University of Victoria

Board and Board Committee Meetings
Monday February 2 and Tuesday February 3, 2026

Open Session
Tuesday February 3, 2026
11:30 a.m. – 12:00 p.m.
Senate and Board Chambers, Jamie Cassels Centre

DRAFT AGENDA

1. **Approval of Agenda**
   MOTION:
   THAT the agenda of the open session of the regular meeting of February 3, 2026 be approved.

2. **Approval of Summary Record of the Meeting held November 25, 2025** *(attached)*
   MOTION:
   THAT the summary record of the open session of the regular meeting held November 25, 2025 be approved.

3. **Business Arising from the Summary Record**

4. **Chair's Remarks**

5. **Correspondence**
   a. Canadian Association of University Teachers *(attached)*
   b. PEA, UVic Chapter, UVic Faculty Association, CUPE 4163, CUPE 951, CUPE 917, UVSS, GSS, Society for Students with a Disability (SSD) *(attached)*

6. **Acting President's Report**

7. **External Relations Report** BOG-Feb03/26-30

CONSENT

8. **Operations and Facilities Committee (Paul Ramsey)**

   a. New and Revised Awards BOG-Feb03/26-11
   MOTION:
   THAT the Board of Governors approve new and revised undergraduate and graduate awards set out in the attached document and listed below:

   - *Axelrad Avenir Award* (New)*
   - *Empresa Properties Vikes Cross Country & Track Award* (Revised)*
   - *'Stand Out from the Crowd' Prize in Physics & Astronomy* (Revised)*

- *ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship * (Revised)*
- *Bruce & Connie More Choral Music Award* (Revised)*
- *Craig Harms Bamfield Marine Sciences Centre Award* (New)*
- *Dr. Marion Porath Award in Education* (Revised)*
- *Evan and Kay Blake Scholarship (New)*
- *Helen Lansdowne Award* (New)*
- *Henry, Annie and Harry Cathcart Award* (Revised)*
- *Martin Bonham & Lloyd Howard Travel to Italy Award* (Revised)*
- *Jessie H. Mantle Fellowship in Nursing Endowment* (Revised)*
- *Judy Payne Memorial Award (Revised)*
- *Martha Carlsen Entrance Award* (New)*
- *Robin and Jane Hall Business Award* (New)*
- *Samit & Reshma Sharma Scholarship in Mental Health and Addiction* (Revised)*
- *Sheila Ryan and Eileen Ryan Award in Child and Youth Care* (Revised)*
- *Vic Scott Award in Voice Accompaniment* (Revised)*
- *Warren Magnusson Graduate Scholarship in Political Theory* (New)*
- *Yvonne Allen Cancer Research Scholarship* (Revised)*
- *Black Student Leadership Entrance Award (Revised)*
- *Arbutus Law Group Award (New)*
- *CFUW Victoria Margaret Lowe Memorial Scholarship* (Revised)*
- *Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)*
- *Eleanor Mitchell Allen Award in Nursing* (Revised)*
- *Excellence in Math Scholarship*(Revised)*
- *Jim Ounsworth Undergraduate Award for Indigenous Part-time Students (Revised)*
- *Qukin Scholarship – Joyce Green and James Johnson * (Revised)*
- *Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)*
- *Phyllis Margaret Wilson Scholarship* (New)*
- *Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)*
- *Royal Canadian Legion Award (New)*
- *The Ann Scarfe Award in Biology Field School* (New)*
- *Youson Vikes Soccer Annual Award (New)*
- *Harold Serson Scholarship for Women in Engineering (New)*

** Administered by the University of Victoria Foundation*

b. Proposal to establish a non-credit Certificate in Gerontology BOG-Feb03/26-12

MOTION:

THAT the Board of Governors approve the proposal to establish a non-credit Certificate in Gerontology, as described in the document "Certificate in Gerontology", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

c. Proposal to establish a non-credit Certificate in Trade and Construction Management BOG-Feb03/26-16

MOTION:

THAT the Board of Governors approve the proposal to establish a non-credit certificate in Trade and Construction Management, as described in the document "Certificate in Trade and Construction Management", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

d. Proposal to establish a Minor, General and Major in Media Studies (MDIA) BOG-Feb03/26-32

MOTION:

THAT the Board of Governors approve the proposal to establish a Minor, General, and Major in Media Studies (MDIA), as described in the document "Minor, General, and Major in Media Studies (MDIA), and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

e. Proposal to establish a Master of Community Planning Program BOG-Feb03/26-33

MOTION:

THAT the Board of Governors approve the proposal to establish a Master of Community Planning program, as described in the document "Master of Community Planning", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

f. Proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology BOG-Feb03/26-15

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology, as described in the document "Discontinuation of the BSc Programs in Biochemistry and Microbiology".

g. Proposal to establish a Bachelor of Science degree in Molecular Life Sciences BOG-Feb03/26-14

MOTION:

THAT the Board of Governors approve the proposal to establish a Bachelor of Science degree in Molecular Life Sciences, as described in the Document "Bachelor of Science degree in Molecular Life Sciences", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

h. Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences BOG-Feb03/26-13

MOTION:

THAT the Board of Governors approve the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences, as described in the document "School of Molecular Life Sciences".

i. Status Report on Capital Projects BOG-Feb03/26-08a

Pro Forma Motion:

THAT the above items be approved by the Board of Governors by consent.

REGULAR

9. Finance Committee (Jyoti Stephens)

a. University of Victoria Staff Pension Plan – New Responsible Investment Policy and Annual Policy Reviews BOG-Feb03/26-06

MOTION:

THAT the Board of Governors approve and adopt the Staff Pension Plan Responsible Investment Policy attached hereto, effective February 3, 2026.

THAT the Board of Governors approve and adopt the changes shown in the redlined version of the Staff Pension Plan Governance Policy attached hereto, effective February 3, 2026.

THAT the Board of Governors approve and adopt the changes shown in the redlined version of the Staff Pension Plan Statement of Investment Policy and Procedures attached hereto, effective February 3, 2026.

10. Operations and Facilities Committee (Paul Ramsey)

a. Policy for the Establishment, Review and Closure of Research Centres (RH8300) BOG-Feb03/26-34

MOTION:

THAT the Board of Governors approve the proposed revisions to the policy for the Establishment, Review, and Closure of Research Centres (RH8300).

11. Other Business

Adjournment

Board and Board Committee Meetings
Monday November 24 and Tuesday November 25, 2025

University of Victoria

Open Session
Tuesday November 25, 2025
Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

Present: Brian Cant, (Chair), Samantha Allan, Marion Buller, Erin Campbell, Christina Clarke, Roshan Danesh, Val Napoleon, Erinn Pinkerton, Paul Ramsey, Jyoti Stephens, Robina Thomas, Ivan Watson, Ada Saab for Carrie Andersen (Secretary)

By Invitation: Dane Berry (for part), Elizabeth Croft, Alexandra D'Arcy (for part), Chris Horbachewski, Lisa Kalynchuk, Lalita Kines, Kristi Simpson

Regrets: Carrie Andersen, Param Bhatti, Marne Jensen

Call to Order: The meeting was called to order at 11:00 a.m.

1. **Approval of Agenda**
MOTION: (J. Stephens/S. Allan)
THAT the agenda of the open session of the regular meeting of November 25, 2025 be approved.

CARRIED

2. **Approval of Summary Record of the Meeting held September 23, 2025**
MOTION: (I. Watson/V. Napoleon)
THAT the summary record of the open session of the regular meeting held September 23, 2025 be approved.

CARRIED

3. **Business Arising from the Summary Record**
There was none.

4. **Chair's Remarks**
The Chair provided a territorial acknowledgement. He mentioned the approaching Giving Tuesday fundraising event and wished students success with their final projects and exams.

5. **Correspondence**
There was none.

6. Acting President's Report

Robina Thomas, Acting President and Vice-Chancellor provided a report.

R. Thomas began her report noting that on November 10 and 12, UVic held four Convocation Ceremonies and two Indigenous Recognition Ceremonies, conferring more than 1500 degrees, diplomas and certificates. She thanked the volunteers who steward the students in and across the stage and acknowledged the Ceremonies and Events team and all the people behind making convocation happen.

R. Thomas announced that on October 8, Elders, Chiefs, Knowledge Keepers, community members, faculty, staff, students, alumni, members of the judiciary and legal profession, and government representatives came together for an event to celebrate the Centre for Indigenous Laws. She mentioned how several trees that had to be cut to clear the land were incorporated into the building, speaking about sacred cedar. She noted that the work of Indigenous legal orders is important for the future leaders and the world and that on November 26, she would be participating in the Next Steps: Rebuilding Indigenous Law event, an Indigenous-led initiative to renew and rebuild Indigenous legal orders across Canada. R. Thomas thanked Val Napoleon for her leadership with the program.

R. Thomas reported that the offices of the Vice-President Academic and Provost, Vice-President Finance and Operations, and the Budget Model Working Group hosted an information session on UVic's proposed budget model. She mentioned the session was a very well attended but anyone who was not able to attend could watch a recording of the presentation as well as read more information on the budget model webpage.

At the end of October, R. Thomas reported that the Equity and Human Rights Office curated their annual 5 Days of Action, a week-long event aimed at amplifying the work groups, units and organizations are doing to create a more diverse, inclusive, and equitable campus and community. R. Thomas thanked the staff of Equity and Human Rights Office for coordinating the annual event.

R. Thomas reminded the Board that the University of Victoria is a proud supporter of the United Way BC. She noted that each year UVic runs a series of events with the focus of fundraising and raising awareness to help support vulnerable individuals and communities across the province by providing essential services and resources. R. Thomas noted that the 2025-26 campaign was already underway with the annual Artisans Market.

Regarding awards, R. Thomas announced the following celebrations:

- Sarah McQuillan from the department of Co-op and Career received the North Star Award from the Canadian Bureau for International Education.
- The International, Indigenous and Accessibility Co-op and Career Team won the Sustainable Development Leadership Award from the Canadian Bureau for Internation Education.
- Dr. Trevor Lantz and Master's graduate Tracey Proverbs from the School of Environmental Studies, won the 2025 Frederik Paulsen Arctic Academic Action Award.
- Dr. Francis Juanes from the Department of Biology won the Lieutenant Governor's Award for Maritime Achievement.

In terms of Vikes athletics, R. Thomas was happy to report the following achievements:

- The women's cross-country team won the U SPORTS Cross Country Championship in Sherbrooke, Quebec, for the first time in 24 years.
- Madelyn Eybergen won the gold medal and was named U SPORTS Athlete of the Year, while head coach Hilary Stellingwerff was named U SPORTS Women's Coach of the Year.
- Second-year men's golfer Owen Croft took first place overall at the Canada West Golf Championship in October.
- Women's rugby head coach Brittany Waters was named U SPORTS Coach of the Year, and Carissa Norsten was named U SPORTS Player of the Year. Women's field hockey player Libby Hogg earned Player of the Year honours.

Finally, R. Thomas was saddened to note that the university flags were lowered on October 20, 2025, to mark the passing of Elder Dr. Elmer Seniemten George. The university honours his legacy as a Language Keeper, cultural guide, and spiritual leader from the Songhees Nation.

7. External Relations Report BOG-Nov25/25-20

Chris Horbachewski, Vice-President External Relations presented the report as circulated.

There were no questions.

CONSENT

8. Operations and Facilities Committee (Paul Ramsey)

a. New and Revised Awards BOG-Nov25/25-10

MOTION:

THAT the Board of Governors approve new and revised undergraduate and graduate awards set out in the attached document and listed below:

- Mia Gucci Gunter Spirit Vikes Women's Soccer Annual Award (New)
- Jean (Nicholson) and David Johnstone Chabassol Award in Education* (Revised)
- Wuhan Britain-China International School, China, Entrance Scholarship (New)
- Majestic International College Guangzhou, China, Entrance Scholarship (New)
- Doug Koch Memorial Award (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Royal Jubilee Hospital School of Nursing Alumnae Assoc Student Award* (Revised)
- Patty Clarke Award for Students with a Physical Disability* (New)
- Law Class of 1994 Prize in Indigenous Field Study (Revised)
- Vikes Women's Field Hockey Spirit Award* (New)
- Agamemnon Kasapi and Family Scholarship* (Revised)
- Georgi Ignatov MBA in Sustainable Innovation Scholarship (Revised)
- CIC Victoria Scholarship (Revised)
- Marilyn McCrimmon Scholarship* (Revised)
- Robert & Norah Wallace Commemorative Scholarship* (Revised)
- Gerald H. Sedger Undergraduate Scholarship* (New)
- Ross & Stephanie Bailey Graduate Award* (New)
- Alan Steven John Award in Visual Arts (Revised)
- Charles S. Humphrey Graduate Student Scholarship* (Revised)
- Coastal Climate Solutions Leaders Graduate Scholarship in BC Biodiversity Conservation (New)
- David F. Strong Research Scholarship* (Revised)
- Dr. Larry McCann Award for Interdisciplinary Leadership in Geography (New)
- Faculty of Humanities Travel and Learning Award (Revised)
- Gerald H. Sedger Graduate Scholarship* (New)
- Graduate Economics Scholarship for Women (New)
- Harambee Refugee Award (Revised)
- Ian Manners Materials Scholarship* (New)
- Mark Krasnick Leadership Award* (Revised)
- Salish Weave Indigenous Education Award (New)
- Salish Weave Visual Arts Award (New)

• Sydney Bednarik Mental Health Foundation Scholarship (New)
• Women Continuing in Engineering and Computer Science Award (New)
• Black Student Leadership Entrance Award (New)
• CFUW Victoria Graduate Scholarship in Health* (New)
• Satir-Banmen-Lum Counselling Psychology Scholarship (Revised)
• American School of Monterrey, Mexico, Entrance Scholarship (Revised)
• Bainbridge High School, USA, Entrance Scholarship (Revised)
• Ballard High School, USA, Entrance Scholarship (Revised)
• BC Provincial Court Judges' Association Bursary (New)
• Beacon Academy, Jakarta, Entrance Scholarship (Revised)
• Bill and Coline Neilson Legacy Fund Award* (New)
• Bunbury-Sheffield Global Engagement Award (New)
• Bunka Suginami Canadian International School, Japan, Entrance Scholarship (New)
• Canadian International School, Vietnam, Entrance Scholarship (Revised)
• Canadian International School of Hong Kong Entrance Scholarship (New)
• David Stewart Book Prize for Counselling* (Revised)
• Delhi Public School R.K. Puram, New Delhi, Entrance Scholarship (Revised)
• Don Bosco High School, Mumbai, Entrance Scholarship (Revised)
• Escuela Tomás Alva Edison, Mexico, Entrance Scholarship (New)
• Fawn Lily Scholarship* (New)
• G.D. Goenka Public School, New Delhi, Entrance Scholarship (Revised)
• Greengates School, Mexico, Entrance Scholarship (Revised)
• Indus International School, Pune, Entrance Scholarship (Revised)
• Ingraham High School, USA, Entrance Scholarship (Revised)
• International School Bangkok, Thailand, Entrance Scholarship (New)
• International School Kuala Lumpur, Malasia, Entrance Scholarship (New)
• International School, Manila, Entrance Scholarship (Revised)
• Jamnabai Narsee School, Mumbai, Entrance Scholarship (Revised)
• Joyce Family Foundation Award (Revised)
• King Kekaulike High School, Hawaii, Entrance Scholarship (New)
• Kodaikanal International School, India, Entrance Scholarship (Revised)
• Le Hong Phong High School for the Gifted, Vietnam, Entrance Scholarship (Revised)
• Lincoln School, Costa Rica, Entrance Scholarship (New)
• Majestic International College Guangzhou, China, Entrance Scholarship (New)
• Mark Krasnick Leadership Award* (Revised)
• Mercer Island High School, USA, Entrance Scholarship (Revised)
• Muriel Ford Memorial Bursary* (Revised)
• Ray and Marilyn Jones Undergraduate Award for Single Parents Endowment* (New)
• Rhonda Rae Shaw Children's Literacy Award* (New)

• Roosevelt High School, USA, Entrance Scholarship (Revised)
• Ross & Stephanie Bailey Undergraduate Award* (New)
• Ruth McDonald and Gordon Webster Award (New)
• Saigon South International School, Vietnam, Entrance Scholarship (New)
• Shihoko Hollander Scholarship* (New)
• Soleil Brooks Vikes Women's Rugby BIPOC Award (New)
• Springdales School, India, Entrance Scholarship (Revised)
• St. Andrews International School, Thailand, Entrance Scholarship (Revised)
• Stonehill International School, India, Entrance Scholarship (Revised
• Taipei Kuei Shan School, Taiwan, Entrance Scholarship (New)
• The American School Foundation, Guadalajara, Entrance Scholarship (Revised)
• The American School Foundation, Mexico City, Entrance Scholarship (Revised)
• The American School of Puerto Vallarta, Mexico, Entrance Scholarship (Revised)
• The International School of Macau Entrance Scholarship (New)
• United Nations International School of Hanoi, Vietnam, Entrance Scholarship (Revised)
• University of Victoria Alumni Association Graduate Scholarship* (Revised)
• Woodstock School, India, Entrance Scholarship (Revised)
• Wuhan Britain-China International School, China, Entrance Scholarship (New)
• Yokohama International School, Japan, Entrance Scholarship (New)

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b. Proposal to Discontinue the Joint Supervised Individual PhD (JSIP) Program BOG-Nov25/25-22

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Jointly Supervised Individual PhD (JSIP) program (Co-Tutelle), as described in the memorandum dated September 22, 2025.

c. Proposal to Discontinue the Non-credit Professional Specialization Certificate in Population Health Data Analysis BOG-Nov25/25-13

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Non-credit Professional Specialization Certificate in Population Health Data Analysis, as described in the document "Professional Specialization Certificate in Population Health Data Analysis (non-credit)".

d. Proposal to Establish an Engineering and Computer Science (ECS) LaunchPad program BOG-Nov25/25-23

MOTION:

THAT the Board of Governors approve the proposal to establish an Engineering and Computer Science (ECS) LaunchPad program, as described in the document "ECS LaunchPad", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

e. Annual Report on the Status of External Reviews of Academic Units BOG-Nov25/25-12

f. Due Diligence Report – Facilities Management BOG-Nov25/25-07

g. Status Report on Capital Projects BOG-Nov25/25-06a

9. Finance Committee (Jyoti Stephens)

a. Approval of Program Fees for Engineering and Computer Science (ECS) LaunchPad Program BOG-Nov25/25-29

MOTION:

THAT the Board of Governors approve the proposed program fees for the Engineering and Computer Science (ECS) LaunchPad Program, contingent on approval of the program.

Pro Forma Motion: (I. Watson//M. Buller)

THAT the above items be approved by the Board of Governors by consent.

CARRIED

REGULAR

10. Operations and Facilities Committee (Paul Ramsey)

a. 2025/26 Enrolment Analysis Report BOG-Nov25/25-14

P. Ramsey noted the annual report highlights current and future strategies and initiatives in support of healthy enrolments at UVic.

b. Report on Student Financial Aid 2024/25 BOG-Nov25/25-21

P. Ramsey reported that the commitment of additional funding over the past ten years has made it possible to increase both the value and number of undergraduate scholarships and awards and bursaries.

c. Annual Report on Non-Academic Misconduct, Allegations and Resolutions BOG-Nov25/25-15

P. Ramsey stated that a major theme of this report is the move to prioritizing informal resolutions. He noted there was increase in allegations this year and commented on the rationale provided for this.

d. Rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500) BOG-Nov25/25-16

P. Ramsey noted that with the establishment of the Faculty of Health, the Division of Medical Sciences was disestablished, and this policy is no longer required.

MOTION: (B. Cant/ C. Clarke)
THAT the Board of Governors approve the rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences policy (GV0500).

CARRIED

e. 2025 Report on Rankings and Reputation BOG-Nov25/25-17

Lisa Kalynchuk, Vice-President Research and Innovation introduced Dane Berry, Director of Research Analytics and Impact, and Alexandra D'Arcy, Associate Vice-President Research. D. Berry and A. D'Arcy presented the current university ranking status, as well as strategies on how to improve.

In response to a question regarding what would be included in an ideal ranking process, D. Berry stated that there currently there is a group of experts looking at different outputs. There isn't an easy way to cut across all institutions globally. A. D'arcy added that the local impact of an institution is not visible at the global level. The More Than Our Rank initiative takes into consideration impact factors, like social impact. Looking at things UVic is doing that defines UVic and are world class.

L. Kalynchuk added that removing the reputational survey would help. The survey elevates old large universities that get lots of votes. In the Times Higher Education rankings, there is no reputational survey component and UVic does well. In others, the reputational survey carries a lot of weight.

In response to a question on the opportunities for transnational education to impact rankings, D. Berry stated that there are more connections abroad and the greater the likelihood that people will vote for UVic in reputation surveys. E. Elangovan has noted this is a challenge for UVic. Universities with stronger reputations then UVic are where international students gravitate towards. It needs to be an institutional effort, with all portfolios at the table.

A discussion took place on building an institute's own rankings based on data that can be sold back to the institution.

P. Ramsey thanked D. Berry and A. D'Arcy for the presentation.

f. Equity and Human Rights Annual Report 2024/25 BOG-Nov25/25-01

P. Ramsey stated the report will be publicly available.

11. Other Business

There being no other business, the meeting adjourned at 11:39 a.m.

Outlook

Brian Cant, Chair, Board of Governors; UVic Admin: Bargain a fair deal now

From Canadian Association of University Teachers via New/Mode
Date Wed 2026-01-21 8:35 PM
To Kim Kennard - Board Coordinator and Executive Assistant

Brian Cant, Chair, Board of Governors,

420 people have signed a petition on New/Mode telling you UVic Admin: Bargain a fair deal now.

We, the undersigned, are deeply concerned by reports that the University's bargaining team has made only limited progress in negotiations with the Faculty Association (FA), despite bargaining having been underway since May 2025. We are particularly troubled that the University's bargaining team sought to move the process into mediation prematurely, before responding to many outstanding proposals and before providing the FA with a meaningful opportunity to present its key proposals regarding salary and benefits. **We therefore call on** the University's bargaining team to respond promptly and constructively to the numerous articles on which the FA bargaining team is still awaiting a response.We further call on the University's bargaining team to engage seriously with the FA's proposals addressing growing and inequitable workloads among faculty and librarians. This is a critical issue affecting members' health and work–life balance. Increases in workload, especially when coupled with reductions in institutional support, also undermine the quality of education that FA members are able to provide to students. We **expect** the University's bargaining team to engage constructively with the FA in addressing the risks posed by technological change and increased surveillance to academic freedom, professional autonomy, and working conditions. Given the University's frequently stated commitments to equity, diversity, inclusion, anti-racism, and decolonization, **we require** that the administration cease rejecting equity-related proposals out of hand. Instead, it must provide substantive and constructive responses that demonstrate a genuine commitment to equity. Such commitments include, but are not limited to, increasing the number of on-campus childcare spaces, meaningfully addressing the serious concerns raised by BPOC and Indigenous members, and supporting FA involvement in the oversight of equity and decolonization initiatives on campus. Finally, we are **looking for immediate action by the administration** in the current round of bargaining to refrain from pursuing further measures that undermine faculty and librarian autonomy. Rather, it should work collaboratively with the FA's bargaining team to address and bridge the growing divide between FA members and the administration.

We will be awaiting your response to this issue.

