



VANCOUVER SENATE

MINUTES OF 19 NOVEMBER 2025

Attendance

Present: B.-A. Bacon (Chair), R. Ng (Secretary), A. Adibi, M. Adshade, G. Averill, E. Baniassad, S. Bates, B. Bhandar, S. Bredin, B. Britton, L. Burr, A. Chui, J. Cool, J. Cragg, C. Crowston, D. Dahl, C. Dai, C. Desjarlais, A. Dulay, A. d'Entremont, P. Englezos, A. Esteves, D. Evans, D. Fontana, N. Ford, S. Forwell, J. Gilbert, T. Gill, S. Gopalakrishnan, S. W. Graham, A. Gupta, S. Hagerman, J. Hare, P. Harrison, K. Hassib, M. Hirst, A. Ivanov, R. Kim, R. Kozak, C. Lim, K. Lo, J. Lorien, M. MacLachlan, S. McElduff, S. McGillivray, L. Moss, Z. Nawar, W. Norman, S. Parker, S. Pelech, J. Phelps, N. Pindell, I. Price, M. Prost, L. Raman-Wilms, S. Singh, J. Stewart, G. Tsiakos, G. Turcotte, H. von Bergmann, D. Warburton, J. Xu, J. Xue, S. Yi-Kieran

Regrets: B. Agafitei, S. Anandasabapathy, F. Andrew, Y. Chen, K. Doering, A. Fisher, B. Forster, J. Fox, C. Godwin, E. Jenkins, D. Kitts, F. Lalji, C. W. Marshall, C. Menzies, J. Olson, C. Overall, A. Pratap-Singh, J. Rogers, R. Spencer, P. Spilsbury, R. Topping, A. Uzama, A. Wang

Clerk: C. Eaton

Call to Order and Territorial Acknowledgement

The Chair of Senate, Dr Benoit-Antoine Bacon, called the third meeting of the Senate for the 2025/2026 academic year to order at 6:00 pm and he provided an acknowledgement of the land.

Senate Membership

DECLARATION OF VACANCY

The Registrar, Dr Rella Ng, announced the following vacancy from among the members of Senate:

Pursuant to Rule 13 of the *Rules and Procedures of the Vancouver Senate*, the seat of Sue Grayston, Representative of the Faculty of Land and Food Systems, is declared vacant due to absence.



NEW MEMBER

The Registrar announced the following new members of Senate:

Sharmila Anandasabapathy, Dean of the Faculty of Medicine, to replace Mieke Koehoorn, Dean *Pro Tem* of the Faculty of Medicine, until replaced.

Minutes of Previous Meetings

Wendy Norman
Sue Forwell

*That the minutes of the meeting of 15 October
2025 be approved.*

Approved

Business Arising from the Minutes

A member of the Agenda Committee, Dr Wendy Norman, explained that the Agenda Committee had previously proposed a 4:00 pm start time for Senate meetings. She noted that this matter arose from the *External Review of the Vancouver Senate*. She added that the Agenda Committee had been working to incorporate the recommendations of the review. She reported that one of the top five recommendations concerned changing the start time of Senate meetings. Although this fell under the purview of the Agenda Committee, the implications prompted the Committee to bring the matter to Senate for broader understanding.

Dr Norman noted that the review examined feedback from senators, non-senators, and members of the broader community, and compared governance processes across Canadian Senates. She reported that the review recommended an afternoon meeting time and that the Agenda Committee was proposing 4:00 pm. She noted that the Committee had revisited the issue after Senate's referral at the last meeting and had reviewed the concerns and alternative options raised.

Dr Norman described that the concerns originated largely from the Student Senate Caucus, particularly regarding students in some professional programs and might have difficulty attending at the earlier start time. She reported that the Committee brought these concerns to all deans across the UBC Vancouver campus.

Dr Norman conveyed that the deans unanimously supported working with any student or faculty member who wished to participate in Senate to arrange appropriate concessions. She noted that the Clerk had additional information regarding the concessions he had been coordinating for both the UBC Okanagan campus and for the current Vancouver Senate meeting schedule, including long-standing practices for supporting participants.



Dr Norman reported that the deans of all Faculties confirmed that they would make the concessions necessary to support student and faculty member participation at an earlier start time. She added that the Agenda Committee had also been asked to consider alternatives, such as moving only to 5:00 pm or alternating meeting times between 4:00 pm and 6:00 pm. She explained that the Agenda Committee continued to bring forward the same motion as before, as it believed this proposal represented the best option.

CHANGE START TIME OF SENATE MEETINGS

Mark MacLachlan
Laura Moss

That the Senate endorses the decision of the Agenda Committee, made pursuant to Rule 17(a) of the Rules and Procedures of the Vancouver Senate, to change the start time for all Vancouver Senate meetings from the current scheduled time to 4:00 PM, effective for the two triennia commencing September 2026.

The Clerk reported that since UBC Okanagan's inception in 2005, the Senate Office had worked with scheduling and deans' offices to make availability possible for participants. He noted that the concessions did not always allow preferred academic schedules, but the Senate Office consistently found ways to accommodate needs. He added that the Senate Office had collaborated with Faculties on the Vancouver campus for decades regarding student availability at meetings. He explained that participation sometimes occurred over Zoom, but accommodations were nevertheless made.

The President observed that the issue had been referred back to the Committee for additional discussion and consultation with the deans, and he expressed his appreciation for this work.

Senator Santokh Singh explained that the proposed start time would be difficult for some faculty members, particularly those who taught courses in the afternoon. He explained that laboratory courses often ran from 2:00 to 5:00 pm, which would create conflicts unless deans assisted affected faculty members and students serving as Senators.

The Chair responded that he had heard a commitment from the deans to work through concessions.

Senator Paul Harrison indicated that he shared Senator Singh's concern. He noted that academic concession was not an appropriate mechanism to support the proposed change. He distinguished between students on remote placements, which he considered a different situation, and students



enrolled in required courses offered only once and at fixed times. He noted that undergraduate laboratory courses were of particular concern because many labs were scheduled exclusively in the afternoon and could occupy the entire afternoon. He noted that while some morning labs existed, several programs offered afternoon sections only.

