academic advising.
- Administrative, e.g., leadership capacity to implement change within current financial models.

Further evaluation of each of these categories is required to help inform future decision-making.

ACTION 3

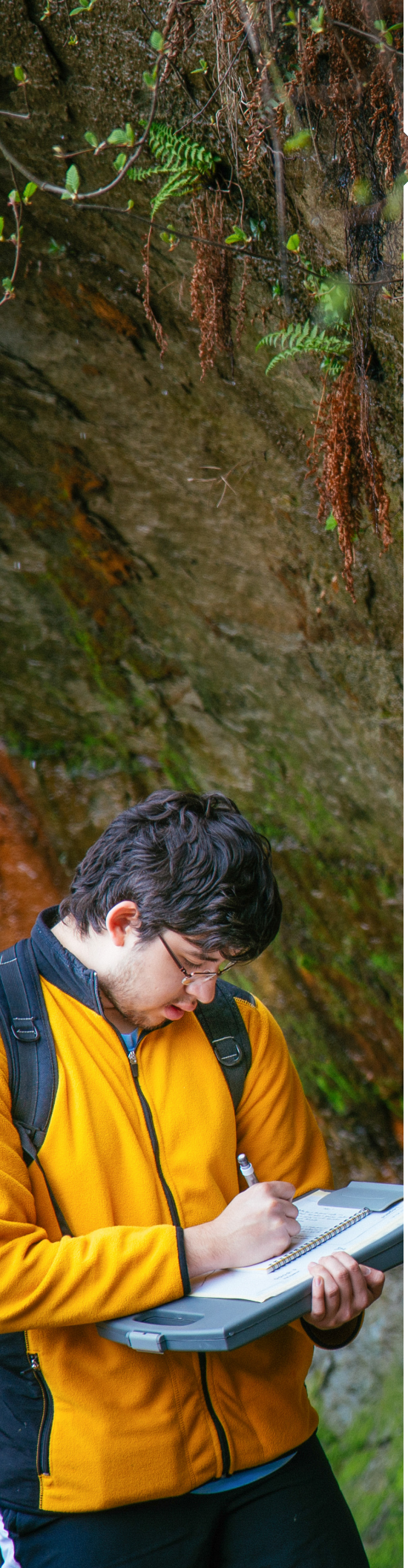
Pilot at UBC Okanagan opportunities to increase admission access points for undergraduate programming (e.g., January or May start dates).

HIGHLIGHTS

UBC Okanagan's School of Engineering implemented a January pathway for international students beginning this year. This option supported students who were unable to start in September due to study permit delays, with participants registering in Term 2. The School of Engineering will continue to offer this pathway to incoming international students, and four additional programs at UBC Okanagan are also preparing to offer a January 2027 start.

RISKS/BARRIERS

Accommodating these students requires manual entry into UBC systems (e.g., course load, housing) which has been manageable because uptake in this pilot year has been limited; however, offering this on a wider scale may require additional resourcing and system modifications or accommodations. We will continue to monitor and determine what resources could be required in future years.



Enhance Experiential Education

Enhance experiential education opportunities to provide learners with hands-on knowledge and skills to navigate and contribute to an evolving, complex workplace and society.

EXECUTIVE LEADS

Gage Averill, *Provost and Vice-President, Academic (UBC Vancouver)*
Lesley Cormack, *Principal and Deputy Vice-Chancellor*
Marie Tarrant, *Provost and Vice-President, Academic pro tem (UBC Okanagan)*

ACTION 1

Advance a shared, institution-wide commitment and vision for experiential education that articulates its role, breadth of opportunities, and the core competencies it cultivates, while establishing a consistent, system-wide approach to data collection, tracking and reporting.

HIGHLIGHTS

- In 2022, the Experiential Education Roundtable Report mapped out a vision, definition, values, and scope for experiential education. This report and the reanimation of the Roundtable will be leveraged as we move this action forward.
- Building from this report, UBC Okanagan developed the Experiential Education Competency Framework as the foundation for the Experience and Involvement Hub Pilot (see Action 2).
- Enrolment Services has confirmed that a form field in Workday can be used for tagging experiential education opportunities at the course level (which would support data collection, tracking and reporting). Workday has the ability to create multiple sub-attributes for various types of Experiential Education (e.g., Guided Research Experiences, Community Engaged Learning, etc.).