You can view the petition here:
https://win.newmode.net/canadianassociationofuniversityteachers/uvicadminbargainafairdealnow

Thank you,

Canadian Association of University Teachers

Here are all the people who have signed this petition:

- Nathan Todd - Langford, BC
- Lynne Marks - Victoria, BC
- Sarah Nutter
- Michelle Miranda
- Amy Verdun - Victoria, BC
- Misao DEAN
- Richard Pickard - Victoria, BC
- Travis Martin
- Jason Collins
- Mark Nugent
- Jaehee Yi
- John Durno
- Simon Minshall
- Robert Kowalewski
- Christopher Douglas - Victoria, BC
- Min Sun
- Saursbh Chitnis
- Ben Wang - Victoria, BC
- Lisa Reynolds
- Jan Kietzmann
- Kristan Jensen
- Alexandra Branzan Albu
- Colette Smart - Victoria, BC
- Edosdi-Judy Thompson
- Peter Dietsch - Victoria, BC
- Thomas Baker
- Ewa Czaykowska
- Natalie Ban
- catherine Caws
- Christina Hoicka
- Adam Jonathan Con
- Rebecca Halliday
- Kirstin Lane
- Lenora Marcellus
- Beatriz de Alba-Koch
- Stephen Tuffs
- CindyAnn Rose-Redwood
- Richard van Oort
- Peter Cook - Victoria, BC
- Nancy Shackelford
- Sarah McGill - Victoria, BC
- Megan Dickie

- Sandra Gibbons
- Leanne Kelly - Ladysmith, BC
- Mike Ma
- Sang Nam
- Suzanne Urbanczyk
- David Kennedy
- Jon Husson
- Allie Slemon
- David Boudinot
- Barbara Ehlting - Victoria, BC
- Tracey Lavoie
- Issa Traore
- Caterina Valeo
- Marilou Gagnon
- Tamara Humphrey
- Marcelo Laca
- Douglas Stuart
- Colin Chia
- Terri Lacourse
- Teresa Dawson
- Andrew Fraass
- Helen Monkman
- Karolina Valente - Victoria, BC
- Ruohong Jiao
- Lyndze Harvey
- Jason Lee
- Anita Prest - Victoria, BC
- Rishi Gupta - Victoria, BC
- Janelle Jenstad
- Valerie Irvine
- Brianna Turner - Shawnigan Lake, BC
- Simon Glezos
- Reuven Gordon
- Alok Kumar
- Helga Thorson
- Hongchuan Yang
- Nicole Templeman
- Simon Devereaux - Victoria, BC
- Marie-Eve Tremblay - Victoria, BC
- Bruce Ravelli
- Silvia Colás Cardona
- Jane Butterfield
- Monique Grenier
- Gregory Scofield
- Heather Russell
- Stephanie Willerth
- Brock Smith
- Diane Dakers
- Adel Guitouni

- Andrew Murray - Victoria, BC
- Emma Hutchinson
- Gregory Owens
- Onowa McIvor
- Sujin Lee
- Miguel Nacenta - Victoria, BC
- Justin Wiltshire
- Sana Shuja - Langford, BC
- Lisa Hall
- Timothy Iles
- Ryan Gawryluk
- Anthony Quas
- Jessica Mussell - Victoria, BC
- Eric Hochstein
- Daniela Constantinescu
- Mark Laidlaw
- Tsung-Cheng Lin
- TRI PHUONG
- Iain Higgins
- Jill Robinson
- Ilamparithi T
- Jon Noel - Victoria, BC
- Zuomin Dong
- Karen Courtney
- Lorelei Newton
- Morgan Mowatt
- Clifford Roberts
- Kin Li
- Mohsen Akbari
- Edwin Nissen
- Ekaterina Rhodes
- Keivan Ahmadi
- Sarah Macoun
- David Goluskin
- Kurt McBurney
- John Meldrum
- Trefor Bazett - Victoria, BC
- Anastasia Mallidou
- Audrey Yap
- Bill Blair
- Steven Capaldo
- Yin Lam - Victoria, BC
- Darlene Clover
- Bill Bird
- Billie Allan
- Nigel Lou
- Danu Stinson
- Erin-Lee McGuire
- Nina Belmonte - Victoria, BC

- Jon Woodend
- Kelly Richardson
- Richard Fox
- FLAVIO FIRMANI
- Kimberly Speers - Mill Bay, BC
- Charlotte Schallié - Victoria, BC
- Charles Perin
- Sara Beam
- Thea Cacchioni
- Jae-Yung Kwon
- Caitlin Keenan - Victoria, BC
- Martin Adam - Salt Spring Island, BC
- Serguei Ekeltchik
- Samuel Wong
- Conrad Alexandrowicz - Victoria, BC
- Feng Xu
- Janna Promislow
- Fred Chou
- Ian OConnell
- Lisa Chalykoff
- Kevin Kerr - Esquimalt, BC
- Jim Tanaka
- James Rowe - Victoria, BC
- Levi Smith
- Marco Cozzi
- Michael Elliott
- Laura Dutton
- Timothy Hopper - Victoria, BC
- Tatiana Gounko - Victoria, BC
- Christine O'Bonsawin
- Rachel George
- Jane Morrison
- Benjamin Neal - Victoria, BC
- Stephen Ross
- Cheryl Aro
- Sonya Bird
- David Leitch - Victoria, BC
- Pia Russell - Victoria, BC
- Brandon Haworth
- John Archibald
- Emily Nickerson
- Merrie Klazek
- Daromir Rudnyckyj - Victoria, BC
- Mara Marin
- Jean Buckler
- Megan Ames
- Michelle Bonner - Victoria, BC
- Maria Acuña
- Donald Versluis - Saanich, BC

- Louise Chim
- Corey Davis
- Sandrina Carere
- Boualem Khouider
- John Lutz
- Ralph Evins
- L. Huang
- Todd Kettner
- William Carroll
- Matthew Moffitt
- Anne-Sofie Ahm
- James Lawson - Victoria, BC
- Randall Scharien
- Mariel Grant - Victoria, BC
- Pierre-Luc Landry - Victoria, BC
- Theone Paterson
- Rana El-Sabaawi
- Adam Monahan - Victoria, BC
- Rick Leong
- Suzan Last
- Elena Pnevmonidou
- Dante Canil
- Ian Putnam
- Benjamin Anderson-Sackaney - Victoria, BC
- Astrid Brousselle
- Thomas Land - Victoria, BC
- Justin Leifso
- Hector Vazquez
- Brendan Burke - Victoria, BC
- Allyso Hadwin
- Heather Castleden
- Ricardo Flores - Langford, BC
- Ulf Schuetze
- daniel BM
- chris goto-jones
- Helen Kurki
- Peter Oshkai
- Scott Johnston
- Sarah Marie Wiebe
- Dennis Lee
- Tobias Junginger - Victoria, BC
- Kim Daly
- Breanna Lawrence
- Carmen Alatorre - Victoria, BC
- Vera Caine
- Doris Kakuru
- Kathryn Mockler - Victoria, BC
- Dan Russek
- Zaheera Jinnah

- Abdollah Vahabpour-Roudsari
- Liana Victorino
- Nikolai Dechev
- Inba Kehoe
- Shanne McCaffrey
- Suzanne Snizek
- Mo Bradley - VICTORIA, BC
- Magdalena Kay
- Catherine Leger
- Sheila Rabillard - Victoria, BC
- Andrea MCKENZIE
- Brenda Mishak
- Erin Campbell
- Andrew Wender
- Rebecca Gagan
- Jill Walshaw - Victoria, BC
- Scott McIndoe
- Matt Pollard
- Daler Rakhmatov
- Phalguni Mukhopadhyaya
- Mélissa Gauthier
- Alexis Luko - Victoria, BC
- Lee Henderson
- Emile FROMET DE ROSNAY
- Tina Bebbington
- Oliver Schmidtke - Victoria, BC
- Mariya Goncheva
- Rogério de Sousa
- Mehmoona Moosa-Mitha
- Michael Paskevicius
- Dawn Smith
- Rachel Cleves - Victoria, BC
- Sara Humphreys
- Ben Nadler
- Jentery Sayers - Victoria, BC
- Pamela Highbaugh Aloni
- David Berg
- Samantha Corrington
- Aditi Gupta
- Jason Colby
- Heather Dean - VICTORIA, BC
- Steve Perlman
- Jeff Masuda
- Beth Stuart
- Brian Christie
- Peter Constabel
- Celina Berg
- Angie Chau
- Kim McLean-Fiander

- Carey Newman
- Lina Zhou
- Karen Urbanoski
- Ingrid Handlovsky
- Peyman Vahabzadeh
- Martin Bunton
- Allan Mitchell
- Melia Belli
- Marc Klimstra
- Anthony Vickery
- Gina Starblanket
- ann-elise lewallen - Victoria, BC
- Eva Kwoll
- Kara Shaw - Victoria, BC
- Lincoln Shlensky
- Evelyn Feldman
- Natasha Reid - Esquimalt, BC
- Loren McClenachan
- Denise Cloutier - Victoria, BC
- Sara Harvey
- Davina Bhandar
- Roberta Hamme
- Lara Lauzon
- Paul Schure
- Jin-Sun Yoon
- marlea clarke
- Jennifer Nutton - Victoria, BC
- Rita Dhamoon
- Justin Harrison
- Teseo Schneider
- Caren C. Helbing
- Kelly Aguirre
- Ying Liu
- Scott Watson
- Jutta Gutberlet - Victoria, BC
- Iain McKechnie
- Gregory Rowe
- Sara Ramshaw
- Matt James
- waaseyaa'sin Christine Sy - Victoria, BC
- Anita Girvan
- Zhongping CHEN - Victoria, BC
- Crystal Tremblay
- Nishant Mehta
- Michael Raven
- Chase Joynt
- Alejandro G. Sinner
- James Young
- Sudhir Nair

- Yang Shi
- David Atkinson
- Colin Goldblatt
- Pablo Restrepo Gautier
- Linda Shi - Victoria, BC
- Ibrahim Numanagic
- Lara Wilson
- Jen Schmidt
- Sarah Zheng
- Felix Pretis
- Tim Anderson
- Katherine Achacoso
- Sardar Malek
- Xiaodai Dong
- George Tzanetakis
- Alison Parker - Victoria, BC
- Craig Brown
- Patrick Du Wors - Victoria, BC
- Ann Elliott-Goldschmid
- Bruce Kapron
- Yasmine Kandil
- Sarah Hunt
- Adam Krawitz - Victoria, BC
- Sarah Wright Cardinal
- Shane Book
- Lianne McLarty
- Sarah Miller
- Barbara Hawkins
- Annabree Fairweather - Port Moody, BC
- Lynelle Yutani - Victoria, BC
- Tiffany McLaughlin
- Steven Nixon
- Stephen Portman
- Amal Vincent
- Laurel Bowman
- JEan-Paul Restoule
- Laura Parisi
- Christian Van Buskirk
- Real Roy
- Jennifer Thom
- Gara Pruesse
- Kenneth Christie - Victoria, BC
- Michael LINES
- shane randall
- Lucinda Brown
- ANDREA WALSH
- Ryan Hilperts
- John White
- Shemine Gulamhusein

- Dustin Olender
- Chad Williams
- Stan Dosso
- Pascal Courty
- Marita Dachsel
- Raad Nashmi
- Alison Chapman
- Asad Kiyani
- Maneesha Deckha
- Jeremy Wulff
- Ryland Giebelhaus
- Heather Buckley
- Alexandrine Boudreault-Fournier
- Katherine Elvira
- Alison Shields
- Mitchell Parry
- Jeff Corntassel - Victoria, BC
- Tara Troy
- Deborah Campbell
- Irina Paci
- Jodi Streelasky - Victoria, BC
- Thiti Jamkajornkeiat - Victoria, BC
- Arif Babul
- Dana McFarland
- Benjamin Butterfield - Victoria, BC
- Tom Gleeson
- Kui Wu
- Asmita Sodhi
- Ulrich Mueller
- Rachel Brown
- Daniel Rondeau
- Emma Swan
- Ke Xu
- Nelson Lam
- David Castle

Date: January 20, 2026

From: PEA, UVic Chapter, UVic Faculty Association, CUPE 4163, CUPE 951, CUPE 917, UVSS, GSS, Society for Students with a Disability (SSD)

Re: Petition re Accommodation Issues at UVic

To: Brian Cant, Chair, Board of Governors, University of Victoria

In early September of this year, all of the major unions on campus (the PEA, the Faculty Association, CUPE 4163, CUPE 951 and CUPE 917, and major student groups (The UVSS, the Society for Students with a Disability (SSD), the GSS, and a range of smaller student groups, worked together on a major issue of shared concern – the problems with the way the UVic senior administration is handling the issue of student accommodation. We are aware that the number of students with disabilities who require accommodation is increasing at UVic, as elsewhere in postsecondary institutions across Canada. However, we are concerned with the manner in which UVic is addressing this matter. This is not just a policy problem—it's a human rights issue. Under the BC Human Rights Code and the Accessible BC Act, UVic is legally obligated to remove barriers to education and provide reasonable accommodations for students with disabilities.

The UVic administration is encouraging instructors to move towards what they term "accessible education," usually understood as involving classes set up in terms of Universal Design for Learning, or UDL. Classes and assessments organized along UDL principles can make learning more accessible to more students, but for this to be effective it must be done carefully and well. And this requires resources. UDL is also not the solution for all. Many courses continue to require timed assessments to allow students to succeed in achieving the learning outcomes required of those courses. And some forms of UDL can work with timed assessments (such as Universal Extra Time), but this also must be done carefully to be effective and fair.

Under the direction of VPAC, UVic is moving faster in the direction of "accessible education," encouraging the use of UDL, than any other Canadian universities. Other universities are also facing the pressures of increased need for accommodations, but most do not seem to be reducing the availability of accommodations for students in the name of moving towards "accessible education."

VPAC is clear that financial pressures are forcing them to move in the direction of reducing available accommodations, or downloading more of these accommodations onto individual instructors. Significant reductions in hours that CAL is open to support assessments coupled with the shift of "simple accommodations" such as extra time and distraction reduction to OREM have reduced the support that OREM provides for various kinds of assessments., Accommodated assessments are now often downloaded onto instructors with very little notice. VPAC also continues to state that the OREM supports are only temporary, with the assumption being that the University will move to a more fully accessible campus which will not require OREM support. This is not a realistic assumption and will leave students without the accommodations they need. Students are concerned about the reductions in accommodated supports and the

limitations of some elements of UDL, such as Universal Extra Time (UET). Some students have noted that a fair and adequate policy regarding UET has not yet been implemented at UVic. UET does not address all common accommodations, such as the need for distraction reduction. Instructors are expected to take on additional accommodations, without adequate time, training or space.

The current processes for dealing with accommodations at UVic are based on faulty assumptions that the increased cost of student accommodations can be solved by a shift to UDL, or by having instructors take on more of the responsibility for "simple accommodations." This is not working for students, for instructors, or for staff.

Students with disabilities at the University of Victoria deserve equitable access to their education—but right now, that access is being compromised. Years of underfunding, poor planning, and short-term fixes have led to a crisis in how academic accommodations are delivered on campus. Students are writing exams in environments that don't meet their documented needs, instructors and staff are being asked to take on increasing responsibilities without the proper support or training, and the University is shifting away from centralized systems that helped ensure fairness and consistency.

Almost 640 students, staff and faculty have signed this petition (for exact wording of petition, see attached).

We believe that UVic must act now to uphold the dignity and rights of instructors, students, and staff—and we urge the University Administration to take the following actions:

We call on the University of Victoria to:

1. Take action to immediately prioritize further increased resources and support to meet the accessibility needs of students at UVic.

2. Make a binding commitment to a long-term system of centralized coordination of accommodated exams and midterms in appropriate spaces with adequate staff support.

3. Convene an accommodation and accessibility working group—by no later than March 1, 2026—that is adequately resourced, supported by the administration, and includes members recommended by the major student and union groups on campus.*

4. Charge the working group with administering a survey of students who access accommodations and the employees who support and teach them. The working group will review and report the results by May 1, and implement the necessary changes to current accommodation systems.

Note from those submitting the petition:

We wrote to the Board of Governors with these concerns in April. The VP Academic wrote us back, offering to work with us on these important matters, but she has not in fact followed

through in a collaborative manner. She did recently propose an ad hoc committee through Senate whose terms of reference would not enable it to address operational matters, address workload issues related to accommodation and UDL for staff or instructors, or address the current shortcomings of the accommodation system. The proposed committee was focused solely on moving further in the direction of accessible education, as per UDL, without a recognition of both the strengths and the limitations of this approach. After a number of concerns about the limitations of the terms of reference and membership of the committee was raised in Senate, the Provost appears to have withdrawn the proposal for the committee, although that has not been confirmed.

We look forward to hearing from the Board of Governors about their plans to respond in a clear and concrete manner to the demands outlined in the petition, which reflect the concerns of UVic students, staff and instructors about this major issue of human rights and accessibility for students and the working conditions of staff and instructors.

*We have slightly changed the dates that are on the actual petition, given that it is being submitted later than we had hoped.

Text of Accommodation Petition:

Students with disabilities at the University of Victoria deserve equitable access to their education—but right now, that access is being compromised. Years of underfunding, poor planning, and short-term fixes have led to a crisis in how academic accommodations are delivered on campus. Students are writing exams in environments that don't meet their documented needs, instructors and staff are being asked to take on increasing responsibilities without the proper support or training, and the University is shifting away from centralized systems that helped ensure fairness and consistency.

This is not just a policy problem—it's a human rights issue. Under the BC Human Rights Code and the Accessible BC Act, UVic is legally obligated to remove barriers to education and provide reasonable accommodations for students with disabilities.

We believe that UVic must act now to uphold the dignity and rights of instructors students, and staff—and we urge the University Administration to take the following actions:

We call on the University of Victoria to:

1. Take action to immediately prioritize further increased resources and support to meet the accessibility needs of students at UVic.

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3. Convene an accommodation and accessibility working group—by no later than January 1, 2026—that is adequately resourced, supported by the administration, and includes members recommended by the major student and union groups on campus.

4. Charge the working group with administering a survey of students who access accommodations and the employees who support and teach them. The working group will review and report the results by March 1, and implement the necessary changes to current accommodation systems.

Who Is Behind This Petition

This petition is being initiated by academic, professional, and student organizations at the University of Victoria who are deeply concerned about the University's current handling of academic accommodations. We include instructors, professional staff, undergraduate students, and graduate students who are directly affected by these issues. We invite members of the broader UVic community and beyond to stand with us and call on the University to fulfill its commitments to accessibility, equity, and inclusion.

Read the original joint accommodation letter we sent to the University regarding this issue **HERE.**

149896

first_name	last_name	city	submitted
Jordana	Whetter		
Jordana	Whetter	Victoria	2025-07-16 14:20:18
Lynne	Marks	Victoria	2025-08-05 00:45:52
Acorn	Wasserman	Victoria	2025-08-22 17:00:24
Greg	Melnechuk	Victoria	2025-09-05 14:55:32
Melissa	Pritchard	Langford	2025-09-05 15:08:48
Angie	Reamer	Victoria	2025-09-05 17:47:32
Chrissie	Forster	Victoria	2025-09-06 09:20:43
Hannah	Brown	Victoria	2025-09-07 16:06:27
Rob	Whetter	Victoria	2025-09-08 07:20:16
Mark	Sherbinin	Victoria	2025-09-08 07:48:03
Harry	Jennings	Williams Lake	2025-09-08 08:34:17
Yossra	Othman	Victoria	2025-09-08 09:05:24
Blake	McStravick		2025-09-08 09:05:24
Connor	Nelson	Victoria	2025-09-08 09:05:28
Stephanie	Kast	Victoria	2025-09-08 09:05:41
Vivian	Ibrahim	Langford	2025-09-08 09:06:09
Marc	Thoma	Victoria	2025-09-08 09:06:21
Dawn	Sharcott	Victoria	2025-09-08 09:06:54
Jaquelynne	LaFlamme	Victoria	2025-09-08 09:06:54
Dave	Riddell	Langford	2025-09-08 09:07:00
Grace-Anne	Thunder		2025-09-08 09:07:06
Valerie	Kerr	Victoria	2025-09-08 09:07:22
Adam	Bocking	Victoria	2025-09-08 09:08:21
Davis	Carlson	Victoria	2025-09-08 09:11:11
Allison	Edwards	Victoria	2025-09-08 09:14:34
Charlie	Nutter	Duncan	2025-09-08 09:15:30
Martin	Holmes	Victoria	2025-09-08 09:16:25
Duncan	Hogg	Victoria	2025-09-08 09:17:47

Carol Anne	Sargent	Victoria	2025-09-08 09:18:54
Anahita	Ranjbar	Victoria	2025-09-08 09:20:27
Tiffany	Parks	Victoria	2025-09-08 09:22:32
Trevar	Pearce	Victoria	2025-09-08 09:23:11
Ellis	Parsons	Victoria	2025-09-08 09:23:41
Spencer	Percy	Shawnigan Lake	2025-09-08 09:26:22
Sara	Ohora	Victoria	2025-09-08 09:32:32
Kyla	Jardin	Victoria	2025-09-08 09:33:13
kerry	vaughan	Victoria	2025-09-08 09:34:13
Kirk	Mercer	Victoria	2025-09-08 09:39:01
Kylie	Hissa	Victoria	2025-09-08 09:44:41
Ellen	Dam	Sooke	2025-09-08 09:45:21
Estefania	Golob	Victoria	2025-09-08 09:51:50
Ravi	Coughlan	Victoria	2025-09-08 09:52:04
Tanja	Motzigkeit		2025-09-08 10:00:28
Fernanda	Reyes	Victoria	2025-09-08 10:03:41
Eva	MacLennan	Esquimalt	2025-09-08 10:05:01
NIels	Melis - De Lamper	Victoria	2025-09-08 10:06:05
Cheryl	Webb	Victoria	2025-09-08 10:06:50
Leah	Toews	Victoria	2025-09-08 10:10:10
Richard	Cruikshank	Esquimalt	2025-09-08 10:19:03
Christine	Hintz	Port Alberni bc	2025-09-08 10:22:14
Dani	Proteau	Victoria	2025-09-08 10:31:58
Meeta	Khurana	victoria	2025-09-08 10:38:49
Cortney	Baldwin		2025-09-08 10:40:45
Kayla	Schewe	Esquimalt	2025-09-08 10:44:22
Amy	Smith	Victoria	2025-09-08 10:47:20
Zoe	Peterson	Vancouver	2025-09-08 10:55:32
Kristen	Ficke	Victoria	2025-09-08 11:04:00
Robin	Reiss	Sooke	2025-09-08 11:17:14
Mark	Atkins	Victoria	2025-09-08 11:21:53
Sarah	Roberts	Victoria	2025-09-08 11:31:07

Alyssa	Foote	Victoria	2025-09-08 11:39:30
Rosemarie	Samoleski	Vernon	2025-09-08 11:45:55
Sarah	Skitch	Victoria	2025-09-08 11:46:13
Paula	Margalikas	Duncan	2025-09-08 12:05:29
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Nicole	Gilchrist	Esquimalt	2025-09-08 12:10:15
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Meghan	Henley	Ladysmith	2025-09-08 12:46:53
Anya	Slater	Victoria	2025-09-08 12:58:01
Mark	Baker	Victoria	2025-09-08 12:59:57
Roberta	Hyde	Victoria	2025-09-08 13:10:16
Nicole	Crozier	Victoria	2025-09-08 13:44:10
Kathryn	Dawson	Victoria	2025-09-08 14:31:42
Anne	Pickup	Victoria	2025-09-08 15:06:24
Myles	Sauer	Victoria	2025-09-08 15:09:59
Anagya	Durocher	Victoria	2025-09-08 15:28:10
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Emily	Arvay	Victoria	2025-09-08 15:57:21
Megan	Wurster		2025-09-08 16:18:56
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Leah	Murray	Richmond	2025-09-08 18:15:25
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Hannah	Penner	Victoria	2025-09-08 22:48:06
Ruby	Wood	Victoria	2025-09-08 23:37:09
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Amos	Rowsell	Victoria	2025-09-09 07:52:25
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Petranella	Daviel	Victoria	2025-09-09 08:48:23
Sherri	Williams		2025-09-09 09:33:11
Victor	Marrugat Arnal	Victoria	2025-09-09 09:38:51
Stephanie	Keenlyside	Victoria	2025-09-09 09:47:12

Chloe	Wiesenthal	Victoria	2025-09-09 10:19:32
Kaylie	Jones	Victoria	2025-09-09 10:27:53
Alexis	Hoverson	Victoria	2025-09-09 10:28:37
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Andrea	Craddock	Campbell River	2025-09-09 12:57:31
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B	Olsson	Campbell River	2025-09-09 15:32:43
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Lara	Claassen	Victoria	2025-09-09 17:04:39
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Violet	Gaffney	Victoria	2025-09-09 17:07:47
Emily	Hanna	Langford	2025-09-09 17:37:58
Debra	Coombes	Campbell River	2025-09-09 22:00:43
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Travis	Martin	Victoria	2025-09-10 02:43:25
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India	Schiedel-Foucher	Victoria, B.C.	2025-09-10 10:30:54
Claire	Fenton	Calgary	2025-09-10 10:33:14
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Sofie	Fraser	Victoria	2025-09-11 10:02:51
Solange	Fabrig	Calgary	2025-09-11 11:45:52
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Helen	Monkman	Victoria	2025-09-11 16:08:11
John	Lutz	Victoria	2025-09-11 16:08:57
Eric	Higgs	Victoria	2025-09-11 16:19:37
Lisa	Chalykoff	Victoria	2025-09-11 16:27:17
Janelle	Jenstad	Victoria	2025-09-11 16:33:35
Chad	Williams	Shawnigan Lake	2025-09-11 17:01:30
Becky	Turner	Victoria	2025-09-11 17:23:41
Jeff	Corntassel	Victoria	2025-09-11 17:26:50
Amber	Nygren	Victoria	2025-09-11 17:38:35
Aurora	Moore	Victoria	2025-09-11 18:16:26
Andrew	Fraass	Victoria	2025-09-11 18:35:33
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Kim	Daly	Victoria	2025-09-11 19:57:55
Damien	Contandriopoulos	Victoria	2025-09-11 20:02:02
Suzanne	Snizek	Victoria	2025-09-11 20:19:29
Colleen	Smereka	Calgary	2025-09-11 21:24:56
Camryn	Waters	Victoria	2025-09-11 22:09:32