Senator Ben Britton confirmed that the Agenda Committee had held a lengthy discussion on the matter with faculty member, student, and convocation Senators present. He acknowledged that concerns had been raised and noted that this was why the Committee suggested referring the issue to the deans, as concessions ultimately fell within their purview. He observed that similar concessions had long been made at UBC Okanagan. He added that much of Senate's business occurred during regular working hours through committees, and that conflicts already existed for faculty members teaching evening classes, for whom accommodations were routinely arranged. He explained that the motivations included increasing participation and access. He noted that open seats remained for Joint Faculty Representatives, which suggested that broader engagement across the University had not yet been achieved. He noted that many senators found the current start time of meetings fatiguing and expressed hope that an earlier time would support engagement and more diverse participation.

Senator Cade Desjarlais commented that he believed the proposed change would result in a net decrease in student involvement. He explained that student participation in the Senate was significant. He compared this level of engagement to other institutions, where he noted that student involvement tended to be less. He explained that students often led change within the University and were not resistant to it, but he believed the proposed adjustment would create an additional barrier for them.

Senator Sean Graham asked for clarification about what "concessions" meant in this context. He questioned whether the term referred to students missing class and still receiving credit. He expressed concern that laboratory courses were not replaceable through concessions. He noted that he did not believe there were many late laboratory course sections. He suggested that the benefit of the proposed change did not outweigh the potential harm to student participation.

Senator Drédyn Fontana noted that all deans had endorsed working with students to accommodate their needs. He observed that there were eighteen student senators and he did not believe arranging concessions once per month for this number of students would create a significant administrative burden. He noted that he recognized the concerns raised but did not see evidence demonstrating that the proposed time change constituted a barrier to student access. He added that late meeting times could also act as a barrier, particularly for commuter students who would be unlikely to remain on campus.



Senator Zarifa Nawar noted that she understood the challenges her fellow senators experienced with the current start time. She explained that the issue of concessions was not new and already reflected existing practice. She added that no compromise had been reached which she believed would have addressed student concerns. She commented that student senators in professional programs would be compelled to stand for election to roles they could not properly fulfill.

Senator Kareem Hassib acknowledged that no meeting time would accommodate everyone and indicated that he understood concerns about members returning home late in the evening. He responded to references to earlier meeting times at UBC Okanagan by explaining that the context differed. He maintained that a research-intensive institution had priorities concentrated during the daytime. He explained that the proposed change would require students in professional programs to choose between their academic obligations and attendance at Senate meetings. He indicated his willingness to support a 5:00 pm start time.

Senator Marina Adshade commented that she was sympathetic to the concerns of students, particularly those in professional programs. She observed that students with family responsibilities would not be able to attend meetings at 6:00 pm. She identified students with children, those caring for parents, those responsible for siblings, and those working evenings as groups likely to face barriers. She indicated that these circumstances affected many people and proposed that family responsibilities were wide-ranging and not limited to individuals with young children. She suggested that the issue extended beyond current senators and concerned prospective candidates who might never consider running because they could not attend evening meetings.

Senator Judy Xu observed that course registration at the University was highly competitive. She explained that students often ended up with schedules that were not fully within their control and noted that course selection occurred after Senate nominations, meaning students ran for election without knowing their future timetables. She commented that many professional programs and upper-level courses required mandatory attendance and that missing such classes was detrimental to academic performance. She also described challenges faced by commuter students, explaining that the current schedule allowed her to return home before attending online.

Senator Desjarlais explained that concessions could not substitute for in-class time, noting that many classes were participation-based and relied on real-time interaction, including questions and feedback from peers. He added that numerous professors were hesitant to record lectures, which limited alternative options.

Senator Amin Adibi indicated that he personally would benefit from an earlier start time, as it would allow him to spend more time with his family on Wednesday afternoons and evenings. However, he expressed concern about the systematic barriers that an earlier start would create for



some students, potentially preventing them from attending Senate at particular stages of their programs. He expressed a desire for the Agenda Committee to propose a 5:00 pm start time.

Failed

In response to the tie vote results on the motion, the President referred the matter back to the Agenda Committee. He further recommended that the Committee consider the proposed 5:00 pm start time.

Remarks from the Chair

The President reported that he had just returned from Ottawa. He described the Federal Government budget as presenting potential challenges for universities, particularly with respect to research funding, because all federal departments were directed to achieve 15% reductions in their expenditures.

The President highlighted initiatives within the budget, including the International Talent Attraction Strategy, which could fund as many as 100 new chairs similar to Canada Excellence Research Chairs and provide positions for assistant professors and postdoctoral fellows from Canada and abroad. He noted the \$1.6 billion program aimed at attracting talent, as well as renewed investment in AI and quantum fields. He explained that since the federal election, he had engaged with politicians, officials, and Universities Canada to advocate for teaching, research, and higher education, and remarked that organizations viewed the budget as positive under current fiscal conditions.

He addressed national immigration plans, noting that while a cap on international students remained, preliminary analysis suggested UBC would be able to accommodate all qualified applicants. He observed that processing times were expected to improve and that graduate students no longer required a Provincial Attestation Letter.

At the Provincial Government-level, he described ongoing meetings with ministers and officials, including the Premier, Minister of Finance, Minister of Jobs and Economic Growth, and the Minister of Post-Secondary Education and Future Skills. He noted that the government appeared to value the contributions of higher education and that UBC's work was generally understood and appreciated. He highlighted the province's new industrial strategy, noting that it emphasized education, talent, and innovation and aligned with areas of university strength, such as life sciences, biotechnology, AI, quantum, critical minerals, and forestry.



The President mentioned advocacy for the Millennium Line SkyTrain Extension to UBC, recognizing it as a \$7 billion project and noting that the next 18 months would be critical in developing the business case. He acknowledged student advocacy led by Senator Solomon Yi-Kieran.

He noted the upcoming Fall Graduation ceremonies, expressing anticipation of celebrating student achievements, and extended best wishes to students, faculty members, and staff during the exam period.