RISKS/BARRIERS

- Funding to support course tagging: Further work is required with the Workday Team, however, new resources would be required to support implementation.
- Process to complete course tagging: If implemented, course tagging would need to be completed by individual faculty members (challenges with workload, consistency, etc.).

ACTION 2

Enhance student awareness of the value of experiential education, and expand access for all by addressing barriers, supporting navigation, and highlighting opportunities.

HIGHLIGHTS

UBC Okanagan's Experience and Involvement Hub pilot launched—a platform to support students in discovering and tracking experiential education experiences, both inside and outside their courses, and reflect on and articulate their skill development. The Hub enables students to create an e-portfolio showcasing their involvement and skill development over the course of their time at UBC Okanagan.

In the first year of the pilot, 2,913 unique students (25% of all undergraduate students and 16% of all graduate students at UBC Okanagan) engaged with the Hub to explore competency-building opportunities from a range of curricular and co-curricular experiences across campus.

RISKS/BARRIERS

- Socialization and endorsement/adoption of value of experiential education and Experiential Education Competency Framework (Action 1) is a necessary precursor to supporting navigation of opportunities etc.
- Additional funding required to launch a pilot of the Experience and Involvement Hub at UBC Vancouver and sustain the Hub at UBC Okanagan.



Partner for Purpose

Expand the number and scope of strategic, reciprocal partnerships that address the critical, diverse and emergent needs of the people and communities in BC, Canada and across the world.

EXECUTIVE LEADS

Heather McCaw, *Vice-President, Development and Alumni Engagement*
Gail Murphy, *Vice-President, Research and Innovation (until May 31, 2026)*
Melanie Stewart, *Vice-President, External Relations*

ACTION 1

Increase partnerships with donors and alumni to grow philanthropic support of UBC priorities and amplify UBC's impact locally and globally.

HIGHLIGHTS

- 782 number of major gifts confirmed for FY2025/26.
- Concluded year seven of the ten-year FORWARD Campaign with strong progress to date: $2.4B raised (against a $3B goal) and 9.3 million alumni interactions (toward a 10 million goal).
- In FY2025/26 raised $301.2M in support of UBC priorities, including a record-breaking $25M in support of UBC Okanagan, and engaged 122,008 alumni.
- Celebrated 20 years of donor impact and alumni growth at UBC Okanagan.
- Since launching the FORWARD for Students Affordability Initiative $66.9M has been raised from over 13,000 gifts.
- Secured a generous donation of $8.17M from the Weston Family Foundation in support of the Canadian Prescribed Fire Training Program in UBC Okanagan.
- Completed Development and Alumni Engagement visit programs to Victoria, Toronto, Ottawa and Asia where the President engaged with donors, alumni and community members.
- Partnered with volunteers to introduce new prospects to UBC priority projects and our three campaign themes.
- Engaged more than 500 alumni as members of the new "FORWARD Focus" group to amplify UBC's message and tell the world why UBC matters.

- Engaged 4,690 donors in just 24 hours as part of Giving Day 2026, raising $1,303,570 in support of 116 projects across our campuses.

RISKS/BARRIERS

- The number of major gifts received within a year may vary depending on the complexities of the gifts, external factors such as economic and political considerations, as well as individual donors' personal circumstances.
- The number of alumni interactions may vary year to year depending on social media success and the likelihood of content "going viral."

ACTION 2

Advance Millennium Line UBC Extension in partnership with provincial government, local government, and Indigenous partners.

HIGHLIGHTS

- Influenced Ministry of Transportation and Transit-led UBC Extension business case development process alongside local First Nations, City of Vancouver and TransLink; participation in the business case process is ongoing.
- Engaged extensively with local, provincial and federal officials to ensure continued support and maintain project prioritization; an advocacy MOU with the City of Vancouver and MST Development Corporation has been in place since 2020.
- Coordinated with local, provincial and federal governments and partner agencies, including the Canada Infrastructure Bank, on technical analysis and financial frameworks.
- Integrated SkyTrain advocacy/messaging into all government relations engagements at all levels, emphasizing the wide project benefits.
- Supported campus community advocacy activities, including by the Alma Mater Society (AMS) and staff labour groups.
- Planning and coordination across VP External units for communications to keep the project top-of-mind, re-ignite public and validator interest and build decision-maker support, including integration with the ongoing Economic Impact and Push Forward campaigns.