Sara	Beam	Victoria	2025-09-12 03:58:32
Pablo	Restrepo Gautier	Brentwood Bay	2025-09-12 07:25:01
David	Zimmerman	Victoria, BC	2025-09-12 08:15:20
Zhongping	CHEN	Victoria	2025-09-12 08:44:20
Kristin	Semmens	Victoria	2025-09-12 08:46:44
Perry	Biddiscombe	Victoria	2025-09-12 08:55:36
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Juliana	Feenstra	Victoria	2025-09-12 08:59:28
Paul	Bramadat	Victoria	2025-09-12 09:04:41
Simon	Devereaux	Victoria	2025-09-12 09:05:56
Barbara	Ehlting	Victoria	2025-09-12 09:20:10
Andrea	McKenzie	Victoria	2025-09-12 09:46:24
Sarah	Nutter	Victoria	2025-09-12 09:58:53
Christine	O'Bonsawin	Victoria	2025-09-12 09:59:24
Erin	Campbell	Sidney	2025-09-12 10:03:06
Caterina	Valeo	Victoria	2025-09-12 10:10:33
Yunhui	Ye	Victoria	2025-09-12 10:26:11
Adam	Krawitz	Victoria	2025-09-12 10:31:14
Heath	Emerson	Victoria	2025-09-12 10:50:31
Eva	Nabokov	Victoria	2025-09-12 11:04:38
Nadia	Lowe	Victoria	2025-09-12 11:04:53
Jessica	Agregado	Victoria	2025-09-12 11:05:56
Bradon	Goeujon	Esquimalt	2025-09-12 11:06:17
Carter	Anderson	Victoria	2025-09-12 11:06:26
Jonah	Miller	Victoria	2025-09-12 11:22:19
Cristina	Jordan	Victoria	2025-09-12 11:50:38
Sophie	Bowman	Victoria	2025-09-12 11:51:32
Nick	Rochlin	Victoria	2025-09-12 12:35:12
Berry	Dale	Rossland	2025-09-12 12:56:51
Catherine	Lim	Victoria	2025-09-12 12:56:53
Jill	Walshaw	Victoria	2025-09-12 13:04:34
Taryn	Steinbach	Victoria	2025-09-12 13:10:33

Daromir	Rudnyckyj	Victoria	2025-09-12 13:18:01
Spring	Castle	Kelowna	2025-09-12 13:20:00
QIANQIAN	Du	Victoria	2025-09-12 13:40:51
Mark	Laidlaw	Victoria	2025-09-12 13:44:17
Christina	Chen	Victoria	2025-09-12 14:17:57
Ammie	Kalan	Victoria	2025-09-12 14:34:01
Rachel	Cleves	Victoria	2025-09-12 14:37:44
Gregory	Rowe	Esquimalt	2025-09-12 15:14:28
Christopher	Tolhurst	Sidney	2025-09-12 18:11:46
Timothy	Hopper	Victoria	2025-09-12 18:24:30
Heidi	Janes	Victoria	2025-09-12 21:09:52
Jill	Robinson	Victoria	2025-09-12 21:39:18
Maya	Zieberth	Victoria	2025-09-12 22:56:21
Rebecca	Bischoff	Victoria	2025-09-12 23:32:26
Mark	Nugent	Victoria	2025-09-13 03:04:27
Justine	Semmens	Victoria	2025-09-13 08:16:12
Linnea	Stevens	Vancouver	2025-09-13 09:08:32
Paige	Jorgenson	Victoria	2025-09-13 09:39:19
Harjinder	Aheer	Victoria	2025-09-13 10:26:27
Natalie	Arbeau	Victoria	2025-09-13 11:10:20
Eden	Owens	Mission	2025-09-13 21:19:43
Kateryna	Timofieieva	Victoria	2025-09-14 11:39:49
Shanne	McCaffrey	Victoria	2025-09-15 06:04:34
Monica	Prendergast	Victoria	2025-09-15 10:15:58
Matt	James	Victoria	2025-09-15 12:35:38
Thiti	Jamkajornkeiat	Victoria	2025-09-15 14:30:12
Farah	Mawani	Victoria	2025-09-15 14:31:11
Georgia	Sitara	Victoria	2025-09-15 14:40:42
Conrad	Alexandrowicz	Victoria	2025-09-15 14:41:42
Colin	Goldblatt	Victoria	2025-09-15 14:42:02
Astrid	Perez Pinan	Victoria	2025-09-15 14:44:53
Tim	Richards	Victoria	2025-09-15 14:46:21

Sonya	Bird	Victoria	2025-09-15 14:53:37
Timothy	Iles	Victoria	2025-09-15 14:56:20
Alisa	Harrison	Delta	2025-09-15 15:03:03
Heather	McKinnon	Victoria	2025-09-15 15:10:23
Scott	Watson	Victoria	2025-09-15 15:27:38
Keith	Molyneux	Victoria	2025-09-15 15:43:05
Amy	Verdun	Victoria	2025-09-15 15:48:37
Elizabeth	Syring	Victoria BC	2025-09-15 15:50:01
Mariel	Grant	Victoria	2025-09-15 15:57:21
Jaehee	Yi	Victoria	2025-09-15 15:57:30
Sang	Nam	Victoria	2025-09-15 16:00:46
David	Leitch	Victoria	2025-09-15 16:06:18
Louise	Chim	Victoria	2025-09-15 16:15:09
Lisa	Hall	Victoria	2025-09-15 16:17:03
Kimberly	Speers	Mill Bay	2025-09-15 16:17:10
Jon	Noel	Saanich	2025-09-15 16:17:55
Kurt	Smith	Victoria	2025-09-15 16:19:43
James	Rowe	Victoria	2025-09-15 16:20:30
CindyAnn	Rose-Redwood	Victoria	2025-09-15 16:20:58
Carolyn	Butler Palmer	Victoria	2025-09-15 16:21:47
Davina	Bhandar	Victoria	2025-09-15 16:23:05
Alison	Parker	Victoria	2025-09-15 16:23:14
Sara	Ramshaw	Victoria	2025-09-15 16:23:23
Trefor	Bazett	Victoria	2025-09-15 16:24:17
Pia	Russell	Victoria	2025-09-15 16:26:03
Kara	Shaw	Victoria	2025-09-15 16:27:29
Michelle	Miranda	Victoria	2025-09-15 16:29:32
Theone	Paterson	Victoria	2025-09-15 16:35:00
Martha	McGinnis	UVic	2025-09-15 16:36:33
Clifford	Roberts	Victoria	2025-09-15 16:36:41
Susan	Johnston	Victoria	2025-09-15 16:42:04
Alison	Murray	Cobble Hill	2025-09-15 16:42:32

Mamoru	Hatakeyama	Victoria	2025-09-15 16:44:22
Olga	PETROVSKAYA	Victoria	2025-09-15 16:45:59
ann-elise	lewallen	Victoria	2025-09-15 16:46:00
Kui	Wu	VICTORIA	2025-09-15 16:47:58
Samuel	Wong	Victoria	2025-09-15 16:59:10
Laura	Parisi	Victoria	2025-09-15 17:01:03
Sheila	Rabillard	Victoria	2025-09-15 17:05:54
Bruce	Ravelli	Victoria	2025-09-15 17:15:29
Daniela	Constantinescu	Victoria	2025-09-15 17:17:01
Roberta	Hamme	Victoria	2025-09-15 17:17:44
Simon	Glezos	Victoria	2025-09-15 17:19:56
Carrie	Klatt	Victoria	2025-09-15 17:21:46
waaseyaa'sir	Sy	Victoria	2025-09-15 17:35:04
Suzan	Last	Victoria	2025-09-15 17:37:09
Edwin	Nissen	Victoria	2025-09-15 17:37:42
Donald	Versluis	Saanich	2025-09-15 17:38:23
David	Punzalan	Victoria	2025-09-15 17:42:40
Marcelo	Laca	Victoria	2025-09-15 17:54:50
Jon	Woodend	Victoria	2025-09-15 17:56:43
Sana	Shuja	Langford	2025-09-15 17:59:19
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Martin	Bunton	Victoria	2025-09-15 18:03:33
Michael	Lines	Victoria	2025-09-15 18:35:27
Ann	Elliott-Goldschmid	Victoria	2025-09-15 18:39:37
Jennifer	Thom	Victoria	2025-09-15 18:43:04
Stephen	Ross	Victoria	2025-09-15 19:02:59
Heather	Castleden	Victoria	2025-09-15 19:08:57
Scott	Woodcock	Victoria	2025-09-15 19:49:42
Leanne	Kelly	Ladysmith	2025-09-15 20:25:58
Helga	Thorson	Victoria	2025-09-15 20:35:12
Gaben	Sanchez	Victoria	2025-09-15 21:07:43
Carmen	Alatorre	Victoria	2025-09-15 21:38:57

Peter	Dietsch	Victoria	2025-09-15 22:55:21
Dan	Russek	Victoria	2025-09-15 23:12:04
Basma	Majerbi	Victoria	2025-09-16 00:03:01
Anastasia	Mallidou	Victoria	2025-09-16 01:32:48
Cheryl	Aro	Courtenay	2025-09-16 05:58:41
Pierre-Luc	Landry	Victoria	2025-09-16 06:48:10
Natalie	Frandsen	Richmond	2025-09-16 07:13:44
Stephen	Tuffs	Victoria	2025-09-16 07:22:33
LJ	Slovin	Victoria	2025-09-16 07:50:57
Michael	Raven	Victoria	2025-09-16 08:17:33
Jillian	Roberts	Victoria	2025-09-16 08:21:05
Andrew	Murray	Victoria	2025-09-16 08:24:55
Mo	Bradley	VICTORIA	2025-09-16 08:27:53
Morgan	Mowatt	Victoria	2025-09-16 08:40:49
Doug	Briant	Victoria	2025-09-16 08:49:09
Lyndze	Harvey	Sooke	2025-09-16 08:49:37
Sara	Humphreys	Esquimalt	2025-09-16 09:09:10
Jessica	Mussell	Victoria	2025-09-16 09:10:06
Andie	Lee	Victoria	2025-09-16 09:25:29
Angie	Chau	Victoria	2025-09-16 09:34:24
Samantha	Corrington	Mill Bay	2025-09-16 09:38:24
mandeep	mucina	Esquimalt	2025-09-16 09:39:21
Nina	Belmonte	Victoria	2025-09-16 09:40:13
Laura	Dutton	Victoria	2025-09-16 09:48:35
Jennifer	Gruno	Victoria	2025-09-16 11:40:02
Lincoln	Shlensky		2025-09-16 11:40:21
Benjamin	Neal	Victoria	2025-09-16 11:41:39
Kirstin	Lane	Victoria	2025-09-16 11:45:52
Chris	Douglas	Victoria	2025-09-16 12:06:01
Nicole	Templeman	Victoria	2025-09-16 12:06:06
Denise	Cloutier	Victoria	2025-09-16 12:20:35
Anita	Girvan	Victoria	2025-09-16 12:45:01

Darlene	Clover	Victoria	2025-09-16 12:45:16
Thomas	Land	Victoria	2025-09-16 12:45:41
Zac	Forsyth	Victoria	2025-09-16 13:29:02
Teresa	Dawson	Victoria	2025-09-16 14:01:16
Vera	Caine	Victoria	2025-09-16 15:02:43
Tatiana	Gounko	Victoria	2025-09-16 15:46:31
Lianne	McLarty	Victoria	2025-09-16 16:16:51
Ulrich	Mueller	Victoria	2025-09-16 19:20:56
Alexandra	Branzan Albu	Victoria	2025-09-16 20:39:50
Kathryn	Mockler	Victoria	2025-09-16 21:15:16
Moustapha	Fall	Sidney	2025-09-16 22:48:35
Mara	Marin	Victoria	2025-09-17 09:11:39
Justin	Leifso	Victoria	2025-09-17 09:14:47
Avigail	Eisenberg	Victoria	2025-09-17 09:19:29
Robert	Lapper	Delta	2025-09-17 09:44:32
Midori	Ogasawara	Victoria	2025-09-17 10:11:03
Sarah	McGill	Victoria	2025-09-17 10:43:32
Chloe	Riley	Vancouver	2025-09-17 10:48:50
Rana	El-Sabaawi	Victoria	2025-09-17 11:43:46
Lane	Chevrier	Victoria	2025-09-17 11:44:08
Charlotte	Schallié	Victoria	2025-09-17 14:26:44
Maycira	Costa	Victoria	2025-09-17 14:48:36
Eva	Kwoll	Victoria	2025-09-17 15:03:43
Ji Won	Suh	Victoria	2025-09-17 15:35:56
Jutta	Gutberlet	Victoria	2025-09-17 15:43:36
Kästle	Van Der Meer	Victoria	2025-09-17 18:56:26
Paul	Emme	Victoria	2025-09-18 15:16:14
Amanda	Garvin	Victoria	2025-09-18 15:16:45
Jess	Crawford	Victoria	2025-09-18 15:20:16
Amy	Anderson	Victoria	2025-09-18 15:26:18
Ann	Edelstein	Victoria	2025-09-18 15:51:32
Laura	Chan	Victoria	2025-09-18 16:12:36

Carol	Barbon	Esquimalt	2025-09-18 16:34:57
Teagan	Parkin	Victoria	2025-09-18 16:42:36
Carrie	Kobelsky	Langford	2025-09-18 16:46:20
Annie	McClure	Victoria	2025-09-18 16:51:20
Alice	Howitt	Victoria	2025-09-18 17:12:59
Ethan	Fortin	Victoria	2025-09-18 17:17:52
Justine	Leitao	New Westminster	2025-09-18 17:21:47
Christina	West	Victoria	2025-09-18 17:25:23
Leigh	Tipper	Victoria	2025-09-18 17:42:15
Keanna	Vaughan Forrester	Victoria	2025-09-18 17:53:40
Kenna-Elysia	Jones	Victoria	2025-09-18 18:14:12
Saban	Contandriopoulos	Victoria	2025-09-18 18:18:53
Julie	Wolfe	Victoria	2025-09-18 19:29:39
Yaser	Riki	Victoria	2025-09-18 20:30:40
Maeve	Tanner	Victoria	2025-09-18 20:43:38
Cameron	Thiessen	Langford	2025-09-18 21:29:49
Emerson	Dickson-Grant	Victoria	2025-09-18 21:49:05
Sehaj	Vij	Victoria	2025-09-18 21:52:35
Kenneth	Christie	Vancouver	2025-09-18 23:02:36
Selma	Yazganoglu	Victoria	2025-09-18 23:17:44
Pierre-Don	GIANCARLI	Victoria	2025-09-19 05:07:35
Cynthia	Spada	Victoria	2025-09-19 07:22:35
Bonita	Hodgson	Nanaimo	2025-09-19 07:34:43
Sammi	Wong	Victoria	2025-09-19 07:55:56
Amy	Levine	Duncan	2025-09-19 07:58:08
Gerry	Luton	VICTORIA	2025-09-19 08:49:13
brock	macleod	Victoria	2025-09-19 09:02:37
Ian	Baker	Rockwood	2025-09-19 09:08:31
Celeste	Macevicius	Victoria	2025-09-19 09:12:26
David	Dolff	Victoria	2025-09-19 10:07:21
Eve	KENNY	Esquimalt	2025-09-19 10:18:06
Susan	Olding	Victoria	2025-09-19 11:22:16

Finlay	Dingman Peterson	Victoria	2025-09-19 12:04:24
Lilah	Teo	Scarborough	2025-09-19 12:48:05
Abdellatif	Ousalim	Victoria	2025-09-19 12:51:07
Patrick	Rysiew	Victoria	2025-09-19 13:16:08
Natalie	Ban	Victoria	2025-09-19 13:18:13
Martin	Farnham	Victoria	2025-09-19 13:18:24
Tim	Lane	Parksville	2025-09-19 13:25:20
Lisa	Reynolds	Victoria	2025-09-19 13:27:46
Michelle	Bonner	Victoria	2025-09-19 13:40:00
Jaipreet	Virdi	Victoria	2025-09-19 13:42:31
Lara	Lauzon	Victoria	2025-09-19 13:45:19
Theresa	Hulitan	Victoria	2025-09-19 13:48:15
Caitlin	Keenan	Victoria	2025-09-19 13:49:06
Colette	Smart	Victoria	2025-09-19 14:06:29
Jennifer	Nutton	Victoria	2025-09-19 14:18:18
Paul	Schure	Victoria	2025-09-19 14:19:53
Kaydence	Kauffman	Victoria	2025-09-19 15:06:22
Ben	Nadler	Victoria	2025-09-19 15:35:00
Tracey	Lavoie	Victoria	2025-09-19 15:36:10
Nyla	Sproule	Victoria	2025-09-19 15:45:54
Violet	Duncan	Victoria	2025-09-19 15:47:28
Mitchell	Parry	Sidney	2025-09-19 16:36:07
Laurel	Bowman	Victoria	2025-09-19 17:10:11
James	Thurmeier	Victoria	2025-09-19 17:24:42
Annye	Castonguay	Victoria	2025-09-19 17:35:26
Emilija	jekic	Guelph	2025-09-19 17:43:19
Rabiya	Shafi	Ancaster	2025-09-19 17:45:04
Avery	Chong	Gravenhurst	2025-09-19 17:45:15
Alexis	Peterson	Saskatoon	2025-09-19 17:47:05
Cassandra	Rosa	Victoria	2025-09-19 21:37:49
Manisha	Verma	Brampton	2025-09-20 09:33:02
Pamela Ruth	Aloni	Victoria	2025-09-20 09:58:55

Glen	Tadsen	Victoria	2025-09-20 11:06:55
Megan	Thorne	Surrey	2025-09-20 11:55:55
Eliza	Musselwhite	Victoria	2025-09-20 16:57:07
Absolem	Citlaltontli	Victoria	2025-09-20 17:51:19
Bondie	Phan	Calgary	2025-09-21 01:23:11
Beth	Stuart	Victoria	2025-09-21 09:07:49
Bruce	Kapron	Victoria	2025-09-21 11:09:36
Alexa	Van Cuylenborg	Victoria	2025-09-21 15:02:38
Anelyse	Weiler	Victoria	2025-09-21 19:11:12
Rebecca	Halliday	Victoria	2025-09-22 16:17:24
Scott	Johnston	Victoria	2025-09-22 16:27:25
David	Atkinson	Victoria	2025-09-22 23:15:58
Paula	Marchese	Victoria	2025-09-23 08:14:15
Lucy	Johnston	Victoria	2025-09-23 08:48:32
Arif	Babul	Victoria	2025-09-23 08:56:25
Will	Clarke	Victoria	2025-09-23 09:47:56
Jaden	Waring	Victoria	2025-09-23 09:49:09
Bethany	Truman	Victoria	2025-09-23 09:50:14
Chi	Kou	Victoria	2025-09-23 09:50:47
Randy	Gelling	Victoria	2025-09-23 09:54:51
Gillian	Saunders	Victoria	2025-09-23 09:56:07
Byron	Crossley	Victoria	2025-09-23 10:01:11
Mark	McIntyre	Victoria	2025-09-23 10:02:26
Hollis	Roberts	Victoria	2025-09-23 10:08:12
Lotte	van den Dam	Victoria	2025-09-23 10:22:46
Keyara	Brody	Victoria	2025-09-23 10:26:54
Megan	Billings	Victoria	2025-09-23 10:54:21
Itzel	Vargas	Victoria	2025-09-23 11:15:41
Sheri	Love	Victoria	2025-09-23 11:42:57
Matteo	Toyata	Victoria	2025-09-23 14:35:06
James	Wigginton	Victoria	2025-09-23 20:09:07
Simon	Farrow		2025-09-23 21:25:34

Mark	Rankin	Victoria	2025-09-24 08:24:05
Trey	Ross	Victoria	2025-09-24 09:38:57
Emma	Elliott	Victoria	2025-09-24 11:24:32
Sydney	Price	Victoria	2025-09-25 07:19:32
Tristan	Raposo	Esquimalt	2025-09-25 08:27:04
Kimberley	Curry	Victoria	2025-09-25 10:13:35
Helena	Murray-Hill	Victoria	2025-09-25 10:45:12
Erika	Wall	Victoria	2025-09-25 11:39:57
Kiera	Clark	Victoria	2025-09-25 15:10:22
Nahar	Pooni	Victoria	2025-09-25 19:14:52
Alyssa	Husband	Victoria	2025-09-26 08:28:31
Tiffany	Whyte	Victoria	2025-09-26 08:51:07
Hannah	Kosichek	Victoria	2025-09-26 13:46:20
Carson	Soltzer-Finishen	Victoria	2025-09-27 13:13:22
Isabel	Ferris	Victoria	2025-09-29 11:11:13
Jay	Fodor	Victoria	2025-09-29 11:59:10
Michael	Caryk	Victoria	2025-09-29 14:43:49
Jack	Wittur	Brentwood Bay	2025-09-29 17:10:03
Oliver	Schmidtke	Victoria	2025-09-29 17:20:12
Clare	DOWNIE	Victoria	2025-09-29 17:20:25
Asmita	Sodhi	Victoria	2025-09-29 17:21:38
Allen	Keefe	Victoria	2025-09-29 17:23:00
Jenny	Morgan	Victoria	2025-09-29 17:23:21
Alejandro	Sinner	Victoria	2025-09-29 17:24:52
Jin-Sun	Yoon	Victoria	2025-09-29 17:27:08
Kerry	Delaney	Victoria	2025-09-29 17:27:48
Tim	Hopper	Victoria	2025-09-29 17:36:06
Craig	Brown	Victoria	2025-09-29 17:36:31
Peter	Cook	Victoria	2025-09-29 17:41:30
Steven	Capaldo	Victoria	2025-09-29 17:43:32
Lucinda	Leonard	Esquimalt	2025-09-29 17:49:02
Sujin	Lee	Victoria	2025-09-29 17:55:44

Sarah	Zheng	Victoria	2025-09-29 17:59:39
Miguel	Nacenta	Victoria	2025-09-29 18:01:59
Sasha	Kovacs	Victoria	2025-09-29 18:06:15
Allie	Slemon	Victoria	2025-09-29 18:28:41
Yin	Lam	Victoria	2025-09-29 19:22:26
Terri	Lacourse	Victoria	2025-09-29 20:24:52
Elisabeth	Gugl	Victoria	2025-09-29 20:30:36
Adel	Guitouni	Victoria	2025-09-29 20:56:10
Peter	Constabel	Victoria	2025-09-29 21:02:23
Feng	Xu	Victoria	2025-09-29 21:30:29
Patrick	Du Wors	Victoria	2025-09-29 21:50:21
Kin	Li	Victoria	2025-09-29 22:07:39
Beatriz	de Alba-Koch	Victoria	2025-09-29 22:50:30
Crystal	Tremblay		2025-09-30 03:36:32
Marie-Eve	Tremblay	Victoria	2025-09-30 05:07:30
Julia	Speirs	Victoria	2025-09-30 05:52:58
Jeff	Smith	Victoria	2025-09-30 10:18:05
James	Lawson	Victoria	2025-09-30 10:28:44
Caitlin	Marrington	Victoria	2025-09-30 11:51:40
Cindy	Holder	Victoria	2025-09-30 12:08:10
Angus	Argyle	Victoria	2025-09-30 12:11:21
Jentery	Sayers	Victoria	2025-09-30 13:43:38
Ke	Xu	Victoria	2025-09-30 14:50:31
Sandra	Gibbons	Victoria	2025-09-30 17:55:24
Dennis	Lee	Victoria	2025-09-30 21:56:53
mike	caryk	Winnipeg	2025-09-30 23:47:29
Martin	Adam	Salt Spring Island	2025-10-01 08:55:20
Chris	Willmore	Victoria	2025-10-01 08:56:09
monique	grenier	Victoria	2025-10-01 09:08:28
Heather	Dean	VICTORIA	2025-10-01 09:23:06
Juergen	Ehlting	Victoria	2025-10-01 09:34:36
Tobias	Junginger	Victoria	2025-10-01 10:09:46