Senator Harrison inquired whether the government had made significant efforts to encourage graduate students, upon graduation, to pursue academic positions. He noted that UBC produced exceptional graduates and expressed a desire to see measures implemented that would guide them into the professoriate stream, thereby enhancing the quality of Canadian universities.

In response, the President expressed agreement with Senator Harrison and noted that part of the strategy involved faculty renewal on campus and increasing revenue to expand faculty lines. He added that the Provost and the deans continuously worked to ensure the recruitment of top talent both locally and internationally.

Senator Singh highlighted that a number of students, including recent graduates and postdoctoral fellows, faced significant difficulty securing positions due to limited opportunities. He suggested that universities could lobby the government to prevent the loss of early-career graduates, as their departure could create long-term challenges. He addressed the reduction in projected immigration numbers for international students, noting that the 2026 and 2027 targets had been cut by approximately half from previous announcements. He asked how this change might affect the University's strategic plan and the services provided to both undergraduate and graduate students.

The President underscored the importance of retaining graduates trained in Canada. He explained that government recognition existed but tended to focus on specific sectors such as technology, biosciences, AI, quantum research, critical minerals, and advanced materials. He suggested that universities must advocate for the retention of talent in academic positions. Regarding international student numbers, he clarified that although the government had reduced the caps to roughly 150,000 for 2026 and 2027, the actual number of students admitted in the country had been well below the previous cap. He indicated that UBC's preliminary analysis suggested sufficient letters of attestation would be available to accommodate all international students wishing to enrol in the upcoming academic year.



Senator Adibi raised concerns regarding graduate student funding at UBC in comparison to other Canadian and international universities. He noted that the University of Toronto guaranteed \$40,000 per year for Ph.D. students, whereas UBC guaranteed \$24,000, with no guaranteed minimum for master's students. He highlighted that leading US universities, provided a minimum of \$50,000 USD and waived tuition, while UBC students were required to pay tuition on top of their funding. He also raised the issue of immigration challenges, acknowledging the Federal Government's removal of the requirement for Provincial Attestation Letters but noting that many students still faced refusals and delays. He asked whether UBC could collect metrics to assess the impact of these immigration issues and use them to lobby the government.

The President acknowledged both concerns and admitted that UBC's minimum funding was low but noted that the median funding students received was higher than the guaranteed minimum. He explained that discussions were ongoing to raise the minimum funding while balancing affordability across different departments.

The Provost agreed and noted that raising the minimum for graduate students, as well as for postdoctoral fellows, was a top priority. He indicated that progress would depend on the current budget cycle but affirmed the institution's commitment to this goal.

The President then described the introduction of a concierge visa service, which had successfully resolved approximately 130 visa denials. He explained that the University continued to advocate with the Federal Government to simplify processes and expedite approvals, though delays could still occur for certain countries of concern.

Dean Shannon Hagerman added that the \$24,000 for doctoral students represented a guaranteed minimum, while most graduate students received funding closer to \$40,000 depending on their program. She noted that postdoctoral fellows had a median income of approximately \$65,000 and emphasized that work remained to improve minimum funding levels.

The President noted that while average funding levels were reasonable, the guaranteed minimums required revision to better reflect actual funding and avoid sending misleading signals. He expressed gratitude to those working on these improvements.

Candidates for Degrees

The President noted that there were 3,445 candidates for degrees.



Mark MacLachlan
Laura Moss

That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective November 2025, and that a committee comprised of the Registrar, the Dean of the relevant Faculty, and the Chair of the Senate be empowered to make any necessary adjustments.

Approved

Academic Policy Committee

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

REVISED ACADEMIC REGULATIONS: FACULTY OF FORESTRY

Kin Lo
Kareem Hassib

That Senate approve the amendments to the academic regulations for the Faculty of Forestry, effective 2026W and thereafter, as set out in the attached proposal.

Approved

Admissions Committee

A member of the Senate Admissions Committee, Dr Sathish Gopalakrishnan, presented.

REVISED POST-ACCEPTANCE REQUIREMENTS: DOCTOR OF MEDICINE

Sathish Gopalakrishnan
Wendy Norman

That Senate approve post-acceptance requirements for students admitted to the Doctor of Medicine program, effective for the 2026 Summer Session and thereafter.

Approved



**NEW DIRECT-ENTRY UNDERGRADUATE ENGLISH LANGUAGE PROFICIENCY TEST:
DUOLINGO ENGLISH TEST**

Sathish Gopalakrishnan
Pratyaksha Awasthi

That Senate approve the Duolingo English Test to satisfy English language admission standards for applicants to direct-entry undergraduate programs, effective for admission to the 2026 Summer Session and thereafter.

Approved

Awards Committee

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

NEW AWARDS AND CHANGES TO EXISTING AWARDS

See Appendix A: Awards Report

Larry Burr
Martin Hirst

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.

Senator Martin Hirst noted a typographical error in one of the award descriptions relating to the MPPGA.

Approved

Curriculum Committee

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

CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Sathish Gopalakrishnan
Rob Kozak

That the Senate approves and recommends to the Board of Governors for approval the new courses and revised course brought forward by the



*Faculties of Applied Science and Medicine, Arts,
and Graduate and Postdoctoral Studies (Arts).*

Approved

NON-CREDIT CREDENTIAL PROPOSALS

See Appendix B: Curriculum Report

Sathish Gopalakrishnan
Wendy Norman

*That the Senate approves the new non-credit
program microcertificate brought forward by the
Faculty of Medicine.*

Senator Graham inquired about the academic integrity expectations in courses that used AI and whether such considerations were normally included in proposals for micro-certificates. He further observed that the microcertificate did not appear to address the potential dangers of generative AI in medicine or in classroom settings, including issues such as classroom misconduct or AI hallucinations. He noted that these concerns seemed to be mentioned only under the general category of ethics and requested additional information on how such risks were considered.

Senator Gopalakrishnan responded that the specific proposal under discussion included an explicit module covering the limitations of large language models and the potential for hallucinations, as well as how these should be addressed. He agreed that all microcertificates involving generative AI should investigate these issues and stated that this consideration would be applied to future proposals. He confirmed that the module in the current proposal addressed these limitations and emphasized that attention to such matters was particularly important in the context of healthcare.