RISKS/BARRIERS

- Province remains committed to advancing the project, but budget pressures and competing infrastructure priorities are risks that threaten momentum.
- TransLink's budget challenges could prompt a review of priorities and planning.



Maximize UBC System Strengths

Reinforce and promote the unique academic, research, and operational strengths of our two distinct and complementary campuses while facilitating transformative collaboration within and across our campuses and learning sites throughout the province.

EXECUTIVE LEADS

Benoit-Antoine Bacon, *President and Vice-Chancellor*
Lesley Cormack, *Principal and Deputy Vice-Chancellor*

ACTION 1

Develop a comprehensive system admissions approach that allows for distinct recruitment strategies for both campuses.

HIGHLIGHTS

Operational Enhancements:

- The Strategic Task Force on Admissions and Recruitment Report was launched in August 2025; as of March 2026, 23 of its 78 recommendations (30%) have been implemented.
- Accelerated admission offers for domestic and international applicants.
- Streamlined personal profile reviews and enhanced early submission communications.
- Automated applicant communications and restored document tracking for faster processing.
- Launched study permit concierge service to mitigate visa delays.

Strategic Recruitment Expansion:

- Established South Asia Hub and new U.S. regional basecamps.
- Established Regions of Excellence which allows for targeted and curated recruitment efforts.
- Implemented a strategic Third-Party Recruitment Strategy for international undergraduate and professional graduate student recruitment for UBC Okanagan.
- Implemented a new international undergraduate multi-year awards program for UBC Okanagan to recruit and attract students.

Key Outcomes:

- Positive 2026W new-to-UBC international undergraduate application trends (as of March 2026):
  - international undergraduate applications for UBC Okanagan for 2026W are at an all-time high and 75% higher than in 2025W.
  - international undergraduate applications for 2026W for the UBC system are 22% higher than in prior year 2025W with growth in all regions.
- Strengthened UBC's competitive market position through accelerated offer timelines and improved yield.
- Built a foundation for long-term success via enhanced automation, integrated data systems, and targeted Indigenous/EDI recruitment strategies.

RISKS/BARRIERS

Resource Constraints:

- Limited budgets for technology upgrades, modernization and staffing may delay automation, system integrations, recruitment expansion and sustainment.
- Financial aid expansion requires significant investment; funding shortfalls could force re-sequencing or scaled-back implementation.
- Physical space limitations and outdated Welcome Centre facilities on both campuses constrain the university's ability to deliver a high-quality, high-impact campus visit experience.
- While functional, the current spaces do not create a strong first impression and limit the university's capacity to support tour demand and enhance prospective student yield.

External Factors:

- Policy changes, study permit delays, and geopolitical instability pose risks to international recruitment.

Stakeholder Alignment:

- Low engagement or misalignment across Faculties could impact adoption on new processes and governance frameworks.

ACTION 2

Develop academic priorities for UBC Okanagan to establish a more distinct identity and help shape the campus' future.

HIGHLIGHTS

Through iterative consultation with UBC Okanagan leadership and the campus community, identified 1) key campus differentiators and 2) academic priorities. Academic priorities answer the key question—what makes UBC Okanagan unique academically?

1. Core academic focus: Resilient people, communities, economies and environments in support of a sustainable future.
2. The importance of place to inform a global perspective.
3. Distinctive student experiences that cultivate success.

See provost.ok.ubc.ca/academic-priorities for more.

ACTION 3

Advance the Budget Reimagination project to ensure strategic resource allocation across the whole of UBC.

HIGHLIGHTS

- This multi-year project is aimed at transforming UBC's resource and cost allocation strategy to better meet current and future needs.
- The initial work that was undertaken for this initiative, the Discovery Phase, took a qualitative approach to information gathering and initial engagement.
- Following this discovery work, we have now embarked on a comprehensive data-driven current state analysis.
- This analysis is divided into eight primary workstreams that will examine in depth: Tuition Allocation Model (TAM) and Government Grants, Consolidated Revenue, Central, Financial Governance, Capital, Cost Pressures, Statements, and UBC Okanagan.