Richard	Pickard	Victoria	2025-10-01 11:55:50
Megan	Swift	Victoria	2025-10-01 12:05:40
CJ	House	Port Hardy	2025-10-01 12:22:15
Claudio	Cruz	Victoria	2025-10-01 12:29:09
Diana	Gutierrez	Victoria	2025-10-01 12:32:50
lily	reynen	chilliwack	2025-10-01 12:43:27
Shaniya	Fraser	Victoria	2025-10-01 13:03:46
Haley	Mohan	Courtenay	2025-10-01 13:13:42
Jamie	Skuter	Victoria	2025-10-01 13:24:03
Kaila	James-McKenna	Victoria	2025-10-01 13:29:56
Rishi	Gupta	Victoria	2025-10-01 13:37:24
Emil	Pedersen	Victoria	2025-10-01 13:49:14
Matthew	Pohl	Victoria	2025-10-01 13:51:11
Mia	Ross	Toronto	2025-10-01 13:54:42
Tegan	Noël	Victoria	2025-10-01 14:09:36
Andre	Gordon	Victoria	2025-10-01 14:14:11
Parker	Cochrane	Victoria	2025-10-01 14:23:24
Lenora	Marcellus	VIctoria	2025-10-01 14:52:39
Charles	Eggeling	Victoria	2025-10-01 15:37:56
Dasha	Moskvina	Abbotsford	2025-10-01 16:13:27
Jaedyn	Solomon-Graham	Coquitlam	2025-10-01 17:12:09
Mackenzie	Cook	Victoria	2025-10-01 18:03:50
Dave	McIntyre	Victoria	2025-10-01 18:08:17
Hannah	Smith	Victoria	2025-10-01 18:18:36
Carter	Chong	North Vancouver	2025-10-01 19:17:44
Hannah	Lohnes	Victoria	2025-10-01 19:59:57
Celeste	Nuernberger	Victoria	2025-10-01 20:07:57
Jaxon	Maharaj	Victoria	2025-10-01 21:13:21
Missy	LeBlanc	Edmonton	2025-10-01 22:12:44
Iona	Hubner	Victoria	2025-10-02 08:42:26
Jun	Wyatt-Vedady	Victoria	2025-10-02 09:51:23
Trevor	Potorieko	Victoria	2025-10-02 10:05:28

Kate	Wyatt	Montreal	2025-10-02 10:44:16
Ricardo	Flores	Langford	2025-10-02 12:01:24
olga	peacock	Victoria	2025-10-02 13:16:56
Mirna	Marcetta	Victoria	2025-10-02 13:18:08
Sehri	Tanveer	Victoria	2025-10-02 13:47:09
Alison	Zacharias	Victoria	2025-10-02 14:38:42
Michelle	Soltz	Victoria	2025-10-02 16:56:49
Joel	LeVecque	Victoria	2025-10-02 17:10:36
Russ	Finishen	Victoria	2025-10-02 17:25:49
Tanner	Soltze-Fini	Victoria	2025-10-02 17:27:12
Deirdre	Cowan	Victoria	2025-10-02 17:47:17
Adrian	Vedady	Montreal	2025-10-02 18:59:59
QUINN	FOSTER	VICTORIA	2025-10-02 19:30:12
Peter	Manfield	Victoria	2025-10-03 00:17:11
James	Hartwick	Victoria	2025-10-03 00:26:47
Kiana	Lustre	Victoria	2025-10-03 02:48:08
Alyssa	Maryn	Victoria	2025-10-03 09:04:09
Sarah	Crago	Nanaimo	2025-10-03 13:10:24
Aidan	Ludwig	Victoria	2025-10-03 15:42:29
Makayla	Love	Squamish	2025-10-03 15:54:03
Christian	Shovnadze	Victoria	2025-10-03 16:47:54
Kayleigh	Adams	Victoria	2025-10-03 18:50:23
Alex	King	Victoria	2025-10-04 23:10:22
Lamoy	Williams	Victoria	2025-10-05 12:00:51
Gwyneth Bea	Gorgolon	Langford	2025-10-05 15:51:31
Dawn	McGouran	Nanaimo	2025-10-05 20:18:54
Kevin	Burkinshaw	Nanaimo	2025-10-05 20:20:27
Amanda	MCCONNELL	CHILLIWACK	2025-10-06 09:01:00
Max	Kurzner	Victoria	2025-10-06 09:51:50
Tiffany	Chan	Victoria	2025-10-06 10:24:20
Jonah	Arnold	Sidney	2025-10-06 15:20:41
Griffin	Foster	Victoria	2025-10-06 15:22:08

Brevin	Lauzier	Victoria	2025-10-06 17:14:38
Oliver	Bell	Victoria	2025-10-06 17:17:06
Amy	Gould	Victoria	2025-10-06 17:46:06
Sam	Anderson	Victoria	2025-10-06 20:13:35
Nathan	Burkinshaw	Nanaimo	2025-10-07 06:54:29
Carson	Robinson	Victoria	2025-10-07 11:03:36
Bobby	Feltham	Comox	2025-10-07 11:10:44
Aengus	Tycho	Victoria	2025-10-07 11:12:12
Phebe	Clark	victoria	2025-10-07 11:15:32
Megan	MacDonald	Victoria	2025-10-07 11:16:27
Ben	Homer-Dixon	Victoria	2025-10-07 11:42:51
Maryam	Bagha	Victoria	2025-10-07 12:13:36
Ava	Vinet	Victoria	2025-10-07 13:07:42
Lane	Ramirez-Rowes	Comox	2025-10-07 13:45:29
Terrence	Kamimura	North Vancouver	2025-10-07 17:57:14
Geoff	Bil	Victoria	2025-10-07 20:50:37
Sam	Johnson	Victoria	2025-10-08 10:42:11
Meghab	Hill	Peterborough	2025-10-08 16:34:20
Meghan	Hill	Peterborough	2025-10-08 16:35:13
Crystal	James	Victoria	2025-10-08 22:59:44
Rachel	Goldsworthy	Victoria	2025-10-09 12:17:11
Renee	Livernoche	Victoria	2025-10-09 12:19:30
Roven	Brooks-Stephenson	Victoria	2025-10-09 15:50:45
Fallyn	Young	Sooke	2025-10-09 19:38:44
Evan	Maher	Cowichan Bay	2025-10-11 10:57:15
Olivia	Aloma	Victoria	2025-10-11 12:12:57
claudia	gavidia	Victoria	2025-10-14 15:13:15
Duncan	MacIntyre	Victoria	2025-10-14 22:21:50
Sasha	Plotnikoff	Victoria	2025-10-16 14:33:52
Julia	Denley	Victoria	2025-10-26 15:00:22
Natasha	Stohler	Victoria	2025-10-28 19:23:16
Annika	Lundman	Victoria	2025-10-28 19:24:02

harleen	sekhon	Victoria	2025-10-28 19:24:42
Tawab	Elfurjani	Victoria	2025-10-28 19:30:19
Melanie	Levine	Victoria	2025-10-28 20:43:34
Sarah	Mackay	Victoria	2025-11-24 09:55:29
Athena	Rafael	Victoria	2025-11-24 12:40:49
Alex	O	Victoria	2025-12-05 09:37:12
Maya	Mierau	Halifax	2025-12-05 12:28:09
Samuel	Anderson	Victoria	2025-12-06 11:55:21
Jaxon	Maharaj	Victoria	2025-12-09 14:46:22

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Board of Governors

For: Information

From: Chris Horbachewski, Vice President, External Relations

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: **External Relations Report FEBRUARY OPEN**

Background:
The following Open Session report provides an update on our activities in:

- Communicating the UVic mission and story
- Celebrating success and excellence
- Fostering a culture of philanthropy
- Enhancing community through cultural and other activities
- Building meaningful partnerships

COMMUNICATING THE UVIC MISSION AND STORY

Supporting Fall Convocation

University Communications and Marketing collaborated with Student Affairs and Ceremonies and Events on earned media, social media and long-form storytelling for Fall Convocation. A story featuring honorary degree recipients earned local broadcast attention from CFAX, including live segments and radio segments that reached regional audiences during convocation week.

Wrapping up an amazing 2025 in UVic stories

A UVic News story and social media plan were developed to amplify stories that performed well in 2025. From alcohol consumption risks to use of psychedelics to heal brain injuries, to

searching for zombie worms in the deep ocean, the Top 10 of 2025 celebrates some of the incredible work happening at UVic.

Other impactful content included a *Cite Seeing* feature and the "Spotify Wrapped" trend to showcase top stories and other institutional stats to a student audience.

Promoting a Vancouver Island energy project
UVic promoted the ACET Cumberland District Energy Project, which resulted in coverage in outlets such as MSN, Natural News, Electric Energy Online, and Yahoo! News.

Helping UVic research go global

University Communications and Marketing worked closely with Social Sciences to amplify UVic research documenting potential tool use in coastal wolves. The collaboration elevated community-engaged, Indigenous-led research from Haíłzaqv (Heiltsuk) Territory to an international stage and received coverage in multiple global, national, and local outlets such as The New York Times, NBC News, Yahoo! News, ScienceAlert, AOL, France 24, Times Colonist, The Squamish Chief, and Vancouver is Awesome.

Alumni and Development Communications

- For newly published content and stories, please reference the Alumni news & stories and the Giving stories
- Fall 2025 *Torch* magazine published: *Health for All* theme.
- UVic announced the Joyce Family Foundation tripling its support to UVic—giving $1.5 million to UVic to establish and endow its namesake award for Indigenous students. The news was featured on uvic.ca and amplified through news media coverage in Education News Canada and *Black Press*.

Giving Tuesday

UVic promoted Giving Tuesday on Dec. 2. Efforts generated local television media coverage.

CELEBRATING SUCCESS AND EXCELLENCE

Shining a spotlight on four new Canada Research Chairs at UVic
A UVic News story about new Canada Research Chairs (CRCs) and CRC renewals was developed. The UVic faculty—scholars in health, physics, chemistry and digital art—were named in late October as part of a federal government announcement in research excellence. Storytelling on each CRC and their impact is ongoing.

Highlighting award-winning academic efforts
Social media and a feature story and coverage in Saanich News and Education News noted UVic's Arctic Landscape Ecology Lab and the Gwich'in Tribal Council's Department of Culture and Heritage winning of the Frederik Paulsen Arctic Academic Action Award.

Translating complex research into accessible storytelling

University Communications and Marketing partnered with the Faculty of Health to amplify new research showing that testosterone-linked body odour influences perceptions of social dominance. Efforts translated complex behavioural science into accessible, high-impact storytelling, which received international pickup in outlets such as El Confidencial, Earth.com, IFL Science, and Phys.org.

Ceremonies & Events

Planning for **Spring 2026 Convocation** is well underway. Between **June 8–12**, UVic will host **10 or 11 ceremonies**. The final schedule will be posted on the https://www.uvic.ca/convocation/index.php by **March 1, 2026**.

FOSTERING A CULTURE OF PHILANTHROPY

Alumni Engagement

Highlights:

- Speaker Series: *Now You Know Me*; upcoming events include *Leading on Climate* and *Learning to be Happy*.
- Distinguished Alumni Awards: 11 recipients selected; celebration March 26, 2026.
- Convocation: Welcomed 2,344 new alumni, including English Language Centre graduates.
- Regional Engagement: Events in Hong Kong, Shanghai, Tokyo, Seoul, and London.
- Digital Engagement: Launched first-ever holiday kit, downloaded by 850+ alumni.

Development

Giving Tuesday: $177,488 raised for 26 causes; 865 donations; $80,875 in matching funds; 2,632 students engaged.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Next Steps: Rebuilding Indigenous Laws

The Faculty of Law announced and launched Next Steps: Rebuilding Indigenous Law**.** Communication efforts generated international coverage in outlets such as CTV, CBC, Academica, and Future of Good—building upon UVic's reputation as a partner, steward and global leader in Indigenous legal resurgence.

Year-end website launches

Several units launched new websites prior to the end of 2025. The redeveloped sites include heightened standards for brand, accessibility, user experience and overall quality.

Examples include School of Exercise Science, Physical & Health Education, Human Resources, Emergency Planning, Mechanical Engineering, the School of Child and Youth Care, Counselling Psychology, and Facilities Management.

New UVic-branded resources available

University Communications and Marketing recently released a new suite of branded tools including report covers, an updated territorial acknowledgement video and a selection of UVic-branded backgrounds for virtual platforms (Teams, Zoom, etc.). Resources can be accessed through the brand site.

Summary of activities:

The Farquhar continues to host International Guitar Night in January, the last remaining presentation from past Farquhar series, which sells out annually.

Upcoming events at the Farquhar:

The Choirs YYJ Winter Concert-Jan 24, 2026 at 7:30pm
Banff Mountain Film Festival-Jan 25, 2026 at 6:30pm
UVic Music Orchestra-Jan 30, 2026 at 8pm
International Guitar Night-Jan 31, 2026 at 7:30pm
Victoria Symphony's Grieg's Peer Gynt-Feb 1, 2026 at 2:30pm
UVic PICS-David Suzuki Birthday Celebration-Feb 9, 2026 at 7pm
St Michael's University School-Large Ensembles-Feb 11,2026 at 7pm
UVic Music Wind Symphony with Naden Band-Feb 13, 2026 at 8pm
Island Kids Cancer Association-Dancers 4 Kids-Feb 14, 2026 at 7PM
Victoria Symphony Education Concerts-Feb 18-20 2026 at 11am & 12:30pm daily
Karen Clark Dance Studio-Kix N Rhythm-Feb 28, 2026 at 7pm

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: New and Revised Awards

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve new and revised undergraduate and graduate awards set out in the attached document and listed below:

- Axelrad Avenir Award* (New)
- Empresa Properties Vikes Cross Country & Track Award* (Revised)
- 'Stand Out from the Crowd' Prize in Physics & Astronomy* (Revised)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship * (Revised)
- Bruce & Connie More Choral Music Award* (Revised)
- Craig Harms Bamfield Marine Sciences Centre Award* (New)
- Dr. Marion Porath Award in Education* (Revised)
- Evan and Kay Blake Scholarship (New)
- Helen Lansdowne Award* (New)
- Henry, Annie and Harry Cathcart Award* (Revised)
- Martin Bonham & Lloyd Howard Travel to Italy Award* (Revised)
- Jessie H. Mantle Fellowship in Nursing Endowment* (Revised)
- Judy Payne Memorial Award (Revised)
- Martha Carlsen Entrance Award* (New)
- Robin and Jane Hall Business Award* (New)
- Samit & Reshma Sharma Scholarship in Mental Health and Addiction* (Revised)

- Sheila Ryan and Eileen Ryan Award in Child and Youth Care* (Revised)
- Vic Scott Award in Voice Accompaniment* (Revised)
- Warren Magnusson Graduate Scholarship in Political Theory* (New)
- Yvonne Allen Cancer Research Scholarship* (Revised)
- Black Student Leadership Entrance Award (Revised)
- Arbutus Law Group Award (New)
- CFUW Victoria Margaret Lowe Memorial Scholarship* (Revised)
- Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)
- Eleanor Mitchell Allen Award in Nursing* (Revised)
- Excellence in Math Scholarship*(Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-time Students (Revised)
- Qukin Scholarship – Joyce Green and James Johnson * (Revised)
- Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)
- Phyllis Margaret Wilson Scholarship* (New)
- Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)
- Royal Canadian Legion Award (New)
- The Ann Scarfe Award in Biology Field School* (New)
- Youson Vikes Soccer Annual Award (New)
- Harold Serson Scholarship for Women in Engineering (New)

** Administered by the University of Victoria Foundation*

Background:
New and revised awards support the recruitment and retention of talented students, aligned with our Strategic Plan and enrolment goals. Awards, including competitive entrance scholarships and bursaries, enable the university to continue to attract, recruit and retain a diverse community of outstanding students.

Previous Consultation:
The Senate Committee on Awards reviewed the proposed awards and recommended their approval by Senate. At their December 5, 2025 and January 9, 2026 meetings, Senate approved the awards and recommended their approval by the Board of Governors.

Planned Further Action:
Student Awards and Financial Aid will administer the awards after approval.

Basis for Jurisdiction: University Act, s 27 (2)(k)
Strategic Plan
Student Awards Policy AC1130

Attachment(s): Terms for New and Revised Awards

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA website.

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criterion may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada.

U SPORTS regulations state that student athletes receiving an athletic award in their entering year who have never participated in varsity sport at a post-secondary institution are not required to meet a minimum grade point average requirement.

Continuing student athletes must have passed a minimum of 9.0 units for credit with a minimum GPA of 3.0 in the preceding September to August terms of study. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the terms in which they receive the funding.

Bursaries

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA website.

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Axelrad Avenir Award* (New)

One award of at least $6,000 is given to an undergraduate student in the Faculty of Social Sciences at the University of Victoria and one award of at least $6,000 is given to an academically outstanding undergraduate student in the Faculté des sciences sociales or the Faculté de droit at the Université Laval, both of whom have been accepted into an exchange program between the University of Victoria and the Université Laval.

Students must have an interest in working within the Canadian public service and a desire to contribute to the conversation about what constitutes a 'successful Canada.' Applicants must submit a statement (minimum of 500 words) outlining their career goals and their opinions on what a successful Canada looks like. Preference is for students who have an interest in one day running for elected office in Canada (be it federal, provincial or municipal government). Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences. The award is intended to assist each student with the cost of tuition, travel and living expenses.

Empresa Properties Vikes Cross Country & Track Award* (Revised)

One or more award<u>s</u> ~~is~~ <u>are</u> given to ~~an~~ undergraduate student<u>s</u> who compete~~s~~ on either the Vikes Men's or Women's Varsity Cross Country and Track team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the ~~Director of Athletics and Recreation in consultation with the~~ Varsity Head Coach in consultation with the <u>Senior Director, Wellness, Recreation and Athletics and the Director, Varsity Sport Performance.</u> ~~Director of Athletics and Recreation and the Associate Director, Sport.~~

Preference will be given to ~~a~~ student<u>s</u> who meet~~s~~ at least one of the following criteria:

- Is involved in entrepreneurial endeavours
- Demonstrates leadership skills
- Has completed or is currently doing a co-op, internship or volunteering related to their academic studies
- Has an interest in working the ~~r~~<u>R</u>eal ~~e~~<u>E</u>state ~~i~~<u>I</u>ndustry

Applicants who meet one or more of the preferences must submit a letter (max 500 words) describing how they meet the criteria to the Head Coach by November 15.

'Stand Out From the Crowd' Prize in Physics & Astronomy* (Revised)

Prizes of at least $600, $500 and $400 are awarded respectively to the students with the highest, second highest and third highest grades in the most challenging undergraduate course in physics and astronomy. The most challenging undergraduate course is defined as the course that has the lowest average grades amongst the students who completed it, provided at least 50 students completed the course. Part-time students (a minimum of 6.0 units in two of the three terms in the academic year) and graduating students are eligible for this award. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Physics and Astronomy.

ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship * (Revised)

One or more scholarships are awarded to academically outstanding Canadian-born Indigenous graduate students in the School of Social Work whose program relates to social justice, anti-racism, and/or Indigenous resurgence. Students must submit a one-page summary of how their program of study relates to social justice, anti-racism, and/or Indigenous resurgence. Preference will be given to students with community or leadership involvement. Students must apply to the School of Social Work office ~~between July 1 and September 15~~.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Social Work.

Bruce & Connie More Choral Music ~~Scholarship~~ Award* (Revised)

One or more ~~scholarships~~ awards are ~~awarded~~ given to ~~academically outstanding~~ undergraduate students in the School of Music who are studying voice performance or choral conducting.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Craig Harms Bamfield Marine Sciences Centre Award* (New)

One or more awards of at least $1,000 each are given to undergraduate students continuing in their third or fourth year in the Faculty of Science to assist with the cost of attending the Bamfield Marine Sciences Centre for the purpose of research or course work. Preference is for students with demonstrated financial need.

Students must submit a budget, a statement of no more than 500 words describing the relevance to the student's research or course work and a letter of support from an instructor familiar with the student's academic work. Applications are made using the on-line travel award application form from January 1-31. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

Dr. Marion Porath ~~Bursary~~ Award in Education* (Revised)

One or more ~~bursaries~~ awards are ~~awarded~~ given to graduate students in the Faculty of Education. ~~Selection~~ Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

Evan and Kay Blake Scholarship (New)

One scholarship of $8,000 is awarded to an academically outstanding continuing undergraduate student with demonstrated financial need.

Helen Lansdowne Award* (New)

One or more awards are awarded to undergraduate students whose area of study focusses on migration, gender studies or sustainability. Preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to,

- First Nations, Inuit and Métis peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

Further preference is for students with financial need.

Henry, Annie and Harry Cathcart Award* (Revised)

One or more awards are given to ~~entering~~ undergraduate or graduate students in the School of Music. Preference is for students entering their first year of University, second preference is for students continuing into their second year of University and further preference is for students continuing into their third year of University.

~~Approval of the recipients will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.~~
Approval of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

Martin Bonham & Lloyd Howard Travel to Italy Award* (Revised)

One or more awards are given to undergraduate or graduate students in the School of Music who are travelling to ~~Italy~~ Europe to broaden their knowledge of western classical music. This activity may include, but is not limited to, travel, accommodation, admission fees, archival research, galleries, language training, and/or participation in exhibitions, courses, performances, workshops, conferences or presentations. Preference is for students travelling to Italy using the funding to directly support travel costs. Further preference is for students

travelling to other major European countries using the funding to directly support travel costs. Applicants must include a brief description (50-100 words) of their reason for travel.

~~Undergraduate students apply through the on-line application via Online Tools under Student Awards and Financial Aid. Graduate students must submit an application to the School of Music Office by September 15.~~

Approval of the recipients will be made by either the Senate Committee on Award or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

Jessie H. Mantle Fellowship in Nursing Endowment* (Revised)

A fellowship of at least $5,000 is awarded to an outstanding graduate student in the School of Nursing who is employed in, studying or researching the area of gerontological clinical nursing practice. The work should be directly applicable to the care of older adults (usually defined as 65+ years) and have the potential to affirm or improve direct care. The recipient must demonstrate a commitment to the field of gerontological nursing practice by submitting an application statement detailing what the student is doing to improve clinical practice in gerontological nursing (e.g. presenting research at conferences, publishing articles, serving in leadership roles in geriatric practice, conducting research to inform clinical practice). Selection of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

Judy Payne Memorial Award (Revised)

One or more awards~~,~~ of at least $1,000 each~~,~~ are given to undergraduate students taking courses with Latin American content at the University of Victora and who will be traveling to a Latin American country. ~~who are:~~

~~- a declared minor/general, major or honours student in the Latin American Interdisciplinary Studies Program or the Latin American Literary and Cultural Studies Program, and~~

~~- enrolled in the upcoming Summer Session or Winter Session, or who were registered in the previous academic Winter Session, in a Latin American Studies Experiential Learning class.~~

Part-time students are eligible (a minimum of 6.0 units in two of the three terms in the academic year). Approval of the recipients is made by the Senate Committee on Awards upon the ~~nomination~~ recommendation of the Faculty of Humanities.

Martha Carlsen Entrance Award* (New)

One or more awards of at least $3,000 each are given to woman undergraduate students entering first year at UVic who graduated from a high school on Vancouver Island. Preference is given to students with demonstrated financial need.

Robin and Jane Hall Business Award* (New)

One or more awards of at least $1,000 each are to be given to either an undergraduate student entering the first year of the Bachelor of Commerce program in the Peter B. Gustavson School of Business or a graduate student in the Master of Business Administration program in the Sardul S. Gill Graduate School at the University of Victoria. Preference is for students with demonstrated financial need.

The award will rotate between undergraduate and graduate students, starting with undergraduate students. Approval of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School.

Samit & Reshma Sharma Scholarship in Mental Health and Addiction* (Revised)

One or more scholarships are awarded to academically outstanding graduate students whose focus of research builds and supports community-wide knowledge that promotes wellbeing with reference to substance use and mental health. Students may apply by submitting a statement (maximum 250 words) describing how their research builds community knowledge and promotes wellbeing with reference to substance use and mental health to the Director, Canadian Institute for Substance Use Research between July 01 and September 01 ~~15~~. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Canadian Institute for Substance Use Research.

Sheila Ryan and Eileen Ryan Award in Child and Youth Care* (Revised)

One or more awards are given to continuing undergraduate or graduate students in the School of Child and Youth Care, with preference to students who have demonstrated financial need. Undergraduate students will apply through the online application via Online tools ~~My Page~~. ~~Graduate student applications must be submitted to the Faculty of Graduate Studies by June 15~~. Approval of the undergraduate recipient(s) will be made by the Senate Committee on Awards. Approval of graduate recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Child and Youth Care.

Vic Scott Award in Voice Accompaniment* (Revised)

One or more awards are given to entering or continuing undergraduate students in the vocal program in the School of Music with a demonstrated need for vocal coaching or accompaniment support. ~~Applicants must submit an outline of costs for their program and brief rationale explaining their coaching/accompaniment needs (maximum 350 words) to School of Music office by May 15.~~ If no students are eligible in a given year the award may go to any student in the vocal program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Warren Magnusson Graduate Scholarship in Political Theory* (New)

A scholarship is awarded to an academically outstanding graduate student in the Department of Political Science whose research is in political theory. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Political Science.

Yvonne Allen Cancer Research Scholarship* (Revised)

~~A scholarship~~ Up to three scholarships are ~~is~~ awarded to ~~an~~ academically outstanding graduate student<u>s</u> in the Faculty of Science in the following order of preference:

1. a student doing research on colo-rectal cancer;
2. a student studying the causes of cancer; and
3. a student doing research into cancer treatment.

Approval of the recipient<u>s</u> will be made by the Faculty of Graduate Studies Graduate Awards Committee ~~on~~ upon the recommendation of the Dean, Faculty of Science.

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA website.

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criterion may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada.