Approved

Senator Gopalakrishnan suggested that it might be beneficial to invite guest lecturers from these courses, as their participation could contribute to the discussions.

Joint Report of the Admissions and Curriculum Committees

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



CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Sathish Gopalakrishnan
Rob Kozak

That the Senate approves and recommends to the Board of Governors for approval the new undergraduate certificate brought forward by the Faculty of Forestry.

Approved

Nominating Committee

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

PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT RESEARCH AND INNOVATION

Senator Britton reported that Senator Wendy Norman and Dean Mark MacLachlan had been appointed to the President's Advisory Committee for the Selection of a Vice-President Research and Innovation on behalf of the Senate. He thanked all Senators who had put their names forward, noting that the Committee faced a difficult decision and had engaged in careful deliberations.

Senator Britton acknowledged the challenges posed by the urgency of such requests, noting the need to support the University's business while maintaining checks and balances in the process.

The President thanked the Nominating Committee for the promptness in making the appointments, noting that the Committee was able to meet as a result. He confirmed that the position was now posted and expressed optimism for a successful search.

Teaching and Learning Committee

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

REPORT OF THE 2023 STUDENT EXPERIENCE OF INSTRUCTION WORKING GROUP

Senator Moss observed that the meeting materials contained a reference that should have read "Student Experience of Instruction." She explained that the Committee considered the report



sufficiently valuable to bring forward to Senate. She added that the report outlined recommendations intended to enhance the student evaluation instruction process.

Senator Simon Bates presented the outcome of three years of work undertaken by the cross-campus Student Experience and Instruction Working Group. He acknowledged the contributions of the PAIR team for their leadership and the more than twenty faculty and staff members who participated in the working group.

Senator Bates recalled that in 2020 the University conducted a major review of the Student Evaluation of Teaching process, as it was then named. He explained that Senate had approved a report with sixteen recommendations organized into five themes. He noted that Senate approved the Joint Senate Policy J-138 *Integrated Evaluation of Teaching* at the previous meeting and that changes to the student experience of instruction questions had been implemented and standardized across both campuses. He added that the current report addressed items three, four, and five from the 2020 Senate report.

Senator Bates described the multi-phase approach of the study. He explained that the working group comprised more than twenty faculty and staff from across both campuses and that the study included faculty interviews regarding perceptions and use of student experience of instruction data, reviews of policies and procedures at Canadian comparator institutions, analysis of text analytics tools, and quantitative analysis of three years of SEI data, representing more than a quarter million response items.

He elaborated on the findings of the faculty member interviews. He explained that instructors generally viewed SEI feedback as a useful tool for reflection and improvement but identified concerns about vague or harmful comments. He observed that many instructors described the demands associated with reading unmoderated feedback and the uncertainty surrounding how SEI results were used in high-stakes decisions such as promotion and tenure. He added that interview participants sought clearer guidance and consistent direction on the collection, interpretation, and application of SEI data.

He expanded on the issue of inappropriate comments, noting that although such comments represented a small proportion of the overall feedback, they had significant effects on instructors. He explained that the University did not have a centralized system to review SEI comments and that only a small number of inappropriate comments were removed each year. He observed that the current process relied on individual instructors to identify and report problematic comments, resulting in a decentralized approach that limited consistency and institutional accountability and placed responsibility on those most affected.

Senator Bates explained that the working group considered how to formalize a process for flagging and removing inappropriate comments. He noted that the options included continuing the current reactive approach or adopting an automated, proactive mechanism for upstream flagging. He explained that either approach required standardized review criteria and a clear



structure for oversight and appeals, which did not yet exist systematically. He reported that the working group examined systems for automated flagging of concerning comments for human review, identifying automation as the only viable approach for screening the volume of comments received each semester. He added that such a system could also support early alerts when student comments suggested concerns for student well-being. He noted that three systems were tested and that a customizable machine learning platform used at other institutions was preferred because it was less opaque and allowed training on institutional data.

Senator Bates indicated that responses to the UMI questions were overwhelmingly positive and referred to distribution data showing that the interquartile range for percent favourable responses typically fell between 80 and 95 percent. He noted that although many data points appeared below the main distribution, the dataset reflected more than 10,000 course sections, making those points a very small fraction. He explained that the results reflected positively on student perceptions of instruction, particularly with regard to the clarity of expectations.

He explained that more modest differences appeared at the course-level and across instructor rank and stream, with smaller classes and teaching-focused faculty associated with slightly higher scores. He reported that racialized instructors tended to receive slightly lower scores in undergraduate courses, though the differences were small and varied depending on other factors such as discipline and instructor stream. He contrasted previous findings in the literature with local data, underscoring the need for ongoing review of institutional data.

Senator Bates reported that the study concluded with several recommendations, including establishing a standardized comment review process with an appeals mechanism, investing in a text analytics platform to flag comments for human review, and supporting trend analysis at the departmental-, Faculty-, and university-levels.

Senator Bates identified opportunities to expand training and support. He observed that postdoctoral instructors tended to receive significantly lower ratings and suggested that this might relate to differences in access to instructional training. He indicated that there were opportunities to work with the Faculty of Graduate and Postdoctoral Studies to address these gaps. He also noted ongoing efforts to improve student preparation through collaborations with student leadership and the AMS during the period when end-of-course surveys were open.

He noted the importance of context-sensitive interpretation of SEI data as part of a holistic evaluation of teaching. He referred to the forthcoming process development work required before Joint Senate Policy J-138 *Integrated Evaluation of Teaching* took effect the following September. He reiterated the commitment to continued examination of institutional data, monitoring of bias and trends, and transparent reporting.

Dean Rob Kozak remarked that the work undertaken by the Committee was both difficult and important and expressed appreciation for the effort involved. He referred to harmful comments and noted that, anecdotally, their frequency appeared to be increasing within the Faculty of



Forestry. He acknowledged the value of the proposed technological approach to addressing such comments and asked when implementation could be expected.

Senator Bates replied that the timeline depended on securing funding, initiating a pilot, and identifying faculty members willing to opt-in so that the system's effectiveness could be assessed. He observed that the benefits of automated flagging were clear and that such an approach was the only feasible method for managing the volume of data. He indicated that the working group hoped to have a pilot-ready system within the next twelve months.