- The primary goal of this phase is to build a fact-based, shared understanding of challenges and opportunities presented by our current resource allocation model. This phase will produce comprehensive reports, analysis, and actionable insights to inform the next phase of Future State Design.
- A new team came online September 2025—the Transformation & Strategy team in the VPFO—which will enable delivery of data analytics in support of this phase.
- A Steering Committee was formed, comprising senior academic and administrative leaders, who will provide high-level oversight and strategic direction.
- Guiding principles for future state decision-making are being developed in collaboration with leadership.
- Under the Revenues workstream, a comprehensive analysis of UBC's TAM for the Vancouver campus has been drafted and was reviewed by the Steering Committee in April.
- Subsequent analysis work will be delivered and reviewed by the Steering Committee from April to June.

RISKS/BARRIERS

The annual budget process is underway each year from September to March, which is a competing priority for several team members—this is mitigated with proper project planning and resource identification.



Excel in the Development and Application of Emerging Technologies

Advance the creation and responsible use of emerging technologies, particularly AI, for research, teaching, student learning and operations.

EXECUTIVE LEADS

Gage Averill, *Provost and Vice-President, Academic (UBC Vancouver)*
Gail Murphy, *Vice-President, Research and Innovation (until May 31, 2026)*
Marie Tarrant, *Provost and Vice-President, Academic pro tem (UBC Okanagan)*

ACTION 1

Deliver digital infrastructure and support to enable the use of AI in research, pedagogical development and learning.

HIGHLIGHTS

The Advanced Research Computing (ARC) unit (under the Office of the Vice-President Research and Innovation) and the Learning Technology Innovation Centre (LTIC) (under the Office of the Provost and Vice-President Academic) have jointly established the Digital Research and Academic Infrastructure (DRAI) initiative, a key partnership across research and education. DRAI will deliver AI infrastructure for teaching, learning and research, and will support its use across all disciplines, reaching thousands of faculty and tens of thousands of students. The DRAI initiative has achieved Board 1, 2, and 3 approvals and launched in April 2026.

Deliver Digital Infrastructure

- DRAI-LTIC: To ensure the feasibility of providing a platform for disciplinary innovation, LTIC created an initial LLM installation to host roughly 40 projects for use in pedagogical development, confirming that a scaled model will be possible and successful.
- DRAI-ARC: To safeguard UBC's ability to provide AI-ready computation, ARC acquired a state of the art (NVIDIA B300-based) AI platform, the first of its kind in Canada.

Support to enable AI use in Research, Pedagogy, Learning

- LTIC Incubator for Pedagogy: To ensure all UBC faculty can innovate with AI, regardless of technical background, the incubator developers have worked with faculty to develop bespoke applications for teaching innovation. Five projects have been launched, impacting approximately 1,500 students.

RISKS/BARRIERS

Supply Chain Management:

- Emerging volatility in AI hardware supply chains is creating cost and timing risks; these will be mitigated through early alignment with UBC Finance and Procurement, supplier shortlisting, and budget contingencies.

Specialized Skills and Capacity:

- Service delivery requires staff with specialized skills and expertise; will be mitigated through targeted recruitment, skills development and coordination with institutional partners.

ACTION 2

Equip students with ethical AI literacies through training and support programs and enable faculty integration and evaluation of AI in curriculum development and pedagogy to advance innovation and learner preparedness.

HIGHLIGHTS

Incoming first-year students

- UBC Vancouver's Academic Essentials AI and Your Learning six-week module will launch in July 2026.

Undergraduate students

- New 100-level Introduction to Artificial Intelligence course will launch September 2026. Offered by Computer Science (UBC Vancouver), this course will be open to all students with no prerequisites.
- Updated 100-level AI and Computer Fluency course will be available to all students at UBC Okanagan by September 2026.
- Development of AI for Business courses (credit and non-credit), which will be open to all students at UBC Okanagan.
- The HelpMe system, integrated into Canvas, provides student support using AI chatbots that leverage instructor materials unlike generic systems like ChatGPT.

Faculty

- Extensive programming available for faculty and learning support teams to support evaluation and appropriate adoption of Gen AI tools in teaching and learning across a continuum of actions from learn-design-build-teach-evaluate.
- Between June 2025 and February 2026, more than 675 faculty members have been engaged through workshops, short courses, and studios offered by the Centre for Teaching, Learning, and Technology (CTLT) and the Learning Technology Innovation Centre (LTIC).
- A special call of the Teaching and Learning Enhancement Fund at UBC Vancouver in 2025 and 2026 provided over $1.75M in funding to nine AI-related projects and UBC Okanagan's Aspire-2040 Learning Transformation Fund grant added AI as a priority focus for newly funded projects this past year.
- +29,000 visits to the CTLT AI in Teaching and Learning webpage in six months.
- Appointment of Academic Advisor on AI at UBC Okanagan.