U SPORTS regulations state that student athletes receiving an athletic award in their entering year who have never participated in varsity sport at a post-secondary institution are not required to meet a minimum grade point average requirement.

Continuing student athletes must have passed a minimum of 9.0 units for credit with a minimum GPA of 3.0 in the preceding September to August terms of study. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the terms in which they receive the funding.

Bursaries

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA website.

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Black Student Leadership Entrance Award (Revised)

One or more awards of $5,000 are given to entering or transferring undergraduate students who self-identify as Black and who have demonstrated outstanding leadership qualities and extracurricular activities that strengthen the community. Students must submit a letter (maximum 300 words) outlining their contribution to the community. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Division of Student Affairs.

Arbutus Law Group Award (New)

One award of $2,500 is given to a Canadian-born Indigenous continuing undergraduate student in the Faculty of Law who has demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as prior work experience, graduate study, community service, family care or disability. Preference is given to students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

CFUW ~~Canadian Federation of University Women~~ Victoria Margaret Lowe Memorial Scholarship* (Revised)

One or more awards, of least $3,500, to a maximum of $5,000 each, funded by the Canadian Federation of University Women, Victoria ~~University Women's Club of Victoria,~~ will be made annually to graduate ~~a~~ womaen students entering the Master of Business Administration Program. Approval will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the ~~Gustavson School of Business~~ Sardul S. Gill Graduate School.

Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)

One ~~or more~~ award~~s are~~ is given to an entering or continuing ~~women~~ woman undergraduate student~~s~~ in the School of Health Information Science. Preference will be given in the following order:

1. students who have protected person or refugee status, with preference for students who have financial need
2. students who have Canadian permanent residency status, with preference for students who have financial need
3. all other students, with preference for students who have financial need

Applicants must submit a letter from an immigration consultant (RCIC) in the UVic International Centre for Students that confirms protected person or refugee status.

Eleanor Mitchell Allen Award in Nursing* (Revised)

One ~~or more~~ award~~s are~~ is given to a ~~women~~ woman undergraduate student~~s~~ entering third or fourth year in the School of Nursing who ~~have~~ has demonstrated financial need. Students with a minimum GPA of 4.0 are eligible. Students registered in at least 4.5~~0~~ graded units are eligible for this ~~scholarship~~ award.

Excellence in Math Scholarship* (Revised)

One or more scholarships of between $4,000 to $6,000 ~~$1,000 to $4,000~~ are awarded to students entering the University of Victoria directly from secondary schools who have achieved outstanding performance on The Fermat (Grade 11 Mathematics Contest) and/or The Euclid (Grade 12 Mathematics Contest). Applicants are required to self-report their contest scores. Contest scores will be verified by the University of Waterloo prior to final selection of recipients. Approval will be made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics and Statistics.

Jim Ounsworth Undergraduate Award for ~~Part-time~~ Indigenous Part-time Students (Revised)

Two awards payable at $5,000 per year ~~up~~ to a maximum of $35,000, are given to Canadian-born Indigenous part-time (registered in a minimum of 6.0 graded units in two terms of study) entering, transferring, or continuing undergraduate students ~~entering the University of Victoria as a part-time student (registered in a minimum of 6.0 graded units in two terms of study)~~, with preference for students with demonstrated financial need. Applicants must submit a letter (maximum 400 words) reflecting on how they see post-secondary education empowering them to help ~~others and~~ their community and others.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

To be automatically renewed a student must have completed a minimum of 6.0 or more graded units in any two terms of study between May and April and maintained a GPA of 5.0/9.0 or higher. The award is automatically renewed for each year of the student's study until completion of a first undergraduate degree or for a maximum of six years, whichever is the shorter period.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete a minimum of 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 5.0/9.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit renewal of their award.

~~Joyce Green and Jim Johnson Scholarship (Qukin~~) Qukin Scholarship – Joyce Green and James Johnson * (Revised)

One or more scholarships of at least $5,000 are awarded to:
- Indigenous graduate students (First Nations, Inuit or Métis) who are Canadian citizens, or
- Non-Indigenous graduate students who are Canadian citizens and who demonstrate significant Indigenous ~~ally-ship~~ allyship (defined below).

Eligible applicants will be pursuing studies and research with an emphasis on any of the following subjects: Indigenous politics, law or theory; feminist, anti-colonial, critical race or ecological and environmental matters~~.~~..

All applicants must submit:
- a description (max 500 words) of their research demonstrating which subject area it falls under, and
- a letter from their supervisor confirming that the research relates to the applicant's thesis topic.

Non-Indigenous applicants must also submit a description (maximum 500 words) demonstrating their Indigenous ~~ally-ship~~ allyship.

First preference will be given to Indigenous students who are single custodial parents; second preference is for Indigenous students who demonstrate financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of departments.

~~Ally-ship~~ Allyship is understood to be a verifiable durable demonstration over a significant period of time, ~~of~~ knowledge of, commitment to and solidarity with Indigenous people or to a cause or movement initiated by and for Indigenous people. It must be more than a mere profession of solidarity: it must be demonstrated with actions.

Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)

One or more awards of at least $2,000 are awarded to academically outstanding undergraduate international students with demonstrated financial need. Preference is given to students from countries located in South America, Southeast Asia and Sub-Saharan Africa.

Phyllis Margaret Wilson Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Nursing. Students registered in at least 4.5 academic units are eligible for this scholarship.

Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)

One or more awards are given to undergraduate and graduate students registered as full-time or part-time (undergraduate students in a minimum of 6.0 units in two of the three terms in the academic year and graduate students in a minimum of 1.5 units in two of the three terms in the academic year) ~~undergraduate and graduate students~~ taking courses pertaining to program evaluation, performance measurement and performance management, including students in the Graduate Certificate in Evaluation Program. Students eligible for this award would have the highest GPA or a major paper in these courses. In the case of an undergraduate award, ~~selection~~ approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Public Administration. In the case of a graduate award, ~~selection~~ approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration. This award may go to a graduating student.

Royal Canadian Legion Award (New)

One award of $5,000 is awarded to a continuing undergraduate student whose education and career plans will serve the greater community. The student must write a 500-word essay describing how their education and career plans will serve the greater community. Recipients can be part-time students (minimum of 6.0 units in two of the three terms in the academic year). Preference is for students with demonstrated financial need. Further preference is given to members of the Canadian military or RCMP, veterans, children of veterans or candidates whose grandparents served in the armed forces or RCMP.

The Ann Scarfe Award in Biology Field School* (New)

One or more awards of at least $500 are given to continuing undergraduate students attending a field school in biology. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Biology.

Youson Vikes Soccer Annual Award (New)

One or more awards are given to undergraduate and graduate students who compete on the Vikes Men's or Women's Varsity Soccer team at the University of Victoria. Award recipients must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of their ability to combine academic achievement and citizenship with team work ethic commitment and performance criteria by the Director, Varsity Performance Sport, in consultation with the Varsity Head Coach. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

Harold Serson Scholarship for Women in Engineering (New)

One scholarship of $5,000 is awarded annually to an academically outstanding woman continuing undergraduate student who is going into second year of Electrical and Computer Engineering. Preference is for a student who demonstrates financial need.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to establish a non-credit Certificate in Gerontology

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a non-credit Certificate in Gerontology, as described in the document "Certificate in Gerontology", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background:

The proposed Certificate in Gerontology is an entry-level, non-credit program designed to meet the growing demand for professionals in the interdisciplinary field of aging. It provides a foundational understanding of aging and the aging process, equipping learners with practical skills and interpersonal competencies to support older adults across diverse settings.

Key Benefits

- **Workforce Relevance:** Responds to strong labour market demand in healthcare and related sectors, preparing graduates for roles in healthcare, community services, policy, advocacy, and wellness programming.

- **Skill Development:** Focus on person-centered care, effective communication, and ethical responsibility to ensure graduates can support the physical, mental, emotional, and social well-being of older adults.
- **Flexible Delivery:** Online asynchronous format accommodates working professionals and international learners.
- **Diverse Audience:** Serves Canadian professionals seeking career advancement or transition, high school graduates entering healthcare, newcomers to Canada, and existing DCS graduates seeking upskilling.

Strategic Alignment

- **Lifelong Learning:** Reinforces UVic's commitment to lifelong education and professional development.
- **Equity and Inclusion:** Provides accessible education for adult learners, Indigenous students, and international participants.
- **Community Engagement:** Addresses local and global labour market needs, strengthening UVic's role in workforce development.
- **Innovation:** Prepares graduates for evolving roles in healthcare and related fields.

Institutional Advantage

This program builds on the Division of Continuing Studies' success in health-related offerings, leveraging existing expertise to meet current and future learner needs.

This program will position UVic as a leader in gerontology education, addressing critical workforce gaps while advancing strategic priorities in lifelong learning, equity, and community engagement.

Basis for Jurisdiction: Senate Committee on Planning meeting November 5, 2025
Senate meeting on December 5, 2025

Attachment(s): December 2025 Senate docket for the proposal to establish a non-credit Certificate in Gerontology.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 19, 2025

Re: Proposal to establish a non-credit Certificate in Gerontology

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to establish a non-credit Certificate in Gerontology.

The proposed non-credit Certificate in Gerontology will serve as an entry-level program for individuals starting their careers in the growing interdisciplinary field of gerontology.

This program will prepare graduates to work in various sectors serving seniors, including healthcare, government, community service, policy, advocacy and wellness programming. Depending on their background, learners can take this program to start a career in gerontology, or they can build on their existing credentials and work experience to gain specialized knowledge and skills to advance in their current career.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a non-credit Certificate in Gerontology, as described in the document "Certificate in Gerontology", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

Certificate in Gerontology

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean or designate	Dr. Jo-Anne Clarke, Dean, Division of Continuing Studies	uvcsdean@uvic.ca
Academic unit, department, or school	Health, Safety and Public Relations Programs, Division of Continuing Studies	hsadmin@uvic.ca
Name, title, and email of contact person	Laura Vizina, Director, Health, Safety and Public Relations Programs, Division of Continuing Studies	lvizina@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	September 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	Sept. 19, 2025
Departmental/School approval	Sept. 22, 2025
Resource requirements approval (by Dean)	NA
Faculty Curriculum Committee approval	Oct. 15, 2025 (Senate Committee on Continuing Studies)
*Faculty Council approval (or indicate equivalent Faculty voting body) Senate Committee on Continuing Studies	See above

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	June 16, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	June 27, 2025	Y
External and Internal Consultation (letters of support as per section I) -Office of the Seniors Advocate British Columbia -Broadmead Care -Island Health -Victoria Hospice Society -Gerontological Nurses Association of BC -UVic Faculty of Health -UVic Institute on Aging & Lifelong Health -UVic Office of Indigenous Academic and Community Engagement -UVic Libraries	Various & Attached	Y

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

A. Provide a summary of the proposed new non-credit certificate, professional specialization certificate or diploma and clearly articulate how the program aligns with current institutional plans and priorities (maximum 1 page).

This proposed non-credit certificate in Gerontology will serve as an entry-level program for individuals starting their careers in the growing interdisciplinary field of gerontology. This program will offer a foundational understanding of aging and the aging process, ensuring that graduates are well-prepared to meet the unique needs of older adults. This program will equip learners with applied and interpersonal skills necessary to provide high-quality support to older adults in a variety of settings. Participants will develop essential soft skills, such as effective communication and person-centered care approaches. They will learn to support the physical, mental, emotional and social well-being of older adults while demonstrating professionalism, ethical responsibility and adaptability.

We anticipate four primary audiences for this program: professional learners within Canada seeking an upgrade in their current role, professional learners within Canada seeking a skillset to transition to a new role, high school graduates who are seeking to earn an educational credential that will prepare them to pursue employment in the healthcare sector, and newcomers to Canada or international learners seeking to earn a Canadian educational credential that will prepare them to pursue employment in the healthcare sector. The online asynchronous format will meet the needs of the working professionals across the country.

This program will prepare graduates to work in various sectors serving seniors, including healthcare, government, community service, policy, advocacy and wellness programming. Depending on their background, learners can take this program to start a career in gerontology, or they can build on their existing credentials and work experience to gain specialized knowledge and skills to advance in their current career.

This proposal for a non-credit certificate in Gerontology upholds UVic's commitment to honour lifelong learning by equipping adult learners with the skills and knowledge they need to achieve their personal and professional goals. This program aligns with UVic's strategic priorities by addressing both local and global labour market challenges through professional skills development. Additionally, it seeks to dismantle systemic barriers to equity and inclusion in education by catering to the diverse needs of adult learners, Indigenous students, and international participants. Through its flexible and accessible delivery format, the program ensures that historically underrepresented groups have access to high-quality education and professional development opportunities. It responds to the specific training needs of the community and learners, ensuring that educational offerings are both relevant and impactful, strengthening UVic's role as a vital resource for lifelong learning and workforce development.

Aligning with UVic's strategic priorities, this program fosters innovation, prepares graduates for future work, while engaging with the community, and supporting lifelong professional development. It responds to the strong labour market demand in healthcare and supports UVic's commitment to making a meaningful impact in both the local and global economy.

This program builds on the success of the Division of Continuing Studies (DCS) existing non-credit courses and programs in health for health and safety professionals, health and helping professionals including licensed practical nurses and registered nurses, nurse practitioners, pharmacists, occupational therapists, physiotherapists, dentists and doctors as well as health administrators. Graduates of DCS are continually seeking upskilling and reskilling in the area of health. This program will allow us to meet the needs of both current and future learners and provides an opportunity to engage DCS graduates interested in a program in this discipline.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program. Does the program include opportunities for experiential learning or other forms of community engagement or research-enriched learning? Does the program design include plans for online delivery? If yes, provide details.

As per University policy AC1135: Policy for the Establishment of Certificate and Diploma Programs, undergraduate certificate programs should normally consist of 10.5-15.0 (or non-credit equivalent) units or 7-10 courses. The proposed certificate will comprise of seven courses. Courses will be 39 instructional hours, equivalent in length to UVic 1.5-unit term-based courses.

The overall program will consist of four required courses, totalling 156 instructional hours, plus a choice of elective courses. Elective course choices vary in length, and participants will choose from a range of electives to complete an additional 117 instructional hours.

The program will be available for completion via an asynchronous online format on a part-time basis over one to three years, consistent with other certificate programs offered through Continuing Studies.

Program Curriculum

Required courses:
Students must complete four required courses:

- Foundations of Gerontology (39 instructional hours)
- Human Anatomy and Physiology of Aging (39 instructional hours)
- Supporting Older Adults (39 instructional hours)
- Communication and Person-Centered Care (39 instructional hours)

Elective courses:
Students must complete a total of 117 instructional hours of elective courses. This requirement can be fulfilled by selecting three courses, each offering 39 instructional hours:

- Nutrition and Aging (39 instructional hours)
- Active Aging and Recreation (39 instructional hours)
- Mental Health and Aging (39 instructional hours)

OR by selecting a combination of any two electives above plus any of the following to achieve a total of 117 instructional hours:

- Essential Soft Skills Training (36 instructional hours)
- Continence Care Skills (36 instructional hours)
- The Canadian Fall Prevention Curriculum (25 instructional hours)
- Strategies and Actions for Independent Living (15 instructional hours)
- Wound Care for Clients Experiencing Inequities (10 instructional hours)

See Appendix A for full course details.

Students will be required to take *Foundations of Gerontology* (required course) in the first term as it will serve as a foundation course in the program. Learners can take this course concurrently if they prefer to take more than one course in the first term. We plan to offer this course twice a year to give new applicants an opportunity to start the program in the Fall or Winter term.

C. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity and inclusion (maximum 2 pages)

How does the proposed program provide opportunities to include Indigenous perspectives and decolonization? Please provide details.

Indigenous perspectives will be integrated in a variety of ways, largely shaped by available Indigenous contributors. We are in the process of confirming Indigenous representation on our program advisory committee, and we are currently seeking Indigenous practitioners to contribute via curriculum development, instruction, and validation.

We will work with our colleagues in library services to source content in the topic area of health, including Indigenous health and caring for Indigenous communities. We will also incorporate resources developed by the First Nations Health Authority on Elder Wellness including the BC Elders' Guide, materials on dementia, fall prevention, elder abuse and neglect from an Indigenous perspective. We will also use materials from the Indigenous Cognition & Aging Awareness Research Exchange (I-CAARE) to ensure our curriculum is informed by and respectful of Indigenous knowledge and experiences related to aging and wellness. Our online learning services team that oversees course curriculum will work with instructors and review content to ensure courses emphasize Indigenous health.

Instructors will be encouraged to participate in Indigenous Cultural Acumen Training and address any structural barriers for Indigenous and non-Indigenous learners in the online learning environment.

How does the proposed program design provide opportunities for global engagement or international perspectives? Please provide details.

The global population is aging rapidly due to increasing life expectancy and declining birth rates. This global trend is adding pressure on government budgets, healthcare systems, labour shortages, and financial systems across the globe (Moritsugu, Canadian Press). There will be opportunities to incorporate perspectives and best practices in gerontology from various countries to enhance learner understanding of aging within the global context. Courses in the program will incorporate international resources, frameworks, reports and case studies from the World Health Organization, United Nations, International Federation on Aging, international institutions and organizations. Incorporating these resources in the program curriculum will ensure that learners are exposed to international aging trends, policies, best practices and real-life examples.

How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details.

Through its curriculum this program will discuss cultural perspectives on aging, Indigenous knowledge, patient advocacy, anti-ageism, social inclusion and ethical caregiving. Also, the course on *Mental Health and Aging* will address barriers to care faced by seniors, including marginalized populations.

How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.

This program will offer equitable access to a university program to diverse learners, including domestic learners, international learners, mature learners, newcomers to Canada and professionals looking for a career change. The delivery format will allow us to reach learners in remote areas who typically don’t have access to a university

credential. In addition, this program will be available to learners without prior health education or work experience in healthcare.

The program design team will be following a universal design for learning framework when developing curriculum. Through this framework, we will aim to create a learning environment that is accessible and effective for our learners. Assessment will be designed with the universal design principles in mind to offer learners diversity in how they demonstrate their learning. Some examples of the assessment types would include written assignments, practical learning activities, class discussions, presentations, quizzes and reflections. Course content will be presented to learners in a variety of modalities through written content, visual content (graphs, images, infographics), video, audio, and interactive tools available to us through the Brightspace platform, such as audio feedback, polls, surveys, etc. This type of learning environment increases educational accessibility and meets the diverse needs of our learners.

D. Describe the learning outcomes of the proposed program.

Upon completion, learners will be able to:

- Demonstrate a comprehensive understanding of the aging process and foundational principles of gerontology
- Promote the physical, mental, emotional and social well-being of older adults through holistic care strategies
- Analyze the impact of nutrition, lifestyle and recreational activities on aging
- Identify and address the unique needs of diverse older adults considering values, cultural differences and health conditions
- Demonstrate effective verbal and non-verbal communication skills to deliver compassionate, person-centered care tailored to the unique needs of older adults
- Exhibit professionalism, ethical responsibility and adaptability while supporting older adults

E. What are the admission requirements for the proposed program?

We are open to learners with a variety of educational or professional backgrounds. Our expectation is that learners have a commitment to learn and achieve their continuing education goals. If learners do not meet the admission requirement(s) listed, we still strongly encourage them to contact us to discuss options.

At a minimum, graduation from secondary or high school is normally required for entrance into the program. Previous experience in health will not be a requirement for entry but is considered an asset.

F. How is the proposed certificate, professional specialization certificate or diploma aligned with, or is distinct from other related programs at UVic and other BC post-secondary institutions?

This program will offer learners an opportunity to take existing DCS micro-credentials (such as The Canadian Fall Prevention Curriculum, Strategies and Actions for Independent Living, Wound Care for Clients Experiencing Inequities, etc.) and apply them towards an elective course requirement within this certificate program. Learners will be able to develop specialized skills and obtain a micro-certificate in a specific topic issued by the University of Victoria. This will offer them a competitive advantage in the job market. Past graduates of these micro-credentials can also pursue this certificate program and apply their completed micro-credentials towards electives in this program.

Unlike many comparable programs offered by other post-secondary institutions that require face-to-face instruction, this program's online asynchronous format will allow learners to pursue this program while maintaining their life commitments (i.e., family, work, hobbies). Experienced subject matter experts who are

experts in the principles of adult teaching and learning will engage learners through an online dialogue, ongoing feedback and course assessments to ensure learners stay on track and progress through each course successfully.

This non-credit certificate program will prioritise open admission and will not require prior work experience in health or post-secondary studies. Many comparable programs are associated with specific faculties and have specific admission criteria. For example, Simon Fraser University's Diploma in Gerontology requires the completion of an undergraduate degree from a recognized university. By keeping our admission requirements flexible, this program ensures that learners committed to their education have access, regardless of their background. See Appendix C for a list of comparable programs.

G. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

This program is designed to be completed in one to three years depending on the number of courses learners take each term. Learners can take as many or as few courses each term. There will be no time limit on program completion as learners can take a break in between terms and then come back to take their next course.

In the first term (fall 2026), we will offer two courses. As we move into the future terms, additional courses will be offered to ensure learners can progress through the program and complete it as noted in table 1 below. A sample course schedule is provided in the table 2.

Table 1: Enrolment Plan, 2026-2030

	2026/27 fiscal	**2027/28 fiscal**	**2028/29 fiscal**	**2029/30 fiscal**
Total registrations in fall term (September to December)	30 (2 courses) 15 students per course	50 (2 courses) 25 students per course	60 (2 courses) 30 students per course	70 (2 courses) 35 students per course
Total registrations in winter term (January to April)	45 (3 courses) 15 students per course	75 (3 courses) 25 students per course	90 (3 courses) 30 students per course	105 (3 courses) 35 students per course
Total registrations in summer term (May to August)	60 (3 courses) 20 students per course	75 (3 courses) 25 students per course	90 (3 courses) 30 students per course	105 (3 courses) 35 students per course

Table 2: Sample Schedule

	2026/27 fiscal
fall term (September to December)	• Foundations of Gerontology (required) • Active Aging and Recreation (elective)
winter term (January to April)	• Foundations of Gerontology (required) • Human Anatomy and Physiology of Aging (required) • Mental Health & Aging (elective)
summer term (May to August)	• Supporting Older Adults (required) • Communication and Person-Centered Care (required) • Nutrition and Aging (elective)

H. What is the evidence of demand for the proposed program, including labour market indicators?

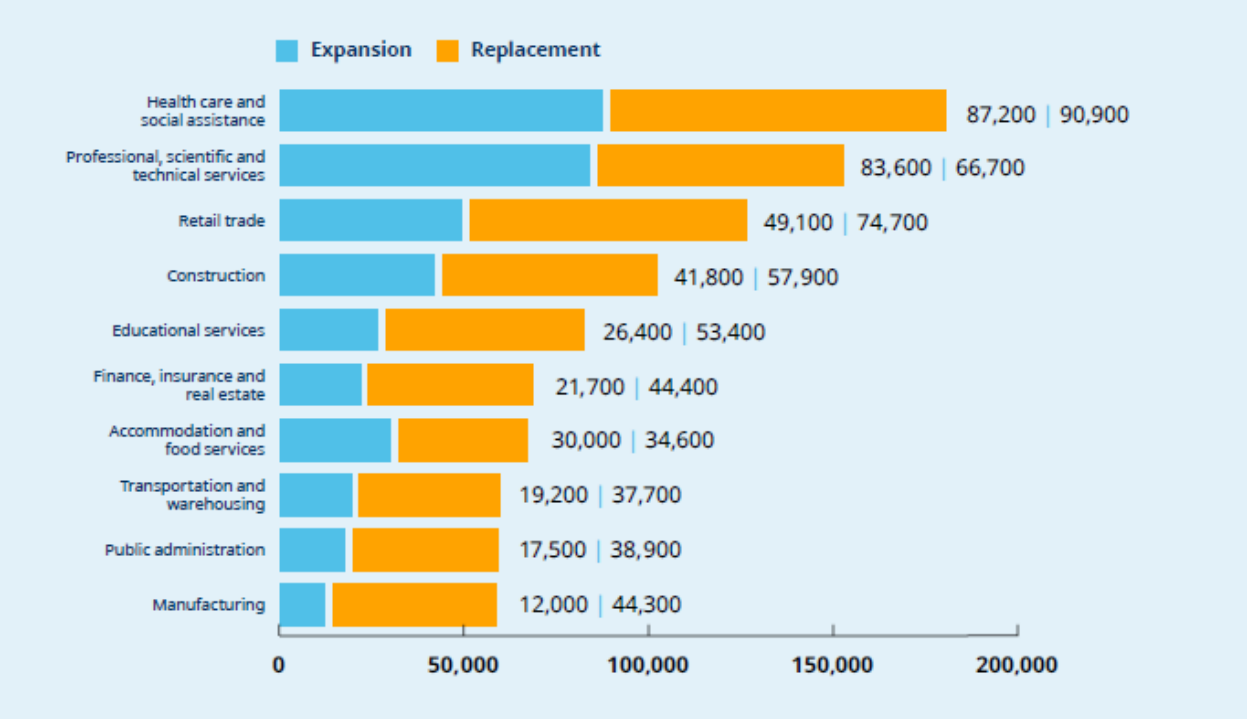
Changes in Demographic & Healthcare Demands Across BC & Canada

The demographic landscape in Canada is undergoing a drastic change as the country is experiencing rapid population aging. Population aged 85 or older is one of the fastest-growing age groups in Canada. According to Statistics Canada, 23% percent of the Canadian population is expected to be aged 65 or older by 2030. In British Columbia, 25% of population is expected to be aged 65 and older by 2035. The older population will require services, resources and supports to age well.