Senator Norman commented on the quality of the work and expressed concern about the data that would be uploaded into an AI platform for analysis. She noted the potential for harm to students or faculty members who might be named in confidential feedback incorporated into such systems.

Senator Bates responded that the working group shared those concerns and clarified how the system would operate. He explained that it would not involve the use of a commercial web-based platform but would rely on secured, locally run software without any transfer of data to cloud-based servers. He emphasized the need to be attentive to personally identifiable information and noted that similar systems were already in use at other research-intensive universities with comparable security and privacy safeguards. He indicated that the working group believed the system could be implemented without compromising these considerations.

Senator Steven Pelech remarked that one line referring to satisfaction being greater than twenty-five percent appeared unusual and observed that several statements in the report did not align with the data presented in the tables. He gave an example in which the narrative indicated that, at UBC Vancouver campus, racialized instructors and men instructors received lower percentages of favourable scores, whereas the tables showed men with higher scores and the lower scores appearing at the UBC Okanagan campus. He indicated that there were a few inconsistencies of this nature. He then asked for clarification on the number of comments. He explained that he raised the question because of the significant time, cost, and effort required to flag comments before instructors received them. He asked whether such investment was warranted if the number of concerning comments was extremely small. He agreed, however, that inappropriate comments should be subject to review so they were not used inappropriately in assessments of instructors.

Senator Pelech observed that some results in the report were not surprising. He noted that postdoctoral fellows, with limited teaching experience, might be expected to receive lower ratings. He added that students appeared to give higher scores to teaching-stream faculty members, which he found consistent with the teaching-intensive focus of those roles, while research-stream faculty members teaching undergraduates, particularly assistant and associate professors, appeared to receive lower ratings relative to full professors. He further observed that in graduate-level courses, students tended to rate professors higher than assistant or associate professors. He noted that this pattern was also understandable in relation to teaching



performance. He remarked that the findings related to racialized instructors were somewhat unexpected and suggested that the data might reflect discrimination or possibly broader issues connected to diversity, equity, and inclusion.

Senator Simon Bates replied by clarifying the interpretation of Table 2C, explaining that the reference data set consisted of men faculty members, and that odds ratios greater than one for some faculty members indicated they were more likely to receive higher ratings.

He reported that the PAIR team had conducted purposeful sampling of approximately 3,500 low-rated SEIs and identified 19 personal comments, none of which were classified as discriminatory. He cautioned that this sample was not comprehensive and noted that individual experiences could differ from what the sample suggested.

He observed that while differences in the data tables exist, the odds ratios generally reflected small effect sizes. He emphasized that, although it was important to examine these differences, their practical significance was limited.

Senator Adibi asked whether the report had considered interviewing students about their experience with the surveys. He inquired about the accuracy of the different tools discussed in the report, noting that the report provided limited detail on how accuracy was measured and whether the methodologies or results were publicly available. He questioned the approach to measuring bias, observing that the report appeared to treat differences between subgroups as evidence of bias. He explained that such differences did not necessarily indicate bias, particularly in the absence of a truth label in the data. He asked how the working group determined whether observed differences reflected bias.

Senator Bates responded that the working group had not yet considered interviewing students. Regarding the accuracy of the tools, he indicated uncertainty about the specific concern being referenced. Concerning bias, he clarified that the term was used in reference to studies in the literature which have sometimes claimed that these instruments are biased. He explained that while the working group did examine differences between faculty in different streams, these differences were not intended as evidence of bias but were investigated to better understand patterns in the data.

Senator Ben Britton raised concerns about labour and ethical issues related to using AI tools for analyzing student feedback. He noted that labour issues are typically under the purview of the Board of Governors, not the Senate, and highlighted that the University is in a bargaining year, which could have implications for faculty members. He expressed concern with the ethics of using AI algorithms. He referenced literature on AI content moderation, quoting Eugenia Siapera in the *International Journal of Bullying Prevention* (2022):

“The central question posed is: to what extent does the current AI moderation system of platforms address racist hate speech and discrimination? Based on a critical reading of



publicly available materials and publications on AI in content moderation, we argue that racialized people are reduced to either passive recipients of AI moderation with no significant input in the decision-making processes on racist hate speech or to low paid and even unpaid workers trying to clean up the platforms from contents that harm them.”

His concern was how such risks might translate to the University context, particularly whether AI tools for analyzing student feedback might offload potentially harmful work onto third-party systems, and what protections, guidelines, or procurement safeguards would be in place to ensure ethical and responsible use.

Senator Bates responded by explaining the envisioned use of a text analytics platform. He noted that the goal is to learn about the platform’s capabilities while recognizing the risks. He explained that the University would train models on its own data, evaluate their accuracy, and adjust them to avoid disadvantaging underrepresented groups. He highlighted a cautious, experimental approach aimed at minimizing harm while helping faculty manage large volumes of unmoderated student feedback. He also noted the human tendency to focus on critical comments over positive ones, which the AI could help address by summarizing and synthesizing the data for faculty members.

Senator Fontana questioned the favourability of the survey data, observing that the results appeared unusually high. He asked whether there might be selection bias in who completed the surveys, suggesting that students who respond to SEI surveys typically either strongly like or strongly dislike the professor. He inquired if the Committee had considered implementing midterm surveys to provide students with a more immediate incentive to provide feedback, noting that such feedback could potentially influence changes within the term. He also suggested that introducing more constructive feedback and a wider range of responses could be beneficial.

Senator Bates explained that all surveys must address selection bias. He clarified that the majority of the data in the report derived from surveys that met the recommended minimum response rates, ensuring a degree of representativeness from students. He explained that the favourable results reflected what was observed annually in reports presented to Senate regarding the overall student experience of instruction. Regarding midterm evaluations, he noted that the Committee continued to encourage their use as formative opportunities for faculty to assess course progress, but noted that these evaluations were distinct from summative end-of-course evaluations. He added that students completed end-of-course evaluations near the end of their engagement with the course, often during the last weeks and while preparing for exams. He noted that faculty members who encouraged mid-course evaluations generally experienced higher response rates in the subsequent end-of-course surveys.