Staff

- Launch of Extended Learning's Non-Credit Program Certificate in AI Skills Accelerator for IT, Digital and Enterprise Systems Professionals, developed in partnership with UBC IT, with +1,250 enrolments to date.
- As part of UBC's membership in the Alberta Machine Intelligence Institute (Amii) Workforce Readiness consortium, UBC has access to 'Module 0' (foundational AI training). Module will be available on Canvas to all staff (module adjusted for staff audience) and faculty after it has been shared with senior leader forums early this summer.
- Establishing a coordinated, UBC-wide foundation for responsible AI adoption through a phased, multi-delivery learning ecosystem that integrates UBC-specific self-directed modules, interactive in-person and virtual learning, leadership program integration, and just-in-time digital pathways (estimated delivery spring 2026).

EXCEL IN THE DEVELOPMENT AND APPLICATION OF EMERGING TECHNOLOGIES

- Launched pilot of LinkedIn Learning GenAI/AI Pathway for Managers to +600 Developing Leaders Program alumni for feedback in February 2026 and pilot of LinkedIn Learning GenAI/AI Pathway for General Employees in March 2026.

RISKS/BARRIERS

- Capacity of key partners, including UBC IT, Extended Learning, and CTLT to provide support and validation of self-directed learning modules for staff.



Nurture a Strong and Vibrant UBC Community

Further enhance our UBC sense of community and spirit so students, faculty and staff feel a strong sense of belonging, wellbeing, and take pride in being fully part of UBC.

EXECUTIVE LEADS

Adam Charania, *Vice-President, Human Resources*
Andrew Parr, *Vice-President, Students pro tem*

ACTION 1

Deliver community experiences that foster connection and belonging for students, faculty, staff and alumni across all areas of the University.

HIGHLIGHTS

Student Perspective

Improving the "New to UBC" student experience through a series of initiatives designed to foster connection, belonging, and engagement through students' first year, be they a first-year undergraduate, transfer or graduate student. This work builds on existing programming and large-scale entry experiences (Jump Start, Imagine UBC, other orientation activities).

Vancouver

Support for first-year students extends through the full academic year through a suite of programming: FYE (First Year Experience) Connections workshops in the fall, a January Reset focused on motivation and re-engagement, and FYE Next Steps in the spring, developed in partnership with the Career Centre to help students reflect on their year and identify pathways forward. A year-end celebration (called Last Day of Class, or LDOC) occurred in spring 2026 to mark the completion of a student's first year and reinforce belonging to the broader UBC community. This was an incredible success, and established a new tradition for the first year class and the broader community.

Okanagan

A multi-year renewal of orientation programs is underway to improve the "New to UBC" experience for incoming international, graduate, and transfer students. For August 2026, the campus is expanding Jump Start into a low-barrier, multi-day holistic orientation open to all new students, integrating academic, social, and identity-based programming. Implementation planning is currently underway.

Initiatives to Strengthen Community for Black-Identifying Students

On the Vancouver campus, the Black Student Leadership Summit launched as an intentional space for Black students to build leadership capacity and strengthen peer networks. On the Okanagan campus, the Black Student Space recorded over 2,300 visits in its first year, with students describing it as a vital hub for connection, productivity, and cultural belonging.

Recreation and Facilities

On the Vancouver campus, the new Recreation Centre North opened this past year, adding 100,000 square feet of fitness, gymnasium, and multipurpose space. The facility has been enthusiastically received and has enabled expanded programming for students, faculty, staff, and the broader community. On the Okanagan campus, a new recreation centre is expected to be operational by fall 2028, supported by contributions from students, UBC, and the City of Kelowna.

Student Housing

Student housing costs remain below market rate, and both campuses guarantee housing for first-year students. Construction has begun on the Lower Mall Precinct graduate housing complex in Vancouver, and a student hostel has opened on the Okanagan campus to provide affordable overnight accommodations.