Increase in Job Openings in Healthcare

According to the latest BC Labour Market Outlook, job openings in the healthcare sector are projected to increase significantly in the next ten years. The healthcare and social assistance industry will generate the highest number of job openings in this province (see Table 3). The increase is driven by an increasingly aging population and a growing number of retirements among existing workers. In BC, the healthcare and social assistance industry is projected to generate 178,100 job openings between 2024 and 2034. This projection includes jobs in hospitals, ambulatory health care services, nursing and residential care facilities, and social assistance (2024 BC Labour Market Outlook, page 43).

Table 3: Top 10 Major Industry Groups by Job Openings in BC, 2024-2034



(Source: BC Labour Market Outlook 2024, page 18)

Specialized Training in Gerontology

As Canada's aging population continues to grow, the demand for specialized support in the aging process is more critical than ever. According to the Canadian Institute for Health Information (CIHI, 2024), the number of nurses and family physicians working in direct care roles has been decreasing, while healthcare professionals face increasing workloads and higher attrition rates (CIHI). At the same time, according to the BC Office of the Seniors Advocate, the majority of seniors, 95% in BC, live independently, relying on family, publicly funded programs and community-based services to maintain their wellbeing. Personal support workers, home care assistants, and geriatric aids often serve as the primary caregivers to these individuals. The proposed certificate in Gerontology will equip graduates with the expertise needed to assist seniors in aging well, ensuring they have access to the care, resources and community support programs that they need to maintain their wellbeing.

Career Pathways in Gerontology

Gerontology is a multidisciplinary field that is relevant to multiple sectors. Graduates of this certificate will be prepared for various roles in healthcare, government, community organizations, recreation, transportation and housing. Considering that students entering this area of education and training can come from a wide range of prior education, work experience and skill levels, with some entering from high school graduation and others returning as adult students seeking retraining, we anticipate that graduates of this program can pursue a wide range of career options in various sectors. Depending on their background, learners can choose a career path that builds on their prior educational and career experience.

The skillset that graduates will gain in this program is aligned with several categories within the Canada National Occupation Classification (NOC):

NOC 33102: Nurse aides, orderlies and patient service associates: examples of jobs within this category include health care aide, hospital attendant, long-term care aide, nurse aide, nursing attendant, patient care aide, patient service associate.

NOC 44101: Home support workers, caregivers, and related occupations: examples of jobs within this category include family caregiver, home support worker, live-in caregiver, personal aid - home support, personal care attendant - home care.

NOC 54100: Program leaders and instructors in recreation, sport and fitness: examples of jobs within this category include activities leader - seniors, arts and recreation leader, recreation leader, leisure program leader, arts and crafts instructor.

NOC 42201: Social and community service workers: examples of jobs within this category include community service workers, group home worker, peer support worker, welfare worker.

I. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

The consultation process included both public and private healthcare sectors as well as UVic academic units such as the Faculty of Health and the Institute on Aging and Lifelong Health. The proposed curriculum includes their recommendations. One common theme shared by professionals was the importance of addressing the broader gerontological perspectives including agism and discrimination, as well as the cultural, social, and emotional dimensions of aging. In response to these recommendations, we incorporated additional topics into the program

curriculum. For example, in the required course *Supporting Older Adults*, we discuss the current research related to the impact of social supports on the aging population. In addition, we included an elective course choice *Active Aging and Recreation* for those who are interested in exploring social engagement, activity planning, and the impact of social and physical activities on the aging process.

Another recommendation that we addressed was incorporating the topic of palliative care as it relates to the end-of-life for older adults. Palliative care concepts are woven throughout program curriculum to address key areas such as health decline, dying, grief, dignity in dying, end-of-life communication skills, caregiver self-care and burnout.

In addition, we updated the title of the certificate program from “Certificate in Geriatric Health” to “Certificate in Gerontology” to better align with the content of the curriculum. While the terms “geriatrics” and “gerontology” are two distinct fields, it was concluded that the term “gerontology” is a more suitable term for this program. The new title “Certificate in Gerontology” more accurately represents the intent of this program and covers the full spectrum of knowledge this program provides. Please note that letters of support reflect the initial title of the program as the title change was a result of the consultation process.

Support and recommendations from the BC Seniors Advocate, Island Health, Gerontological Nurses Association of BC, and Broadmead Care were also incorporated into the proposed curriculum.

Refer to Appendix D for evidence of support and consultation.

Appendix A Course Details

Required Courses:

1. **Foundations of Gerontology** provides an overview of gerontology, focusing on the principles and practices involved in providing effective care to older adults. Participants will learn about the aging process, social determinants of health and impact on aging, cultural, social, and emotional dimensions of aging, common health issues faced by the elderly, and the role of caregivers. The course covers the foundational knowledge required to understand the specific needs of seniors. It introduces working in various care settings, including homes, hospitals, and community programs.
2. **Human Anatomy and Physiology of Aging** details the physiological changes that occur as people age, covering alterations in body systems such as the cardiovascular, respiratory, musculoskeletal, and nervous systems at various life phases including end-of-life. This course explores how aging affects physical function, mobility, and health, providing insights into age-related conditions like osteoporosis, hypertension, and frailty. Participants discover the implications of these changes for healthcare providers and caregivers in managing elderly patients' health.
3. **Supporting Older Adults** focuses on knowledge, skills and abilities required to support the elderly in various settings, including personal care, fall prevention, overview of the importance of medication management, nutrition, activity planning, and hospice and palliative models of care. This course will highlight the research on the social supports for the aging population as well as explore the impact of ageism and discrimination older adults may experience. It will also discuss the interdisciplinary and team-based approaches to supporting older adults.
4. **Communication and Person-Centered Care** develops effective communication skills to enhance the quality of care for older adults. Participants learn strategies for engaging with seniors empathetically and respectfully, including patients with cognitive impairments, sensory challenges and diverse cultural backgrounds. Person-centered care approach is emphasized to prioritize preferences, values and dignity of older adults. End-of-life communication skills, as well as ethical and legal aspects of senior care are also discussed.

Elective Courses:

1. **Nutrition and Aging** discusses the role of nutrition in aging and common dietary challenges, meal planning, food safety, and dietary supplements. This course focuses on understanding health conditions such as diabetes, heart disease, and malnutrition in older adults.
2. **Active Aging and Recreation** focuses on the benefits of exercise, social engagement, and recreational activities in preventing chronic conditions, improving mobility, and fostering mental health. Participants learn how to design age-appropriate programs that encourage active living in senior populations.
3. **Mental Health and Aging** highlights the mental health challenges faced by older adults and caregivers, including common conditions like depression, anxiety, dementia, cognitive decline, as well as grief and caregiver burnout. Participants learn about the risk factors, diagnosis, and treatment options for mental health issues in aging populations. The course also explores the role of mental health professionals in supporting older adults, as well as how caregivers can help promote mental well-being and offer appropriate emotional support.
4. **Essential Soft Skills Training** helps to develop valuable soft skills to be successful in any workplace setting. Participants focus on developing problem solving skills, communication skills, conflict resolution, social intelligence, critical thinking and team building skills. Participants learn how to combine all these skills together and work more effectively in team-based environments.
5. **The Canadian Fall Prevention Curriculum** reflects current evidence on fall risk assessment and prevention, universal fall precautions, as well as fresh approaches to successful and sustainable interventions based on proven strategies from the field of implementation science. Participants develop knowledge and skills to apply an evidence-based approach to the prevention of falls and fall-related injuries.
6. **Strategies and Actions for Independent Living** is designed for home health care aides who provide day-to-day in-home care for frail older adults or persons with disabilities. The practical tools discussed in this course help home

care aides and community support workers to help clients live at home more safely by preventing falls and fall injuries.

7. **Wound Care for Clients Experiencing Inequities** equips participants with the knowledge and skills to manage wounds in clients who are experiencing systemic inequities, through understanding how inequities influence the development of wounds and wound care. This course offers practical information on using wound care products and managing wounds effectively in this environment.
8. **Continence Care Skills** aims to improve continence management for patients and maintain quality of life. It focuses on learning about assessment and management, patient dignity, incontinence treatment options, and education and resources.

Appendix B Health Program Advisory: Terms of Reference

General Purpose of the Committee

The Advisory Committee will serve to encourage, plan and oversee the academic aspects of the delivery of courses and programs in the area of health and wellness offered by the Division of Continuing Studies (DCS), University of Victoria.

The Advisory Committee will:

- Advise on changes in the field, new trends and needs in the health and wellness sector
- Provide recommendations for new course and program developments
- Guide development of program goals and course goals and conduct regular review of these goals to ensure alignment
- Advise on potential program development and partnership opportunities
- Assist in identification of new subject matter experts
- Take an active role in prioritizing future program needs
- Act as an advocate for DCS health and wellness programs and support the promotion of the programs in conjunction with university staff
- Review needs assessments, evaluation results, proposals, reports and marketing plans

Method of Appointment

Representatives will be appointed by the Director, Health, Safety and Public Relations Programs through the Division of Continuing Studies.

Membership

The committee will have a broad representation of University of Victoria faculty and a range of health professionals. The Director, Health, Safety and Public Relations Programs will serve as the Chair of the Advisory Committee.

Term of Office

Members will serve a term of three years, with the opportunity for renewal at the request of Chair.

General Procedures

The Advisory Committee will meet twice per year, at the call of the Chair, unless otherwise determined by need.

Administrative Support to the Committee

Administrative support to the Committee will be provided by the Division of Continuing Studies.

Appendix C Comparable Programs

Program Name	Institution	Program Length	Delivery Mode	Admission requirements
Diploma in Gerontology	Langara College (BC)	2 years	Face-to-face	Grade 12 completion
Diploma in Gerontology	SFU (BC)	1 to 5 years	Face-to-face with some courses offered online	Undergraduate degree
Diploma in Gerontology	Western Community College (BC)	7 months	Face-to-face	Grade 12 completion
Seniors Living Management Certificate	TRU (BC)	8 courses	Online	Open admission
Gerontology Post-Diploma Certificate	MacEwan (AB)	7 courses	Face-to-face	must be registered as RN, LPN, etc.
Therapeutic Recreation-Gerontology Diploma	Lethbridge Polytechnic (AB)	2 years	Online or face-to-face	Grade 12 completion
Certificate in Aging and Gerontology	Toronto Metropolitan (ON)	1 year	Online	Grade 12 completion
Gerontology Interprofessional Practice Graduate Certificate	Fanshawe College (ON)	1 year	Face-to-face	Degree or College Diploma
Geriatric Certificate Program	McMaster (ON)	up to 3 years	Online	n/a

Appendix E Resources Used to Support Proposal

Canadian Geriatrics Society. *Aging Care 5MS Competencies.* Accessed March 4, 2025.

Canadian Institute for Health Information. *Balancing the needs of Canadians and our health workforce*. Accessed March 4, 2025.

Canadian Institute for Health Information. *Keeping pace with changing population needs.* Accessed February 28, 2025.

EveryNurse.org. (2022). What Is the Difference Between Gerontology and Geriatrics?

First Nations Health Authority. (2024). *Elder's Guide*. Second edition.

First Nations Health Authority. (n.d.). *Elder Wellness.* Accessed April 24, 2025.

Indigenous Cognition & Aging Awareness Research Exchange (I-CAARE). (n.d.). *Indigenous Cognition & Aging Awareness Research Exchange.* Accessed April 24, 2025.

Institute for Work & Health. (2019). *Gender differences in the impact of eldercare on work*. Accessed March 31, 2025.

Lightcast (2025). Job Posting Analytics. Q1 2025 Data Set: NOC 44101 Home support worker, caregivers and related occupations and NOC 33102 Nurse aides, orderlies and patient service associates. Accessed September 10, 2025.

Moritsugu, K. (2025). *More countries, including China, are grappling with shrinking and aging populations*. In The Canadian Press. Canadian Press Enterprises Inc.

Office of the Seniors Advocate British Columbia. (2024). *Monitoring Seniors Services 2024 Report*.

Office of the Seniors Advocate British Columbia. (2024). *Monitoring Seniors Services 2024. Presentation*.

Province of British Columbia. *BC Labour Market Outlook.* 2024 edition.

Statistics Canada. (2023). *More than half of women in Canada are caregivers.* Accessed March 4, 2025.

Statistics Canada. (2024). *Access to specialized health care services among older Canadians.* Accessed March 4, 2025.

Vancouver Coastal Health. (n.d.). *First Nations ReAct.* Accessed April 24, 2025.

Appendix D Evidence of Consultation and Support

OFFICE OF THE
SENIORS ADVOCATE
BRITISH COLUMBIA

June 16, 2025 Ref: #373176

Laura Vizina
Director, Health, Safety and Public Relations Programs
Division of Continuing Studies
University of Victoria

Dear Laura,

The Office of the Seniors Advocate (OSA) of B.C. is pleased to acknowledge the vital work of the Division of Continuing Studies (DCS) with the University of Victoria in proposing creation of a Certificate in Geriatric Health.

The OSA was created through the *Seniors Advocate Act of B.C.* and has a statutory mandate to monitor seniors' services, identify systemic issues impacting seniors and their families, engage directly with seniors to determine unmet needs and gaps in services, and make recommendations to improve the welfare of seniors.

Health care is one of the five key areas the OSA monitors, and the office is supportive of robust education programs that promote a foundational understanding of ageing and geriatric care. The proposed non-credit online Certificate in Geriatric Health will serve as an entry point into the expanding interdisciplinary field of geriatric health, ensuring that graduates are well-prepared to meet the unique needs of older adults. Participants will learn to support the physical, mental, emotional and social well-being of older adults while upholding professionalism, ethical responsibility and adaptability for seniors during the aging process.

As the BC Seniors Advocate, I am committed to advocating for services that improve the quality of life for seniors. B.C. is undergoing rapid growth in the seniors' population, and access to healthcare services is critical for this population. I fully support the DCS' efforts to create the Certificate in Geriatric Health. The proposed curriculum will equip learners with applied and interpersonal skills necessary to provide high-quality support to older adults in a variety of settings across the province.

Sincerely,

Dan Levitt
BC Seniors Advocate
Province of British Columbia

Broadmead Care
Where Love, Life and Living Matter

September 5, 2025

Laura Vizina
Director, Health, Safety and Public Relations Programs Division of Continuing Studies
University of Victoria

Dear Laura,

I am writing to express support for the proposed Certificate in Geriatric Health currently being developed by the Division of Continuing Studies, University of Victoria.

Broadmead Care Society is a non-profit organization on Vancouver Island dedicated to providing compassionate long-term care and community programs that enhance the quality of life for seniors, veterans, and adults with disabilities. Broadmead Care is known for its innovative projects with leading initiatives such as the Long-Term Care at Home/Healthy Home Initiative—which uses smart technology to support seniors living independently—and the Nigel Valley redevelopment, a collaborative housing project that blends long-term care, supportive housing, and affordable homes.

As a long-term care employer, we face a growing demand for professionals who are well- prepared to support the unique and complex needs of older adults. Our workforce must not only be clinically competent, but also have a foundational understanding of aging, dementia, mental health, common health conditions, and the social and emotional factors that influence quality of life for seniors.

Currently, we encounter challenges in recruiting staff with this level of preparation. While we are able to provide on-the-job training, it is not a substitute for a structured educational foundation. Ideally, job candidates should have knowledge of the principles and best practices in elder care to better prepare them to provide safe, compassionate, and effective care from their first day of employment.

The proposed program aligns with the urgent needs of our sector by:

- Building a pipeline of graduates who understand the realities of working with older adults in diverse care settings.
- Enhancing workforce readiness by integrating both theoretical and practical training in geriatric and person-centered care.
- Supporting the long-term sustainability of the healthcare system by preparing professionals who are committed to careers in elder care.

We are confident that graduates of this program will be sought after within our sector and will make a significant impact on the quality of care for older adults. For our organization, having access to a pool of candidates with these specialized skills will help us address staffing shortages, reduce training burdens, and improve resident outcomes.

We strongly endorse the Division of Continuing Studies, University of Victoria in moving forward with the development of this program and are eager to partner to support its success, including offering practicum placements, guest

lectures, or consultation.

Thank you for considering this important initiative. We look forward to welcoming future graduates of this program into our workforce.

Sincerely,



Jill Franssen
Director of Talent Management

Email: Jill.Franssen@Broadmeadcare.com
Phone: (250) 658-326

Lucy Dann
Island Health EWS Home Support Operations Manager
102 940 Goldstream Avenue
Victoria, BC, V9B 2Y4

September 9 2025

Division of Continuing Studies
University of Victoria
3800 Finnerty Road Victoria, BC
V8P 5C2

Dear Dean/Director/Continuing Studies Leadership,

I am writing to express my strong support for the University of Victoria, Division of Continuing Studies, as you explore the development of a new educational program in the area of geriatric care.

As our population ages, the demand for skilled professionals who understand the unique health, social, and community needs of older adults continues to grow. An educational opportunity that emphasizes evidence-informed practice, interdisciplinary collaboration, and compassionate care will play a vital role in preparing learners to meet this demand.

The University of Victoria is well-positioned to lead this initiative, given its reputation for academic excellence, community partnerships, and commitment to lifelong learning. The proposed program has the potential to:

- Strengthen the workforce capacity in geriatric care across health and social sectors.
- Support professionals in acquiring specialized knowledge and practical tools for improving quality of life for older adults.
- Contribute to innovation in education by addressing critical gaps in continuing studies offerings in this field.

This initiative represents an important step toward advancing both professional development and community well-being. I commend the Division of Continuing Studies for its vision and leadership in recognizing the urgent need for such programming and I look forward to seeing this initiative progress.

Sincerely

Lucy Dann

EWS Home Support Operations Manager

Island Health

From: Jones, Christine N. (Dr) [ISLH] <Christine.Jones@islandhealth.ca>
Sent: September 2, 2025 4:37 PM
To: Laura Vizina <lvizina@uvic.ca>
Cc: Prittiebell, Annie [ISLH] <Annie.Prittiebell@islandhealth.ca>
Subject: RE: UVic New Non-Credit Geriatric Health Certificate: Seeking Support

Hi Laura,

Annie asked me to review your most excellent proposal — and I have to say, it really is excellent. Congratulations on pulling together such a strong and timely program.

I do have a few suggestions that might help round it out from a *Public Health Palliative Approach to Community Aging* perspective. The reality of healthy aging also includes decline, dying, grief, and transitions from optimizing and maintaining health into the end-of-life phase. These concepts are essential in geriatric health, and I think the program would be even stronger if they were explicitly included.

Some thoughts:

- Consider a required module on Hospice and Palliative Care. This could introduce:
    - Trajectories of decline and recognizing when someone is nearing the end of life.
    - Principles of pain and symptom management.
    - Hospice and palliative models of care.
    - Expressive approaches to dignity in dying and humanity in the face of loss.
    - Self-care for providers, especially around anticipatory grief and bereavement.
    - Ethics (simple concepts around decision making, capacity, end of life choices)
- Integrating palliative concepts into existing modules:
    - *Physiology of Aging* → add material on changes in the final days.
    - *Supporting Older Adults* → link with evolving goals of care and life-completion needs.
    - *Communication and Person-Centred Care* → strengthen with end-of-life communication skills, advance care planning, and cultural/spiritual diversity in dying.
    - *Mental Health and Aging* → include grief, anticipatory grief, and caregiver burnout.
    - *Essential Soft Skills* → highlight their importance in team-based hospice and palliative work, as well as responding to emotion and provider self-care.

Your proposal already has such depth, and with some of these additions it could really become a leader in preparing learners for the full spectrum of aging — right through to end-of-life and bereavement.

If helpful, Victoria Hospice would be glad to support you in shaping some of the hospice and palliative content. We have a long history of education in this area, and I'd be happy to explore ways we might contribute.

Thank you for the opportunity to review this — it's exciting to see UVic taking such leadership in geriatric health education.

Warmly,
Christine Jones MD CCFP

Medical Director

Victoria Hospice Society.

September 25, 2025

Laura Vizina
Director – Health, Safety and Public Relations Program
Division of Continuing Studies
University of Victoria

Re: Letter of Support for the Proposed Certificate in Geriatric Health

Dear Laura,

On behalf of the Gerontological Nurses Association of British Columbia (GNABC), I am pleased to provide this letter of support for the proposed Certificate in Geriatric Health.

As an association, our mandate is to provide education, connection, and support for nurses with an interest in older adult health and care, and to act as advocates for improved care of older adults across the province. We welcome initiatives that promote gerontological education in any form, recognizing the urgent and growing need for knowledge and skills in this area as our population ages.

We support the intent of this program given its focus on older adult health and wellbeing. We hope that it will serve as an avenue for individuals wishing to learn more about this important area and for those seeking to enter or transition into health-related fields with a focus on older adult care.

The GNABC has a long history of advancing gerontological nursing in this province. Founded in 1989, it has evolved to provide both provincial and national perspectives on issues affecting older adults and those who care for them. Our Association has hosted provincial and national conferences, supported specialty certification in gerontological nursing, and continues to offer opportunities for continuing education, knowledge exchange, and advocacy.

We believe that the proposed Certificate in Geriatric Health will add another educational option to the landscape of gerontological learning in BC, complementing the work of organizations like ours. We look forward to seeing how this program develops and to future opportunities for collaboration in advancing education and practice in older adult health.

Sincerely,

M Sakamoto

Mariko Sakamoto, RN, PhD
President – Gerontological Nurses Association of BC

Health | University of Victoria

Office of the Associate Dean Academic | PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

September 25, 2025

Laura Vizina
Director, Health, Safety and Public Relations Programs
Division of Continuing Studies,
University of Victoria

Dear Laura,

Thank you for the opportunity to review the proposed certificate in Geriatric Health for the Division of Continuing Studies.

To prepare for this review letter I read and reread the proposal alongside the letters of support to date. I understand that the library is equipped to support students should they require access to materials related to aging populations and health. I further note that the reputation of the Division of Continuing Studies (e.g. the letter from Jodie Gawryluk) lends strength to the new certificate proposal.
I also noted that there are recommendations for inclusion of 'Hospice and Palliative Care' foundations and principles throughout required learning alongside a recommendation to expand requirements to include a module on 'Hospice and Palliative Care'. My comments will respond to the certificate proposal. I support the idea of having a Hospice and Palliative Care module for those learners who are working in spaces where end of life is a consideration of daily care.

The reputation of the Division of Continuing Studies at the University of Victoria is well known and respected and I applaud the intent to offer a non-credit certificate in Geriatric Health. Indeed, the statistics support the argument that community systems will need to creatively provide support to aging populations and the role of caregiver in the community is multifaceted. People wish to live at home longer and with support they may do so. The range of supported living programs and housing options currently available require care providers and care professionals across a broad range of knowledge and skill sets.

I support the proposed certificate and believe that this is a good step forward. You state you have developed an online program that will equip learners with applied and interpersonal skills necessary to provide high-quality support to older adults in a variety of settings. Learners in the program will develop soft skills such as effective communication and person-centered care approaches to support the physical, mental, emotional and social well being of older adults. You further state that graduates will be prepared to work in healthcare, government, community service, policy advocacy and wellness programming.

At the same time, I have some questions that I offer for consideration.

My first question is related to primary audiences to whom the certificate will appeal.

You have listed four audiences who will have varied prior learning including duplication of the materials. For example, undergraduate nursing education covers the material in the certificate. At the same time a high school graduate may not have any prior knowledge or skill. I do not have at hand the Health Care Aide, Home Support Worker, or other certificate programs to evaluate where the knowledge is new or previously covered.

Perhaps considering pathways for those who wish to refresh knowledge and skill from those who are new to

the subject would be of benefit. This may have an impact on how material is presented and evaluated.

My second question is related to the title. Geriatric refers to the medical care of old age and may not be a term older adults use to refer to themselves or, given cultural contexts, understood outside of Western medical systems. Historically, geriatrics refers to the field of geriatrics and the medical management of the diseases of old age. Some more person-centered terms are older adults, aging adults, seniors or elderly. The title implies that you are providing professional, medically based certification for health professionals. The primary audiences suggest the certificate could be an entry point into the health care professions. Perhaps Certificate in Health and Aging?

My third question is related to experiential learning. Given that the learning outcomes (the last two listed) suggest the development of a skill set I am curious about how an asynchronous online course will provide that level of learning and assessment of learning.
I recognize that there are new and exciting pedagogical approaches to skill development In an online environment. Again, in upskilling contexts the assumption is basic skill in communication with the elderly or people in health care contexts has been met; for the new learner this may not be the case.