Senator Siobhán McElduff observed that even a few comments in surveys could have a significant impact. She referenced a previous senator’s question regarding whether the effort required to flag a few comments was worthwhile. She noted that it did not take long to



accumulate meaningful feedback. She further inquired about potential bias, questioning how much of the survey feedback reflected aspects unrelated to teaching, such as advising students.

Senator Bates affirmed that the process was valuable if it encouraged faculty members to reflect on their teaching and engage with student feedback. He explained that many students invested considerable effort in providing thoughtful comments in end-of-course surveys. He added that faculty members often valued these qualitative comments more than the numerical scores, as they offered practical insights to help them improve their teaching.

IN CAMERA – Tributes Committee

CANDIDATES FOR HONORARY DEGREES

Adjournment

Seeing no other business, the meeting was adjourned at 8:04 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Randall Chafetz Award in Commerce

Awards totalling \$1,750 have been made available through an endowment established by Randall Chafetz (B.Com. 1982, M.B.A.) for Bachelor of Commerce students who demonstrate financial need and an interest in finance. Since his undergraduate education at UBC, Randall has had a rich and varied career in finance, becoming Vice-Chairman of Global Corporate and Investment Banking at Mitsubishi UFJ Financial Group. He is proud to support his alma mater and future leaders in the finance industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2025/2026 winter session).

Jordan Levi-Matin Memorial Award in Public Policy and Global Affairs

Awards totalling \$1,750 have been made available through an endowment established by family, friends and colleagues, in memory of Jordan Levi-Matin (1982–2025), for students in the Master of Public Policy and Global Affairs program. Students must be in good academic standing and demonstrate an intention to give back to their community upon the completion of their program. As a multidisciplinary scholar in International Relations, Middle Eastern Studies and Cultural Anthropology, Jordan's (B.A. 2004, M.A., Ph.D. 2014) academic journey was complemented by his creative pursuits in media production, journalism and documentary filmmaking. He conducted interviews with scholars and thinkers on a wide range of topics, including archaeology, philosophy, religion, psychology, morality, history and politics. Jordan was a dedicated supporter of education and believed deeply in its power to change lives, demonstrated by his commitment to offering guidance and financial support to students in under-resourced countries. The awards are made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2025/2026 winter session).

ONNI GIVES Award in Commerce for Indigenous Students

Awards totalling \$3,500 have been made available through an endowment established by ONNI GIVES for Indigenous students of Canada in the Bachelor of Commerce program. Preference will be given to Coast Salish students who live in Metro Vancouver, BC. ONNI GIVES is dedicated to supporting communities through education, housing and health initiatives. With a strong commitment to fostering opportunities for Indigenous students, ONNI GIVES aims to empower future business leaders through education. The awards are made on the



recommendation of the UBC Sauder School of Business. (First award available for the 2025/2026 winter session).

Jane Hood Memorial Award in Psychiatry

Awards totalling \$10,150 have been made available through an endowment established by Daniela Tiger, in memory of Jane Hood (1953–2021), for graduate students in the Master of Health Science in Psychiatry program who demonstrate research excellence. Preference will be given to women. Jane (Ph.D.) completed her doctorate in Psychiatry and Psychological Medicine at the University of Toronto Institute of Medical Science in 1994. Following research appointments at the Hospital for Sick Children and the Centre for Addiction and Mental Health in Toronto, Jane served as Deputy Director of Programs Branch from 1996 to 2000 at the Canadian Institutes of Health Research in Ottawa. After moving to Vancouver in 2000, she held several different roles at UBC, Simon Fraser University and the Provincial Health Services Authority working on research with mental health and addiction services, as well as she created her own consulting firm to aid researchers on their applications for peer-reviewed grant-funding. The awards are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

David C. Pritchard Memorial Award in Mechanical Engineering

Awards totalling \$5,250 have been made available through an endowment established by Alvera M. Pritchard, in memory of David C. Pritchard (1942–2022), for outstanding undergraduate or graduate students studying mechanical engineering. Preference will be given to students in the Naval Architecture and Marine Engineering program and/or students who demonstrate community involvement. David (B.A.Sc. 1966, B.Sc.) was born in BC and earned a degree in Mechanical Engineering from UBC in 1966, followed by a degree in Naval Architecture and Marine Engineering from the University of Michigan. He worked for many years at Chevron, contributing to the design, construction, and completion of tankers, and later designed private yachts and commercial vessels in Florida. He remained mindful of his humble roots and supported the education of future generations. This award recognizes his desire to assist students pursuing careers in naval engineering, naval architecture or community service. The awards are made on the recommendation of the Faculty of Applied Science 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).



Ruth Lea Taylor Bursary in Law

Bursaries totalling \$1,750 have been made available through an endowment established by Ruth Lea Taylor (B.A. 1969, LL.B. 1978) for women in the J.D. program. Preference will be given to students who are single parents. Ruth began her family law practice in 1979, where she specialized in providing legal assistance to women who experienced domestic abuse, as well as educating women and same-sex couples about their legal rights. She founded the Women in Law Dinners in 1976 which continue to be held by the Peter A. Allard School of Law. Ruth established this bursary to support and encourage women to pursue a post-secondary education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2025/2026 winter session).

Dr. Alnoor Somji Memorial Scholarship in Dentistry

Scholarships totalling \$1,800 have been made available through an endowment established by the Somji Family, in memory of Dr. Alnoor Somji (1958–2022), for outstanding students who are graduating from the Doctor of Dental Medicine program. Dr. Alnoor Somji (D.M.D. 1982) received awards for excellence in both operative and pediatric dentistry during his studies and later founded Aqua Dental Centre, where he served the North Vancouver community for over 35 years. A strong advocate for dental education and preventative care, he was committed to raising public awareness about oral health. He also valued lifelong learning, actively participated in numerous study groups and took great pride in giving back to his community. The awards are made on the recommendation of the Faculty of Dentistry. (First award available in the 2025/2026 winter session).