RISKS/BARRIERS

On the Vancouver campus, several first-year initiatives launched as pilots with limited permanent infrastructure. As these programs grow, sustained investment and clear long-term stewardship will be important to avoid fragmentation and ensure they become core components of the student experience. On the Okanagan campus, limited large-venue capacity presents logistical constraints for delivering orientation programming at scale, which the new recreation centre will help address over time.

Alumni Perspective

- In year seven of the 10-year campaign to double alumni engagement through 10 million interactions.
- As UBC's largest constituency, alumni are uniquely positioned to help amplify UBC's impact.
- At the end of Q4 more than 121,000 alumni have engaged with the University community in some trackable way. Notably through reading our publications highlighting news and information about UBC, participating in events such as Homecoming on both campuses, through our online webinar series UBC Dialogues, or through volunteering.
- Results of our annual Brand Health Survey show that 45% of alumni feel somewhat or very connected to UBC.
- 37% of our alumni would like to be more connected.
- 72% of alumni say they feel they are part of a thriving, diverse, global community of UBC grads.

RISKS/BARRIERS

Rising costs and global uncertainty are increasing pressure on the alumni program's engagement efforts. As traditional engagement relies heavily on in-person events and staff travel, escalating expenses require more strategic allocation of limited resources. Reduced travel to key markets may weaken regional alumni connections, making it essential to strengthen our overall engagement strategy and deepen relationships across multiple channels to sustain a strong pipeline of support.

Staff and Faculty Perspective

UBC Vancouver

To better support and improve engagement among new employees who are "New to UBC," we are focusing on several initiatives and resources to enhance a strong sense of belonging during their first year at UBC, and accelerating a more integrated experience into the UBC community:

1. Community Building Events: work is underway to refresh campus-wide orientations and community programming to introduce a suite of new signature events that foster cross-campus connection during the first year.
2. New Hire Orientation Programs: enhancing our campus-wide workplace orientations program offerings, including our six New to UBC Workplace Orientation events and our annual New Faculty Teaching Orientation, each welcoming 25-60 new hires.

3. Centralized Onboarding & Orientations Hub: to enhance and support campus-wide onboarding capabilities, an easy-to-access repository has been developed on the Central HR website along with practical resources and templates to better support hiring managers with job-specific onboarding.
4. New Hire Consultations and Streamlining New Hire Entrance Surveys: to generate clearer, actionable feedback right from recruitment stage, through to three-months in the role, we are conducting focus groups with faculty and staff to learn about their experiences, and enhance our entrance surveys so the insights will better support enhancing new hire experiences at the Faculty/Department and campus-wide levels.

Progress and Milestones Achieved

- Conduct a holistic review of UBC Orientations programs for faculty and staff to ensure the content and experience continues to be relevant and meaningful to new hires in the changing landscape.
- Cross-campus Advisory Group has been established; consultations and entrance survey redesign underway.
- Launched a centralized onboarding repository and additional resources for managers.
- Partnerships established and planning underway to refresh campus-wide UBC orientations (in partnership with CTLT's programming for new faculty) and community-building initiatives in collaboration with UBC Recreation including a faculty and staff recreation program.

UBC Okanagan

To better support and improve engagement amongst employees who are "New to UBC," programming has been adapted to align with resourcing and hiring trends on the Okanagan campus. In addition, the Workplace Experiences Survey results were used to develop campus priorities that are intended to strengthen connection and belonging on campus.

- Orientation in-person events have been modified to become semi-annual in-person events focused on fostering social connections (October and March/April). These interactive events will be informal engagement opportunities that include an in-person welcome from the Principal and representatives from a variety of campus partners.
- Just-in-time virtual support where all new hires receive:
  - A welcome email within their first two weeks outlining key resources.
  - Access to the "New to UBCO" online orientation course, which remains the central hub for self-paced onboarding.
  - Access to onboarding checklists and resource guides.
- Workplace Experiences Survey Roadmap was developed with three key priority areas that foster connection and belonging for faculty and staff.

RISKS/BARRIERS

Implementation and scalability of HR initiatives may be constrained by limited central capacity dedicated to employee experience; progress relies heavily on cross-unit partnerships. We also know that participation in onboarding and orientation programming varies across employee groups and depends heavily on the level of support at the faculty and unit level.

ACTION 2

Refresh the University's Wellbeing Strategic Framework to align with evolving needs.