In summary, I believe that the proposed certificate is an excellent idea and I support the proposal going forward. My questions seek clarification.

Kind regards,



Maureen Ryan RN PhD Associate Dean
Academic Faculty of Health
Teaching Professor, School of Nursing University of Victoria

From: Maureen Ryan, Associate Dean Academic, Faculty of Health <HLTHADA@uvic.ca>
Sent: October 15, 2025 8:56 AM
To: Laura Vizina <lvizina@uvic.ca>
Subject: Re: Geriatric health non-credit certificate proposal

Good morning Laura,

I hope this email finds you well.

Thank you for taking the time to respond to me and my questions. I truly support the certificate; thank you for providing some further information on the pedagogy informing the certificate build.

Looking forward,

Maureen

Maureen M Ryan RN PhD (She, Her, Hers)

Associate Dean Academic

Faculty of Health

University of Victoria

E-mail: hlthada@uvic.ca

We acknowledge and respect the Lək^{w}əŋən (Songhees and X^{w}sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək^{w}əŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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From: Laura Vizina <lvizina@uvic.ca>
Date: Wednesday, October 15, 2025 at 8:41 AM
To: "Maureen Ryan, Associate Dean Academic, Faculty of Health" <hlthada@uvic.ca>
Subject: Geriatric health non-credit certificate proposal

Hello Maureen:

Thank you for taking the time to review the proposal and provide the letter of support. I am happy to keep you updated as we move through the university's governance process. In the meantime, I wanted to address your thoughtful questions and for ease I just extracted them from the letter and responded below.

1. **My first question is related to primary audiences to whom the certificate will appeal. You have listed four audiences who will have varied prior learning including duplication of the materials. For example, undergraduate nursing education covers the material in the certificate. At the same time a high school graduate may not have any prior knowledge or skill. I do not have at hand the Health Care Aide, Home Support Worker, or other certificate programs to evaluate where the knowledge is new or previously covered.**

Learners who are attracted to this program are not the same audience typically drawn to an undergraduate nursing program. Continuing Studies has a long history of designing and delivering programs to diverse groups with varying levels of prior knowledge and experience. Adult learners bring different backgrounds to their learning environment and tend to connect new knowledge to their existing experiences. For those entering the program with previous exposure to some of the content, the courses will provide opportunities to deepen their understanding and apply it more meaningfully in both personal and professional contexts. For learners who may have limited or no prior experience in these areas, the courses will offer clear explanations and context for why the material is important and how it applies in practice. This approach ensures that the context is relevant, engaging, and accessible to all participants, regardless of their starting point.

2. **My second question is related to the title. Geriatric refers to the medical care of old age and may not be a term older adults use to refer to themselves or, given cultural contexts, understood outside of Western medical systems. Historically, geriatrics refers to the field of geriatrics and the medical management of the diseases of old age. Some more person-centered terms are older adults, aging adults, seniors or elderly. The title implies that you are providing professional, medically based certification for health professionals. The primary audiences suggest the certificate could be an entry point into the health care professions. Perhaps Certificate in Health and Aging.**

Thank you for raising these important points regarding the use of the term *"geriatric"* in the program title. Your observations about its medical connotations and its potential lack of resonance with older adults and culturally diverse communities are well founded and align with current best practices in using more person-centered language. After consulting with additional colleagues and carefully considering your feedback, we have agreed that a change in the program title would more accurately reflect the intent and scope of the certificate. We have therefore decided to move forward with the title **"Certificate in Gerontology."** This title better represents the program's broader focus on aging and supports a more inclusive and accessible approach, avoiding the strictly medical framing implied by *"geriatric."*.

3. **My third question is related to experiential learning. Given that the learning outcomes (the last two listed) suggest the development of a skill set I am curious about how an asynchronous online course will provide that level of learning and assessment of learning. I recognize that there are new and exciting pedagogical approaches to skill development in an online environment. Again, in upskilling contexts the assumption is basic skill in communication with the elderly or people in health care contexts has been met; for the new learner this may not be the case.**

Recognizing that the development and assessment of practical skills—particularly those related to communication and interaction with older adults—require intentional and well-structured pedagogical strategies, our approach will be grounded in evidence-informed online teaching practices that support skill development in virtual environments. This includes the use of interactive case studies, scenario-based learning, video demonstrations, reflective exercises, and structured peer-to-peer engagement. These strategies allow learners to apply concepts in realistic contexts and develop practical skills, even within an asynchronous framework. For learners entering the program with prior experience in health, these activities will provide opportunities to deepen and refine their skills. For those with less experience, we will incorporate scaffolded learning opportunities, clear expectations, and guided practice to build foundational skills in communication and person-centered care.

In addition, assessments will be designed to evaluate both knowledge acquisition and the application of skills through activities such as role-play reflections, written analyses of scenarios, and multimedia submissions. This ensures that all learners—regardless of their prior experience—can engage meaningfully with the material and demonstrate their learning in practical ways. We appreciate your insightful question, as it highlights the importance of ensuring that experiential learning remains both rigorous and accessible in an online format.

Maureen, I sincerely appreciate your valuable input and thoughtful perspectives you provided and I look forward to future collaboration.

All My Best,

Laura

Laura Vizina, MEd, CEC
Director

Health, Safety and Public Relations Programs
Division of Continuing Studies, University of Victoria
Tel 250-721-8097
Email: lvizina@uvic.ca
Web www.continuingstudies.uvic.ca

We acknowledge and respect the Lək^{w}əŋən (Songhees and X^{w}sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək^{w}əŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

University of Victoria

Institute on Aging & Lifelong Health

PO Box 1700 STN CSC
Victoria, British Columbia
Canada V8W 2Y2
Phone: (250) 721-6369 Fax: (250) 721-6499
Web: uvic.ca/aging

May 6, 2025

Dear Review Committee,

The Institute on Aging and Lifelong Health (IALH) at the University of Victoria (UVic) is pleased to support Laura Vizina's proposal for a Certificate in Geriatric Health in the Division of Continuing Studies (DCS) at UVic. Laura's strong leadership in the development and management of professional educational programs has been monumental for the DCS. I am confident that the new curriculum proposed will make a valuable contribution to advancing care for Canada's aging population.

Created in 1992, the Institute on Aging and Lifelong Health is committed to promoting and conducting rigorous basic and applied research to improve the health and quality of life of individuals across the life course. Since its inception, IALH has encouraged, supported, and promoted multidisciplinary research projects. The Institute currently has over 100 faculty, postdoctoral, student, community, and external affiliates who work collaboratively in areas of lifespan health research. This includes, but is not limited to researchers in nursing, psychology, and public health and social policy. IALH is UVic's leading intensive health research community. In addition, IALH is home to the Palliative Care Lab, the Concussion Lab, and the CARING Dementia Collaborative, as well as the Collaborative for Youth and Society. In addition, IALH has four full-time staff who provide support and assistance to all IALH affiliates.

Laura is a visionary with a deep commitment to accessible, lifelong learning. She has a strong track record of developing programs that are not only innovative, but respond to societal and workforce needs. Her collaborative, coaching approach ensures that learners receive high-quality educational experiences that prepare for real world application. The proposed Certificate in Geriatric Health reflects Laura's dedication to expanding learning opportunities for diverse populations. Her ability to translate complex needs into practical, well-structured curricula will undoubtedly result in a certificate that not only enhances professional development and employment opportunities for individuals, but ultimately will contribute to the physical, mental, emotional and social well-being of older adults across Canada.

I am confident in Laura's ability to lead the successful implementation of this program and believe it will be a valuable addition to UVic's DCS with profound positive impact nationwide.

Sincere thanks for your consideration,

Dr. Jodie Gawryluk, Interim Director

Institute on Aging and Lifelong Health

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Division of Continuing Studies

Name of Program: Geriatric Health

Credential Level:
☒ Diploma/Certificate ☐ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☒ New Program ☐ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The proposed non-credit certificate in Geriatric Health will serve as an entry point into the rapidly growing interdisciplinary field of geriatric health. The program is designed to equip learners with applied and interpersonal skills necessary to provide high-quality support to older adults in a variety of settings. This program will offer a foundational understanding of aging and geriatric care ensuring that graduates are well-prepared to meet the unique needs of older adults. Participants will also develop essential soft skills, such as effective communication and person-centered care approaches. They will learn to support the physical, mental, emotional and social well-being of older adults while upholding professionalism, ethical responsibility and adaptability while supporting seniors in the aging process.

Rationale for the proposal (approximately 200 words)

For decades, the Division of Continuing Studies (DCS) has offered non-credit programs designed to meet the needs of adult learners seeking professional development opportunities in healthcare to grow or

enhance their current professional skillsets. As the demographic landscape in Canada is undergoing a drastic change due to rapid aging population, DCS seeks develop a program that will train professionals that can fill projected job openings in healthcare. As Canada's aging population continues to grow, the demand for specialized support in geriatric health is more critical than ever. In BC the healthcare and social assistance industry is projected to generate 178,100 job openings between 2024 and 2034. This projection includes jobs in hospitals, ambulatory health care services, nursing and residential care facilities, and social assistance. In addition, 95% of seniors in BC live independently and personal support workers, home care assistants, geriatric aids often serve as the primary caregivers to these individuals. The proposed certificate will equip graduates with the expertise needed to assist seniors in aging well ensuring they have access to the care, resources and community support programs that they need to maintain their wellbeing.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

n/a

For new programs, how many Indigenous students do you envision enrolling?

This program is accessible online asynchronous format and flexible admission requirements are well-aligned with this goal to increase opportunities for part-time study and online delivery. This will enhance access for Indigenous students. With our online application, we will ask applicants to self-identify as Indigenous persons. While we encourage applications from all learners, we anticipate five percent of all applicants will be Indigenous and we will be collaborating with Indigenous communities to promote this program.

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- **Attracting or retaining Indigenous students? ☒ Yes ☐ No**
  Please provide details (approximately 100 words)

  The proposal focuses on the flexible and accessible delivery format of the proposed program, which assist with removing systemic barriers to equity and inclusion in education by catering to the needs of Indigenous students.

- **Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No**
  Please provide details (approximately 100 words)

  The proposal discusses an intent to engage with Indigenous communities and organizations for the purpose of the program advisory committee and for curriculum development and review. The curriculum development will incorporate resources from the First Nations Health Authority on Elder Wellness (e.g., BC Elders' Guide, materials on dementia, fall prevention, elder abuse) and materials from the Indigenous Cognition & Aging Awareness Research Exchange (I-CAARE). This indicates a commitment to drawing on established Indigenous health organizations and frameworks.

- **Attracting or retaining Indigenous faculty? ☒ Yes ☐ No**
  Please provide details (approximately 100 words)

  The proposal discusses the intent to secure Indigenous practitioners to contribute to this program via curriculum development, instruction, and validation. This commitment to bringing in Indigenous voices to shape and deliver the program demonstrates a focus on attracting Indigenous expertise to the program's design team.

- **Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No**
  Please provide details (approximately 100 words)

  This proposal discusses the plan to engage with Indigenous knowledge and ways of knowing and being. To ensure the curriculum is informed by and respectful of Indigenous knowledge and experiences related to aging and wellness, we will be incorporating resources from the Indigenous Cognition & Aging Awareness Research Exchange and First Nationals Health Authority. The proposal also discusses this within the curriculum as we aim to incorporate cultural perspectives on aging, Indigenous knowledge and patient advocacy.

- **Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☒ No**
  Please provide details (approximately 100 words)

  The proposal discusses how we will incorporate Indigenous health perspectives and knowledge - when we are working on curriculum development territories, lands, and waters of Indigenous communities will also be addressed.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☒ Yes ☐ No

Instructors will be encouraged to complete Indigenous Cultural Acumen Training which may require assistance from the IACE office. In addition, the IACE office will be of help as we seek guidance on resources to include Indigenous perspectives in curriculum.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

The proposed program significantly supports and advances UVic's Indigenous Plan through its commitment to integrating Indigenous perspectives, fostering cultural competency, and enhancing accessibility. This program will support:

Goal 1, priority 1.2.3 and Goal 2, priority 2.2.1: the program will integrate Indigenous perspectives through Indigenous representation on the program advisory committee and program curriculum as we seek Indigenous practitioners for curriculum validation, curriculum development and instruction.

Goal 1, priority 1.1.1 and Goal 3, priority 3.2.1: program instructors will be required to possess or obtain Indigenous Cultural Acumen Training. Providing access to this training will address and prevent anti-Indigenous racism.

Goal 2, priority 2.1.1 (e): the program accessible online asynchronous format and flexible admission requirements are well-aligned with this goal to increase opportunities for part-time study and online delivery. This will reduce structural barriers and enhance access for Indigenous students.

Goal 2, priority 2.2.1: Indigenous ways of knowing and being will be integrated by including Indigenous practitioners in the process of curriculum development and instruction.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



16-Jun-25

Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Libraries | University of Victoria
Jessica Mussell, BA MLIS, Distance Learning and Research Librarian
Liaison to the Schools of Child & Youth Care, Nursing, Social Work, and Health Information Science, Mearns/McPherson A215 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

| 250-472-5090 | jmussell@uvic.ca

DATE: June 27, 2025

TO: Laura Vizina
Director, Health, Safety and Public Relations Programs
Division of Continuing Studies, University of Victoria

FROM: Jessica Mussell, Librarian

RE: Library comments on the Certificate in Geriatric Health proposal

Thank you for the opportunity to review the proposed certificate in Geriatric Health for the Division of Continuing Studies.

As the library already has an existing, vast collection of electronic resources and databases supporting programs for the Faculty of Health, I foresee no library implications for this program. Of particular note, we have the AgeLine database, which is the premier source for the literature of gerontology and includes aging-related content from the health sciences, psychology, sociology, social work, economics, and public policy.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,



Jessica Mussell

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to establish a non-credit Certificate in Trade and Construction Management

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a non-credit certificate in Trade and Construction Management, as described in the document "Certificate in Trade and Construction Management", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Program Overview

The proposed non-credit Certificate in Trade and Construction Management (TCM) is designed to equip mid-career tradespeople and managers transitioning from non-construction fields with the applied competencies required for supervisory and management roles in the construction and trades sectors. The program offers flexible online delivery to accommodate working professionals and geographically dispersed learners.

Rationale and Industry Need

- **Skills Gap:** Addresses critical industry-identified competencies in:
  - Leadership and crew supervision

    - Bidding and procurement
    - Project planning and scheduling
    - Budgeting and financial control
    - Safety and regulatory compliance
    - Quality assurance and modern construction technologies
- **Workforce Demand:** Aligns with **National Occupational Classifications (NOC)** for Construction Managers (70010) and Supervisors in Construction Trades (7201X series).
- **Diversity and Inclusion:** Responds to underrepresentation of women (6–14%) and supports Indigenous participation (14% of BCIB tradespeople), fostering a resilient and diverse workforce.

Strategic Alignment

- Advances UVic's strategic priorities by:
    - Providing lifelong learning opportunities and applied pathways for adult learners.
    - Supporting workforce development in British Columbia and beyond.
    - Embedding environmental awareness and sustainable construction practices in the curriculum, reflecting UVic's commitment to people, place, and planet.

Program Outcomes

Graduates will:

- Manage teams and projects effectively.
- Make informed, ethical decisions under complex conditions.
- Apply sustainable and inclusive practices in construction management.
- Transition into supervisory roles such as construction supervisor, site manager, or field coordinator.

The proposed Certificate in Trade and Construction Management will:

- Address critical skills gaps in the construction sector.
- Enhance career mobility for tradespeople and managers.
- Strengthen UVic's leadership in professional and continuing education.
- Contribute to building a safe, inclusive, and sustainable workforce aligned with industry and societal priorities.

Basis for Jurisdiction: Senate Committee on Planning meeting December 3, 2025
Senate meeting on January 9, 2026

Attachment(s): December 2025 Senate docket for the proposal to establish a non-credit Certificate in Trade and Construction Management.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: December 10, 2025

Subject: Proposal to establish a non-credit Certificate in Trade and Construction Management

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a non-credit Certificate in Trade and Construction Management (TCM).

The proposed certificate is designed to equip mid-career tradespeople, as well as managers transitioning from other non-construction or trades fields, with the applied competencies required to succeed in supervisory and management roles specific to the construction or trades sectors.

Graduates of the TCM program will emerge with the ability to manage teams and projects effectively, to make informed and ethical decisions under complex and changing conditions, and to contribute to the advancement of the construction and trades sectors in ways that are safe, inclusive, and sustainable.

Recommended Motion:

> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a non-credit Certificate in Trade and Construction Management, as described in the document "Certificate in Trade and Construction Management", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

Certificate in Trade and Construction Management

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean or designate	Dr. Jo-Anne Clarke, Dean, Division of Continuing Studies	uvcsdean@uvic.ca
Academic unit, department, or school	Miranda Angus, Business, Science & Technology, Division of Continuing Studies	mangus@uvic.ca
Name, title, and email of contact person	Miranda Angus, Business, Science & Technology, Division of Continuing Studies	mangus@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May, 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	19 Sept 2025
Departmental/School approval	22 Sept 25
Resource requirements approval (by Dean)	N/A
Faculty Curriculum Committee approval (or equivalent body)	18 Nov 25
*Faculty Council approval (or indicate equivalent Faculty voting body)	See above

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	2 Oct 25	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	17 Sept 25	Y
External and Internal Consultation (letters of support as per section I)	Various	Y

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

A. Provide a summary of the proposed new non-credit certificate, professional specialization certificate or diploma and clearly articulate how the program aligns with current institutional plans and priorities (maximum 1 page).

The proposed non-credit Certificate in Trade and Construction Management (TCM) is designed to equip mid-career tradespeople, as well as managers transitioning from other non-construction or trades fields, with the applied competencies required to succeed in supervisory and management roles specific to the construction or trades sectors. The program provides flexible access to learners balancing employment and education, while ensuring that all participants develop knowledge and skills directly applicable to real-world contexts.

The program is structured to address gaps in industry-identified competencies in leadership and crew supervision, bidding and procurement practices, project planning and scheduling, budgeting and financial control, safety and regulatory compliance, quality assurance, and the use of modern construction technologies. These competencies prepare graduates to critically analyze and manage complex construction projects, to lead and motivate diverse teams, to identify and mitigate risks, and to ensure that projects meet standards for efficiency, safety, and sustainability. Graduates will be well-positioned to transition into supervisory roles such as construction supervisor, site manager, or field coordinator, aligned with National Occupational Classifications (NOC) 70010 (Construction Managers) and the 7201X series (Supervisors in Construction Trades).

This proposed certificate aligns with the University of Victoria's strategic priorities to provide new learning solutions that respond to industry sector needs and promotes lifelong learning. It offers accessible, applied pathways for adult learners as well as flexible online delivery modalities to support remote or geographically dispersed learners. Additionally, by embedding environmental awareness and sustainable construction practices within the curriculum, the program reflects UVic's commitment to people, place and the planet. This program contributes to workforce and community development by addressing critical skills gaps in British Columbia and beyond.

Industry reports from BuildForce Canada and the Canadian Apprenticeship Forum highlight the underrepresentation of women in the construction trades, where they make up less than 6 to 14% of the workforce despite strong labour demand. BC Infrastructure Benefits (BCIB) reports 14% of BCIB's tradespeople in British Columbia are Indigenous, nearly double the provincial occupational average. Indigenous tradespeople contributed 13% of total hours across all BCIB projects through June, 2025. Programs like the proposed Trades and Construction Management certificate, which offer inclusive entry points and support advancement into supervisory and management roles, are essential to building a resilient and diverse workforce.

Graduates of the TCM program will emerge with the ability to manage teams and projects effectively, to make informed and ethical decisions under complex and changing conditions, and to contribute to the advancement of the construction and trades sectors in ways that are safe, inclusive, and sustainable. In this way, the program not only strengthens career opportunities for individual learners but also enhances UVic's role as a leader in professional and continuing education, responding to both local industry needs and global priorities in workforce development.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

A. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

The proposed certificate will consist of eight courses - six core and two electives. In accordance with University Policy AC1135, each course will be equivalent to a 1.5-unit UVic term-based course, with 36–39 instructional hours. Required instructional hours will be delivered in a number of formats: over 12-13 weeks (3 instructional hours per week), over 6 weeks (6 instructional hours per week), or intensively over 5-6 days (7-8 instructional hours per day).

Courses will be delivered primarily in online asynchronous format, with synchronous components and in-person options available based on the content and demand. The curriculum is designed to be professionally relevant, accessible, and responsive to the needs of adult, international, and non-traditional learners. No prerequisite courses are required, ensuring open access for learners from diverse backgrounds.

Learners may complete the program in one year full-time (typically three courses per term) or part-time over up to three years, consistent with other non-credit certificate offerings.

Core Courses (Required):

1. Applied Leadership for Trades (36 hours) - new
2. Bidding and Estimating for the Trades (36 hours) - in development
3. Construction Law, Safety, and Regulatory Compliance (36 hours) - new
4. Procurement Practices and Contract Management for Construction and Trades (36 hours) - in development
5. Project Planning, Management, and Scheduling (36 hours) – new
6. Sustainable and Resilient Construction Practices and Materials (36 hours) - new

Elective Courses (Choose Two (2)):

- Agile Project Management (36 hours) – existing
- Applied AI (36 hours) – existing
- Change Management (39 hours) – existing
- Financial Accounting (39 hours) – existing
- Human Resource Management (39 hours) – existing
- Intercultural Communication in the Workplace (36 hours) – existing
- Microsoft Office Bootcamp (36 hours) - new
- Operations Management (39 hours) - existing
- Organizational Behaviour (39 hours) - existing
- Practical Leadership for Technology and Engineering (36 hours) - existing
- Risk Management for Projects and Operations (36 hours) - new
- Small Business Management (39 hours) - existing
- Special Topics in Trade and Construction Management (36 hours) – new
- Sustainability Planning and Reporting (36 hours) - new

The Ministry of Post-Secondary and Future Skills has awarded funding for a two-course micro-credential in Bidding and Procurement for the Trades, which will serve as a laddering opportunity into the

certificate. This micro-credential consists of the following two core courses:

1. Bidding and Estimating for the Trades
2. Procurement Practices and Contract Management for Construction and Trades

In addition to Bidding and Procurement for the Trades, learners may also ladder into the certificate through the following existing micro-credentials, which include relevant elective courses:

- Administrative Technology (includes elective Microsoft Office Bootcamp)
- Agile Project Management
- Applied AI
  Business Finance (includes Financial Accounting)
- Change Resilience in the Workplace (includes Change Management, Organizational Behaviour, and Project Management as options)
- Equity, Diversity and Inclusion (includes Intercultural Communication in the Workplace)
- Fundamental Leadership Skills (includes Change Management)
- Microsoft Office Bootcamp
- Practical Leadership for Technology and Engineering

We will create more micro-credential laddering opportunities with new course developments in the future.

See Appendix A for full course details.

As a non-credit program, no faculty hires are required. Course developers are contracted separately by Continuing Studies, independent of course instruction. All curriculum undergoes review by a Curriculum Validation Committee, with ongoing oversight provided by a Program Advisory Committee. See Appendix B for draft Terms of Reference.

- Does the program include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

Yes. TCM is designed to be highly applied. Learners will engage with real-world simulations, case studies, and industry-developed scenarios, applying techniques commonly used in the field. Project-based assignments will reflect the challenges encountered in supervisory and management roles within the trades and construction sectors, particularly in British Columbia. These assignments will foster practical skill development in areas such as project scheduling, budgeting, and risk management, using authentic, industry-vetted processes, forms, and data.

Community engagement is embedded throughout the program via collaboration with industry and employer partners. Learners will benefit from opportunities such as guest speakers, employer panels, and analysis of current or recent construction projects, offering direct insight into current practices, challenges, and innovations in the sector. These elements ensure that classroom learning is closely tied to workplace realities, enabling learners to connect theory with practice, expand their professional networks, and develop skills that are immediately transferable to their roles in the field.

- Does the program design include plans for online delivery? If yes, provide details.

Yes. The program is designed for online delivery to maximize accessibility for working professionals across British Columbia and beyond. Courses will be offered in a flexible, asynchronous format, with optional but strongly encouraged synchronous sessions to support peer interaction, instructor engagement, and deeper discussion. This format allows learners to balance study with employment while still benefiting from a supportive learning environment and promotes equity of access, particularly for learners in rural or remote regions, including Indigenous communities.

Curricular design for these online offerings will emphasize professional applicability, accessibility, and pedagogy for adult and non-traditional learners. The Online Learning Services team at DCS provides one-on-one instructional design, pedagogical support, and technical knowledge for all aspects of course development, delivery, and learner experience to support online learning experiences for professional adult learners.