NEW AWARDS – ANNUAL

Agnes Hedller and Terry Smyth Award in Voice and Opera

Awards totalling \$25,000 have been made available annually through a gift from Agnes Hedller for outstanding undergraduate and graduate students in the Voice and Opera programs. The awards are made on the recommendation of the UBC 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 2025/2026 winter session).

Agnes Hedller and Terry Smyth Award in Historical Performance Practice

Awards totalling \$25,000 have been made available annually through a gift from Agnes Hedller for outstanding students in the Master of Music in Historical Performance Practice (HPP) program. The awards are made on the recommendation of the UBC School of Music, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for 2025/2026 winter session).



Arc'teryx Award in Engineering

Awards totalling \$2,000 have been made available annually through a gift from Arc'teryx for outstanding third- or fourth-year undergraduate students enrolled in an Engineering program at the Faculty of Applied Science. Preference will be given to students who demonstrate leadership, innovation and commitment to create positive change in their field and community. Founded in BC, Arc'teryx designs and manufactures technical outdoor apparel and equipment, with a focus on durable, high-performance materials and functional design. Guided by their values – 'Live It, Leave It Better, Disruptive Evolution, and Commit' – Arc'teryx has established this award to support the next generation of engineers who are pushing boundaries and driving meaningful change. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2025/2026 winter session).

First Nations House of Learning Bursary for Indigenous Students

Bursaries totalling \$1,000 have been made available annually for First Nations, Inuit, or Métis students of Canada. Preference will be given to first- and second-year students. Ordinarily, up to five recipients will receive the bursary each year. This bursary has been made possible due to a generous donation from the estate of the late Maureen Douglas. The bursaries are adjudicated by Enrolment Services, in consultation with the First Nations House of Learning. (First award available for the 2025/2026 winter session).

First Nations House of Learning Bursary for Indigenous Students with Dependent(s)

Bursaries totalling \$2,500 have been made available annually for First Nations, Inuit, or Métis students of Canada with a dependent or dependents. Ordinarily, one recipient will receive the bursary each year. This bursary has been made possible due to a generous donation from the estate of the late Maureen Douglas. The bursaries are adjudicated by Enrolment Services, in consultation with the First Nations House of Learning. (First award available for the 2025/2026 winter session).

First Nations House of Learning Leadership and Achievement Award for Indigenous Students

Awards totalling \$2,500 have been made available annually for First Nations, Inuit, or Métis students of Canada who demonstrate academic achievement, leadership and/or cultural involvement. Ordinarily, up to three recipients will receive the award each year. This award has been made possible due to a generous donation from the estate of the late Maureen Douglas. The awards are made on the recommendation of the First Nations House of Learning, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2025/2026 winter session).



George Zukerman Memorial Award in Music

Awards totalling \$2,000 have been made available annually through a gift from family, friends and the community, in memory of George Zukerman, OC, OBC, (1927–2023) for domestic undergraduate and graduate students in the School of Music who demonstrate excellence in woodwind performance. Preference will be given to students specializing in the bassoon. George, Artistic Director Emeritus of White Rock Concerts, combined a career as a bassoon soloist with work presenting concerts across Canada, including founding White Rock Concerts in 1956. He performed internationally while maintaining his role as Artistic Director and contributed to the development of young Canadian musicians, including bringing student performers to the White Rock Concert Series. The awards are made on the recommendation of the UBC 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 2025/2026 winter session).

Graduate Award in Sikh and Punjabi Studies

Awards totalling \$2,000 have been made available annually through a gift from Kamal Parmar for outstanding graduate students in the Department of History focusing their research on Sikh and Punjabi studies. Kamal established the award in the spirit of Gur Seva – the Sikh principle of selfless service to the Guru. The awards are made on the recommendation of the Department of History, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2025/2026 winter session).

Kerim Emin Yasin Kadioglu Award in East Asian Islamic Studies

A \$2,000 award has been made available annually through a gift from Dr. Murat (Matt) Kadioglu for graduate students in the Department of Asian Studies specializing in Islamic studies. Preference will be given to students whose research focuses on Islam in East Asia. 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 for the 2026/2027 winter session).

NEW AWARDS – INTERNAL

Outstanding Entrepreneurial Co-op Award in Science

Awards totalling \$5,000 have been made available annually for Science Co-op students in recognition of exceptional performance in their Entrepreneurial Co-op business venture. Recipients must demonstrate effective progress towards venture growth, operational leadership and long-term entrepreneurial outlook. All Science Co-op students registered in Entrepreneurial Co-op work terms will be considered for this award. The awards are made on the recommendation of the Faculty of Science Co-op program.



PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6748 - Sumaila-Volvo Graduate Prize in Environmental Sustainability

Rationale for Proposed Changes

As very few master's-level students apply for the award, this amendment would grant adjudicators the flexibility to consider Ph.D. students in such cases and ensure the award is given out each year.

Current Award Description

A \$4,250 prize has been made available through an endowment established by Dr. Rashid Sumaila upon being named the 2017 Volvo Environment Prize laureate, for a Master's or Ph.D. student whose peer-reviewed publications to date are expected to have the most significant impact on the field of environmental sustainability. Preference is given to students supervised by faculty members who are affiliated with the Institute for the Oceans and Fisheries; the Institute for Resources, Environment and Sustainability; or the School of Public Policy and Global Affairs. The prize will alternate each year between a Master's and a Ph.D. student. The prize is made on the recommendation of the Institute for the Oceans and Fisheries, in consultation with Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$4,250 prize has been made available through an endowment established by Dr. Rashid Sumaila upon being named the 2017 Volvo Environment Prize laureate, for a Master's or Ph.D. student whose peer-reviewed publications to date are expected to have the most significant impact on the field of environmental sustainability. Preference is given to students supervised by faculty members who are affiliated with the Institute for the Oceans and Fisheries; the Institute for Resources, Environment and Sustainability; or the School of Public Policy and Global Affairs. **Ordinarily,** the prize will alternate each year between a Master's and a Ph.D. student. The prize is made on the recommendation of the Institute for the Oceans and Fisheries, in consultation with **the** Faculty of Graduate and Postdoctoral Studies.