HIGHLIGHTS

- The project to refresh UBC's Wellbeing Strategic Framework is on track.
- The pre-engagement phase has been completed with the establishment of a governance structure, project team, and charter. Engagement and communications plans have been established.
- UBC participated in global conversations around advancing the Okanagan Charter for Health Promoting Universities & Colleges. The resulting Limerick Framework for Action further informs the refresh of UBC's Wellbeing Strategic Framework.

- Targeted community engagement with key partners and stakeholder groups is underway. Engagement with UBC's student population is now complete, and engagement with faculty and staff is underway. A variety of approaches to community engagement are being utilized, including open houses, pop-ups, workshops, open online feedback forms, and roadshow meetings with various committees, leadership teams, and stakeholder groups.
- Wellbeing themes are being analyzed from existing UBC surveys and consultation data which will supplement the engagements that are in progress.
- Data sources include: the Excellence Canada report, Workplace Experience Survey, VPS Listening Sessions, Voice, Canadian Campus Wellbeing Survey, UBC's Strategic Plan Refresh engagement, Campus Vision 2050, Alma Mater Society and Graduate Student Society surveys, Strategic Equity and Anti-Racism Framework, and Indigenous Strategic Plan progress reports.
- A new framework will be drafted in the coming months, and reviewed in Fall 2026, for implementation in 2027.

For more information please visit
strategicplan.ubc.ca



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Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

16 September 2026

To: Vancouver Senate

From: Rella Ng, Associate Vice-President Enrolment Services & Registrar

Re: 2027/28 Academic Year

Key dates for the 2027/28 **Winter Session** are as follows:

Winter Session Term 1	
Term 1 begins	Tuesday, September 7, 2027
Mid-term break	November 10-12, 2027*
Last day of Term 1 classes	Tuesday, December 7, 2027
First day of exams for Term 1	Saturday, December 11, 2027
Last day of exams for Term 1	Wednesday, December 22, 2027
Number of Teaching Days	61
Winter Session Term 2	
Term 2 begins	Wednesday, January 5, 2028
Mid-term break	February 21-25, 2028**
Last day of Term 2 classes	Friday, April 7, 2028
First day of exams for Term 2	Tuesday, April 11, 2028
Last day of exams for Term 2	Wednesday, April 26, 2028
Number of Teaching Days	63

*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia.

**Inclusive of Family Day (February 21) statutory holiday observed in British Columbia.

Key dates for the 2028 **Summer Session** are as follows:

Summer Session Term 1	
Term 1 begins	Monday, May 15, 2028
Last day of Term 1 classes	Thursday, June 22, 2028
First day of exams for Term 1	Monday, June 26, 2028
Last day of exams for Term 1	Friday, June 30, 2028
Number of Teaching Days	28

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Summer Session Term 2

Term 2 begins	Tuesday, July 4, 2028
Last day of Term 2 classes	Friday, August 11, 2028
First day of exams for Term 2	Tuesday, August 15, 2028
Last day of exams for Term 2	Saturday, August 19, 2028
Number of Teaching Days	28

Please note that graduate and professional programs may have their own term dates as set out in the Academic Calendar.

Draft term and examination dates for academic years up to and including 2030/31 may be viewed on the Senate website: https://senate.ubc.ca/vancouver/termdates.

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16 September 2026

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2026-2029 Triennial Election Results

Set out below is the sixth and final set of election results for the 2026-2029 triennium.

Joint Faculties Representatives to Senate

Pursuant to Section 16 of the *University Act*, the following faculty member is elected as representative of the Joint Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until a successor is elected:

- **Maged Senbel, Associate Professor, Faculty of Applied Science**

Faculty Representatives to Senate

Pursuant to Section 16 of the *University Act*, the following faculty member is elected as representative of the Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until a successor is elected:

Faculty of Applied Science
- **Steve Wilton, Professor**

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 terms beginning 1 September 2026 and ending 31 August 2029 and thereafter until successors are elected:

Peter A. Allard School of Law
- **Brenna Bhandar, Professor**

Faculty of Science
- **Ian Mitchell, Professor**

Notice of Motion from Senator Bryan Buraga:

That the Vancouver Senate direct the Registrar to conduct non-binding referenda regarding whether faculty and librarians at the Vancouver campus are in favour of the motion regarding agreements and partnerships with certain institutions and states violating the prohibition on apartheid.