5440 - Campora-Hanni Scholarship in Engineering

Rationale for Proposed Changes

The donor requested that financial need be included as part of the award criteria to provide more flexible support for students. As the purpose of the endowment trust agreement was originally to support scholarships, DAE worked with OUC to bring forward a request to vary the terms of the Endowment Trust Agreement to support awards. This variation request was approved by the Board of Governors at the September 24 meeting. Accordingly, the award description is being revised to reflect this change.

Current Award Title: Campora-Hanni Scholarship in Engineering

Current Award Description

Scholarships totalling \$2,150 have been made available through an endowment established by Garry Hanni (B.Sc. 1970) and Dr. Elisabetta Campora for outstanding domestic students in the Bachelor of Applied Science program. The scholarships are made on the recommendation of the Faculty of Applied Science.

Proposed Award Title: Campora-Hanni Scholarship **Award** in Engineering

Proposed Award Description

~~Scholarships~~ **Awards** totalling \$2,150 have been made available through an endowment established by Garry Hanni (B.Sc. 1970) and Dr. Elisabetta Campora for outstanding domestic students in the Bachelor of Applied Science program. **Financial need may be considered.** The ~~scholarships~~ **awards** are made on the recommendation of the Faculty of Applied Science.

Annual Awards

Rationale for Proposed Changes

The donor would like to endow their existing annual award.

Current Award Description

A \$2500 prize is offered by Septodont of Canada Inc. to a student in the third year of the D.M.D. Program who demonstrates a thorough understanding of dental anesthesia and techniques. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Description

Prizes totalling \$1,750 have been made available through an endowment established ~~A \$2500 prize is offered by Septodont~~ **for to a third-year students** in the ~~third-year of the~~ D.M.D. Program



who demonstrates a thorough understanding of dental anesthesia and techniques. The awards are made on the recommendation of the Faculty of Dentistry.

Internal Awards

6576 - MPPGA Domestic Student Entrance Scholarship

Rationale for Proposed Changes

The faculty would like to revise the scholarships to awards and to include additional criteria.

Current Award Title: MPPGA Domestic Student Entrance Scholarship

Current Award Description

Scholarships ranging in value from \$2,000 to \$10,000 are offered annually to students who are entering the first year of the Master of Public Policy and Global Affairs program (MPPGA) and are Canadian citizens or permanent residents. Students must demonstrate exceptional academic achievement, intellectual promise, as well as impressive extracurricular and community involvement. The number and value of the scholarships awarded will vary. The scholarship is not renewable. The scholarships are made on the recommendation of the Graduate Committee of the MPPGA, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: MPPGA Domestic Student Entrance Scholarship Award

Proposed Award Description

Scholarships Awards ranging in value from \$2,000 to \$10,000 \$45,000 are offered annually to domestic students who are entering the first year of studying in the Master of Public Policy and Global Affairs program (MPPGA) and are Canadian citizens or permanent residents. Students must demonstrate a combination of academic excellence, exceptional academic achievement, intellectual promise, as well as impressive extracurricular and/or community involvement, and professional achievement. The number and value of the scholarships awarded awards will vary. The scholarship is not renewable. The scholarships awards are made on the recommendation of the Graduate Committee of the MPPGA School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies.

6577 - MPPGA International Student Entrance Scholarship

Rationale for Proposed Changes

The faculty would like to revise the scholarships to awards and to include additional criteria.

Current Award Title: MPPGA International Student Entrance Scholarship



Current Award Description

Scholarships ranging in value from \$5,000 to \$20,000 are offered annually to international students who are entering the first year of the Master of Public Policy and Global Affairs program (MPPGA). Students must be studying at UBC on a student visa (changes to citizenship status will affect award eligibility). Students must demonstrate exceptional academic achievement, intellectual promise, as well as impressive extracurricular and community involvement. The number and value of the scholarships awarded will vary. The scholarship is not renewable. The scholarships are made on the recommendation of the Graduate Committee of the MPPGA, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: MPPGA International Student ~~Entrance Scholarship~~ Award

Proposed Award Description

~~Scholarships~~ Awards ranging in value from ~~\$5,000~~ \$2,500 to ~~\$20,000~~ \$50,000 are offered annually to international students who are ~~entering the first year~~ studying in of the Master of Public Policy and Global Affairs program (MPPGA). Students must be studying at UBC on a student visa. (~~changes to~~ international citizenship student status will affect award eligibility). Students must demonstrate a combination of exceptional academic excellence achievement, intellectual promise, as well as impressive extracurricular and/or community involvement and professional achievement. The number and value of the scholarships awarded awards will vary. ~~The scholarship is not renewable.~~ The scholarships awards are made on the recommendation of the ~~Graduate Committee of the MPPGA~~ School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies.



Appendix B: Curriculum Report

FACULTIES OF APPLIED SCIENCE AND MEDICINE

New course

BMEG_V 300 (1-9) Topics in Biomedical Engineering I

FACULTY OF ARTS

New courses

POLI_V 300 (3) Current Issues in Politics; **RMST_V 317 (3)** Introduction to Translation Theories; **RMST_V 417 (3)** Professional Translation; **SPAN_V 415 (3-6)** Topics in Peninsular Literatures and Cultures; **SPAN_V 425 (3-6)** Topics in Latin American Literatures and Cultures; **SPAN_V 435 (3-6)** Topics in Global Hispanism

FACULTY OF FORESTRY

New undergraduate certificate

Undergraduate Certificate in Geomatics for Environmental Management

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses

ARST_V 518 (3) Cybersecurity, Information Assurance, and Risk Management for Library, Archival and Information Professionals; **ENGL_V 523 (3-6)** Studies in Digital Humanities; **ENGL_V 524 (3-6)** British and Irish Literatures; **ENGL_V 554 (3-6)** Indigenous Literary Studies; **ENGL_V 570 (3-6)** United States Literature; **LIBR_V 518 (3)** Cybersecurity, Information Assurance, and Risk Management for Library, Archival and Information Professionals

Revised course

LIBR_V 530 (3) Information Services in Libraries

FACULTY OF MEDICINE

New non-credit program microcertificate

Non-Credit Program Microcertificate in Natural Language Processing to Improve Patient Care