In addition to the online format, the program anticipates offering an annual in-person delivery stream to meet demand from learners who prefer face-to-face instruction and networking opportunities. By offering both online and in-person sections of required courses where demand exists, the program will mirror the flexible delivery models of other successful non-credit programs offered through Continuing Studies.

B. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity and inclusion (maximum 2 pages)

- How does the proposed program provide opportunities to include Indigenous perspectives and decolonization? Please provide details.

The program will be intentionally designed to reflect UVic's commitment to reconciliation, decolonization, and the respectful integration of Indigenous perspectives into teaching and learning. Given the central role of the construction and trades sectors in infrastructure and community development, it is essential that future supervisors and managers understand both the practical and cultural dimensions of their work. Indigenous perspectives will be embedded throughout the program in the following ways:

1. Learners will be introduced to Indigenous approaches to governance, consultation, and community-led development, with emphasis on respect for Indigenous land sovereignty and the complexities of free, prior, and informed consent in construction projects that impact Indigenous lands or communities, specifically in two core courses (Applied Leadership for the Trades and Sustainable and Resilient Construction Practices and Materials). Case studies and guest speakers will highlight Indigenous-led initiatives and partnerships, demonstrating how Indigenous knowledge systems inform sustainable and inclusive practices. Where appropriate, the curriculum will incorporate Indigenous worldviews related to land stewardship, sustainability, and community well-being. These frameworks offer valuable perspectives on issues such as resource management and health impact assessments, which are increasingly relevant in construction planning and leadership.

2. To ensure Indigenous perspectives are meaningfully and respectfully integrated, the program will work closely with partners at the British Columbia Construction Association (BCCA) to identify appropriate sector representation for participation in curriculum validation, advisory roles, guest lectures, and other forms of engagement. This collaboration will help ensure that Indigenous voices and leadership are reflected in both the design and delivery of the program.

The program will also draw on established best practices, including the Canadian Construction Association's Indigenous Engagement Guide, which outlines principles for respectful and reciprocal engagement with Indigenous communities. Additionally, the program recognizes the significance of the Memorandum of Understanding between the BCCA and the First Nations Business Development Association, which affirms a shared commitment to advancing Indigenous participation and leadership in the construction sector.

By embedding Indigenous perspectives throughout the program, the TCM certificate aims to equip learners not only with the applied competencies needed for success in the construction and trades sectors, but also with the cultural awareness and ethical grounding necessary to contribute meaningfully to reconciliation and decolonization efforts. This integration is a distinctive strength of the program and reflects UVic's leadership in advancing Indigenous inclusion within professional and continuing education.

- How does the proposed program design provide opportunities for global engagement or international perspectives? Please provide details.

Construction and trades are increasingly globalized, with international standards, supply chains, labour forces, and sustainability commitments shaping industry practice and this program is designed to reflect these realities.

Where appropriate, learners will engage with case studies drawn from global construction projects, highlighting international best practices in project management, sustainable building, and workforce diversity. Emphasis will be placed on how global frameworks such as the United Nations Sustainable Development Goals (SDGs) inform construction and infrastructure development, and how these align with local priorities.

The program will also examine the role of international labour mobility and migration in the trades, including the opportunities and challenges of working with multicultural teams and navigating international codes, standards, and safety protocols. This perspective is especially relevant in Canada, where newcomers with international experience make up a significant portion of the construction workforce.

By embedding international and global perspectives throughout the program, the TCM certificate positions graduates to be adaptable, culturally aware, and capable of leading in a sector shaped by both local demands and global trends.

Additionally, DCS supports thousands of international learners in both professional and English-language programs annually and has dedicated supports available to meet the unique challenges for international learners studying both in Canada and abroad. Given the growing representation of newcomers to

Canada in trade and construction, we anticipate international interest in this program and international perspectives will also inform the curriculum.

- How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details.

The program will be designed to advance justice, equity, diversity, and inclusion (JEDI) within the construction and trades sectors as fields that have historically faced challenges in representation and accessibility. The program provides multiple pathways to participation and embeds inclusive practices across curriculum, delivery, and learner support.

Course content will highlight the importance of equity and inclusion in workforce leadership. Modules will address leading diverse teams, preventing and responding to workplace discrimination and harassment, creating safe and respectful worksites, and developing culturally responsive communication skills. Real-world case studies will include examples of inclusive practices that have strengthened project outcomes and organizational cultures in the construction industry.

The program will draw on UVic's broader institutional commitments to equity and reconciliation to support Indigenous learners and communities, women entering or advancing in trades leadership, and internationally trained tradespeople navigating the Canadian workforce.

By equipping learners to lead inclusively and advocate for equity in hiring, workplace culture, and project management, the program prepares graduates to play a role in addressing systemic inequities within the construction sector. Graduates will be better positioned to foster respectful, safe, and equitable workplaces that reflect the values of justice and inclusion central to both UVic and the broader community. In this way, the proposed TCM program promotes not only individual advancement but also systemic progress toward a more just, diverse, and inclusive construction and trades industry.

- How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.

The Online Learning Services (OLS) team at DCS provides one-on-one instructional design, pedagogical support, and technical knowledge to support all aspects of course development, delivery, and learner experience to support both online and in-person learning experiences for professional adult learners. They prioritize principles of usability, UDL, EDI, and Indigenization in their design to ensure courses meet quality standards for engaging, accessible and inclusive online learning experiences.

Courses will be offered in both online and in-person formats to accommodate learners balancing professional, family, and community responsibilities. Online platforms will adhere to accessibility standards, supporting screen readers, captioning, and other assistive technologies. Instructional materials will be provided in multiple formats to allow learners to engage with content in ways that best suit their needs. Learning activities will be designed to offer choice and flexibility, enabling learners to demonstrate understanding through knowledge checks, applied activities, or written activities. Assessment will focus on applied, competency-based outcomes that reflect real-world contexts in construction and trades. For example, learners may be asked to develop a project schedule and budget accompanied by a reflective commentary on their decision-making process. Leadership and supervision

skills may be assessed through role-play scenarios, collaborative problem-solving exercises, or peer feedback. Safety and compliance knowledge will be evaluated using authentic case studies, with flexibility to reflect learners' diverse work environments.

All courses will incorporate progressive skill development, with clear instructions and opportunities for feedback to support learners with varying levels of prior experience. By integrating flexible delivery, inclusive pedagogy, and practical assessment strategies, the TCM program will foster an equitable learning environment that reflects and supports the diversity of the trades workforce.

C. Describe the learning outcomes of the proposed program.

Upon completion of the program, graduates will have developed a robust set of skills that enable them to manage complex construction or other trade projects, lead diverse teams, and contribute to the sustainable development of the built environment. Specifically, upon successful completion, learners will be able to:

- Critically evaluate construction project plans to identify potential risks, cost overruns, and scheduling conflicts;
- Assess the sustainability and environmental impact of construction projects, integrating Indigenous knowledge and principles of land stewardship, and propose improvements that support ecological balance, cultural respect, and long-term community well-being;
- Design comprehensive project management plans that integrate all aspects of construction, trade management, and stakeholder communication;
- Apply knowledge of construction and trade-specific methodologies to effectively plan and execute projects;
- Apply procurement and contract management best practices to source materials and services efficiently, negotiate supplier relationships, and ensure compliance with legal and regulatory frameworks;
- Integrate sustainable and resilient construction practices into project planning and delivery, balancing environmental, social, and economic priorities;
- Evaluate and manage project risks by identifying potential challenges in cost, safety, and scheduling, and implementing strategies to mitigate their impact;
- Demonstrate effective leadership skills by applying interpersonal and team-building strategies that foster collaboration, support equity and inclusion, and create respectful work environments for diverse teams, including women and other underrepresented groups in the trades.

D. What are the admission requirements for the proposed program?

In alignment with AC1135 3.2.3, the minimum admission requirement for this certificate program is secondary school graduation or equivalent. However, to ensure the program remains accessible and inclusive, applicants who do not meet formal academic requirements the following statements appear on our certificate pages:

> We are open to learners with a variety of educational or professional backgrounds. Our expectation is that you have a commitment to learn and achieve your continuing education

goals. If you do not meet the admission requirement(s) listed, we still strongly encourage you to contact us to discuss options.

This flexible approach supports barrier-free access and recognizes the diverse pathways through which learners gain knowledge and skills.

E. How is the proposed certificate, professional specialization certificate or diploma aligned with, or is distinct from other related programs at UVic and other BC post-secondary institutions?

The proposed Certificate in TCM fills a clear gap in both UVic's offerings and the broader BC post-secondary landscape. At UVic, there are currently no non-credit programs specifically designed to provide supervisory and management training for tradespeople or construction professionals. While the credit-based course CIVE 270 Construction and Project Management exists within the Civil Engineering undergraduate program, it requires completion of three prerequisite engineering courses and is designed for undergraduate learners. As such, the TCM certificate does not compete with existing UVic offerings, but rather complements them by providing a flexible, applied, and accessible pathway for mid-career professionals, including those without prior academic qualifications.

Across British Columbia, comparable programs are limited and generally delivered as credit-bearing diplomas or degrees:

- BCIT offers a Bachelor of Technology in Construction Management as well as part-time studies in Construction Operations and Construction Supervision. These programs are offered in-person, are credit-based and often multi-year, requiring significant commitments.
- Thompson Rivers University (TRU) provides a Construction Management Degree (B.Tech) designed for tradespeople transitioning into management, but as a degree, it is not structured for shorter, non-credit professional development.
- Camosun College (and others) offer construction and trades programs, but these are primarily apprenticeship and trade-specific training rather than management-oriented professional development.

The TCM certificate is distinct in several ways:

1. It is designed for skilled tradespeople, site supervisors, and early-career professionals seeking to transition into leadership and management roles, without requiring an engineering or academic background;
2. It offers a modular, practical, and non-credit format tailored to working professionals who need flexible scheduling and immediate application of skills;
3. It combines management, regulatory knowledge, sustainability, and leadership development in a university-based continuing studies context, an offering not currently available at other BC institutions;
4. It aligns with BC's labour market priorities, including the need for upskilling in construction management due to sector growth, demographic shifts, and increasing regulatory and sustainability requirements. The program is supported by industry partners and the Ministry of Post-Secondary and Future Skills, which has funded related micro-credential development in this area.

In summary, the TCM certificate strengthens UVic's professional education portfolio, complements existing offerings without duplication, and responds directly to industry demand for accessible, applied management training for trades and construction professionals. While longer, credit-based programs exist at institutions such as BCIT and TRU, the TCM certificate is unique in its flexibility, accessibility, and integration of values-driven learning, positioning it as a distinct and strategic offering within the provincial post-secondary landscape.

F. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

Based on labour market indicators, conversations with related associations provincially, as well as early interest in the Bidding and Procurement for the Trades micro-certificate, we expect heavy interest in the program. The anticipated enrolment plan for the program:

Enrolment Plan, 2026-2030

	2026/27 fiscal	**2027/28 fiscal**	**2028/29 fiscal**	**2029/30 fiscal**
Number of core courses available	4 (40-50 registrations per course)	7 (40-50 registrations per course)	7 (40-50 registrations per course)	7 (40-50 registrations per course)
Number of elective courses available*	13 (40-60 registrations per course)	15 (40-60 registrations per course)	16 (40-60 registrations per course)	16 (40-60 registrations per course)
Total registrations	Core: 160-200 Electives: 520-780	Core: 280-350 Electives: 600-900	Core: 280-350 Electives: 640-960	Core: 280-350 Electives: 640960

**Existing elective course registration includes learners in Trade and Construction Management, Business Administration, and Data Analytics programs*

G. What is the evidence of demand for the proposed program, including labour market indicators?

Industry Engagement:

The program is being developed in direct response to labour market needs identified through extensive engagement with key industry partners, including the BC Construction Association (BCCA) and the Vancouver Island Construction Association (VICABC). These associations represent a broad cross-section of the construction sector across British Columbia and play a vital role in identifying and addressing workforce development needs for both unionized and non-unionized tradespeople, small business owners, and project professionals.

Both BCCA and VICABC are actively involved in curriculum validation, program design, contributing expertise in course development. Their input ensures the program reflects current industry practices and policies. Both partners are committed to identifying subject matter experts to support curriculum development and delivery. They will participate in an advisory capacity to review and validate learning outcomes, instructional materials, and provide ongoing updates on sectoral needs and training gaps.

BCCA and VICABC will play an active role in supporting the promotion of this program to their members and employer networks. This will include formal recognition of the credential as a valuable asset for hiring and career advancement, particularly for tradespeople seeking to expand into procurement, finance, supervisory or project management roles. BCCA and VICCABC will advocate for recognition of the curriculum as part of professional development pathways and support accreditation with certification programs such as Gold Seal Certification and other professional accrediting bodies (including PMI GAC and CIM).

Importantly, both associations have a strong track record of delivering industry-recognized training, including Gold Seal–accredited programming and workforce development initiatives through Apprenticeship Services. Their endorsement adds significant credibility and ensures that this program is not only aligned with labour market needs but also integrated into ongoing efforts to build a more capable and competitive construction workforce in BC.

Labour Market Indicators:

- The 2024 BC Labour Market Outlook projects 99,640 job openings in the construction sector between 2024 and 2034, including 10,220 openings for Construction Managers (NOC 70010), with the highest demand in the Mainland/Southwest, Thompson-Okanagan, and Vancouver Island/Coast regions.
- WorkBC lists Construction Managers and Supervisors (NOC 70010, 72011, 72013, 72014) as high-opportunity occupations, with median wages of $48.08/hour for construction managers and $33.75/hour for site supervisors, reflecting the advanced leadership responsibilities of these roles.
- BuildForce Canada (2024) estimates that nearly one in five construction workers in BC will retire by 2033, requiring over 52,000 new entrants to sustain the workforce.
- The BC Construction Association (BCCA) Stat Pack Spring 2025reports:
    - 11,555 current job vacancies in construction.
    - 14,100 projected unfilled roles by 2034 due to labour shortages.
    - Construction employs 251,000 workers across 28,096 companies, contributing 10% of BC's GDP.
    - The average annual wage in construction is $81,555, a 38% increase over five years.
- The Independent Contractors and Businesses Association (ICBA) 2025 Wage and Benefits Surveyfound that **72% of BC contractors** report difficulty recruiting skilled tradespeople, with the most acute shortages in **leadership-level roles** such as site supervisors and forepersons.
- Wage growth in these roles reflects employer urgency, with pay rates rising across nearly all trades.
- The Job Bank Canada sectoral profile for construction (2023) confirms that construction managers have **moderate to strong employment prospects** in BC, driven by ongoing infrastructure projects and retirements.

- The BC Building Trades (2024) Help Wanted report highlights that immigration and credential recognition systems are not adequately addressing workforce shortages, particularly in regions like Vancouver Island.
- BCCA reports an active **$158 billion in current construction projects** and **$172 billion in proposed projects**, including major housing, infrastructure, and green building initiatives. This sustained pipeline will continue to drive demand for professionals with supervisory and management expertise.
- Lightcast labour market data confirms consistent demand for construction management roles across B.C., with strong indicators for job postings, wage competitiveness, and skills gaps in leadership, project coordination, and procurement. Lightcast data from September, 2022 – August, 2025 pulls 7,567 unique job postings in British Columbia for Construction managers and supervisors, for 1,217 employers. Average advertised salary noted was $87,300. Additionally, Lightcast analytic forecasting demand for construction supervisors and managers from 2025-31 indicates British Columbia will be a hotspot for positions and predicts aggressive job posting demand for 37,466 positions in B.C. with an increase in average compensation to $92,788.

Taken together, these indicators show that B.C.'s construction sector is expanding, but faces significant workforce shortages, particularly at the supervisory and management levels. The proposed TCM certificate is uniquely positioned to address this gap by providing applied, accessible training for mid-career tradespeople and career changers. It aligns with provincial workforce development priorities and infrastructure investment trends, offering a timely and market-relevant solution to one of BC's most pressing labour challenges.

H. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

See Appendix C.

Appendix A: Course Details

Six (6) required courses:

1. **Applied Leadership for Trades**
   Equips learners with the skills to lead, supervise, and motivate diverse teams within construction and trade environments. Emphasis is placed on critically assessing personal leadership styles, developing effective communication strategies, delegation, and applying motivational techniques that foster collaboration, productivity, and accountability. Learners will also examine the supervisor's role in promoting workplace safety, equity, and inclusion while navigating the complexities of managing crews in dynamic and high-pressure settings. In addition, the course introduces risk management principles related to workforce planning, conflict resolution, and operational decision-making, preparing supervisors to anticipate and mitigate risks that impact team performance and project outcomes.
2. **Bidding and Estimating for the Trades**
   Provides trades professionals with the foundational skills needed to prepare accurate bids and estimates for projects. The course will focus on the language and terminology of bidding, the roles of general contractors and subcontractors, cost management, cost estimating and pricing strategies, bid decision-making tools, understanding evaluation criteria, and effectively writing and preparing the components of a compliant bid package. Participants will learn how to assess project requirements, calculate material and labor costs, and develop competitive bids that reflect both market standards and business sustainability. Learners will gain hands-on experience with digital estimating tools such as PlanSwift, using real-world drawings to perform quantity takeoffs and develop cost estimates. The course emphasizes the use of technology to improve accuracy, efficiency, and competitiveness in bid preparation.
3. **Construction Safety, Law, and Regulatory Compliance**
   Provides a comprehensive overview of the legal, safety, human resources, and quality frameworks governing construction and trade operations in British Columbia. Learners will explore the BC Building Code, WorkSafeBC regulations, occupational health and safety legislation, contract law, and key aspects of employment and HR law relevant to construction supervisors. Through applied activities and case studies, students will develop the skills to identify and address compliance issues, implement safety plans, manage workforce obligations, and uphold quality assurance standards. Emphasis is placed on the supervisor's role in fostering a culture of safety, legal integrity, fair employment practices, and performance excellence.
4. **Procurement Practices and Contract Management for Construction and Trades**
   Explores the operational, financial, and legal framework of contract execution, including procurement and purchasing planning and processes, as well as contract management best practices. This course focusing on how trades professionals can source materials and services

efficiently, develop risk mitigation strategies, understand contract terms and schedules, and effectively manage supplier relationships, including dispute resolution and negotiation tactics.

5. **Project Planning, Management, and Scheduling**
   Develops the applied knowledge and skills required to plan, organize, and oversee construction and trade projects of varying scope and complexity. Emphasis is placed on developing comprehensive project management plans that integrate project scope, resource allocation, budgeting, scheduling, and risk management using industry-recognized tools and methodologies. Learners will gain hands-on experience with MS Project for scheduling and resource management, and Procore for collaborative project tracking and documentation. Students will practice developing and interpreting project schedules, identifying and mitigating risks, tracking progress and timelines, and applying strategies to keep projects on time and within budget. Case studies and applied exercises will reinforce skills in project monitoring, reporting, and stakeholder communication, preparing learners to manage projects effectively in dynamic and risk-sensitive construction environments.
6. **Sustainable and Resilient Construction Practices and Materials**
   This course introduces the principles, regulatory frameworks, and applied strategies for advancing sustainability and resilience in the built environment, with a focus on material and resource selection that minimizes environmental impact and mitigates project risks. Learners will examine lifecycle thinking, energy and water optimization, sustainable material choices, and risk management considerations for long-term durability and climate adaptability. Global green building frameworks such as LEED and other standards relevant to the Canadian context will be explored. In addition, the course embeds Indigenous worldviews related to land stewardship, sustainability, and community well-being, highlighting the importance of holistic and long-term approaches to development. Emphasis is placed on respectful engagement with Indigenous communities and understanding how community-led perspectives and practices can inform resilient, ethical, and risk-aware construction. Through real-world case studies and applied tools, participants will gain the skills to make sustainable, inclusive, and risk-conscious decisions that contribute to environmental responsibility, social well-being, and resilient infrastructure in construction projects.

Plus two (2) electives chosen from:

1. **Agile Project Management**
   Introduces participants to the principles and practices of Agile methodologies, emphasizing flexibility, collaboration, and customer-centric delivery. The course explores the key differences between Agile and traditional project management, highlighting the traits of high-performing Agile teams. Learners will engage with essential Agile tools such as personas, user stories, and feedback loops, and participate in a practice sprint to apply their skills in a simulated environment. By the end of the course, participants will understand how Agile teams operate,

scale, and integrate within organizations to foster continuous improvement and stakeholder satisfaction.

2. **Applied AI**
   This course provides a holistic understanding of the real-world applications of AI in domains such as business, marketing, healthcare, finance, etc., as well as the built-in biases of AI development and deployment, will ensure that users are prepared to assess and critically engage with AI in the workplace.
3. **Change Management**
   Change management is about motivating and managing behaviors, business controls and the work environment to introduce, stabilize and normalize changes that are necessary to implement organizational strategies. It addresses the emotional, situational, and contextual requirements of the change process. The focus of this leader centered course is on understanding employee response and readiness, and the requirements to manage a change plan.
4. **Financial Accounting**
   Using a balance of theory and practical applications, participants will develop the principles and practical expertise needed to prepare and analyze financial statements for small-to-medium-sized businesses. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision-making. Students will analyze and record corporate transactions, prepare financial statements and reports, and interpret those reports to make sound business judgments.
5. **Human Resource Management**
   Provides a comprehensive overview of human resource management (HRM) in the Canadian context, emphasizing the strategic role HR plays in supporting organizational success. Learners will examine core HR functions, including workforce planning, recruitment and selection, training and development, and performance management. The course also explores compensation and reward systems, employment contracts, and the complexities of managing HR processes in unionized environments. Throughout, emphasis is placed on understanding HRM as a strategic partner in organizational planning and on developing practical skills applicable to supervisory and managerial roles in the trades and construction sectors.
6. **Intercultural Communication in the Workplace**
   An understanding of cultural difference and ability to communicate effectively with diverse communities is critical for work in both local and international settings. Find out how power imbalances can impact interactions, discover practical tools to strengthen inclusivity, and develop the interpersonal communication skills required to develop constructive relationships in a diverse workplace.
7. **Microsoft Office Bootcamp**

This course will accelerate an existing Office skillset through a mix of online instruction and self-study where you will go from basic to advanced skills in Excel, Word, PowerPoint, and more in a matter of weeks.

8. **Operations Management**
   This course will introduce the basic concepts involved in the design and management of the core function of any business: the transformation process that produces the good or service delivered to the customer.
9. **Organizational Behavior**
   This course will look at the impact that individuals, groups and structures have on human behaviour within any modern organization, from nonprofit to public sector to private sector. Organizations are made up of people who behave and act within certain constructs, and learning about these processes is important to understanding how to make organizations effective and productive.
10. **Practical Leadership for Technology and Engineering**
    This course provides learners with the high-demand, leadership soft skills needed for effective communication, active listening, team-building, conflict resolution and feedback processes within an environment specific to engineering management, technology and geomatics.
11. **Risk Management for Projects and Operations**
    Introduces students to the principles and practices of risk management across industries, with a focus on project-based environments such as construction, business operations, and data-driven decision-making. Learners will explore how to identify, assess, and mitigate risks using qualitative and quantitative methods. Topics include risk planning, regulatory compliance, financial exposure, safety and operational risks, and the use of data analytics to support risk-informed strategies. Through case studies and applied exercises, students will develop practical skills in risk analysis, scenario planning, and the use of tools such as risk registers and dashboards. The course emphasizes proactive thinking, ethical decision-making, and cross-functional collaboration in managing uncertainty and enhancing project resilience.
12. **Small Business Management**
    Provides essential business skill development in marketing, business modelling and strategic planning, scaling up, understanding customers and delivering value, managing cashflow, funding and financing, intellectual property protection, risk management, social entrepreneurship and business transition for small business owners, and for those interested in small business management and entrepreneurship.
13. **Special Topics in Trade and Construction Management**
    Offers an in-depth exploration of emerging trends and advanced concepts in trade and construction management.
14. **Sustainability Planning and Reporting**
    This course equips construction and other professionals with the skills to create and implement practical sustainability plans tailored to real-world project conditions. Learners will explore how

to assess project-specific environmental risks, set achievable sustainability goals, and integrate green building principles into planning and execution phases. Topics include stakeholder engagement, regulatory compliance, material and energy efficiency targets, and performance tracking. Through guided activities and templates, participants will leave the course with a draft sustainability plan applicable to their own projects or practice.

Appendix B: Draft Advisory Committee Terms of Reference

The DCS Trade and Construction Advisory Committee (TCAC) provides strategic guidance in the research, development, and delivery of course and programming opportunities in the field of trade and construction management programming at the Division of Continuing Studies. The TCAC provides advice on ways of responding to changing industry needs, specific challenges, and new opportunities.

The TCAC plays an important role in ensuring the integrity and quality of programming at the Division of Continuing Studies and, as such, makes recommendations to the Chair on matters relating to academic and programmatic issues pertaining to technology programming.

Committee Membership
Members will be recommended by the Committee and/or associated partners and appointed by the Chair. Members will represent a combination of administrative, academic, and external partners, in order to provide a broad representation of technology-sector needs. The Committee is comprised of the following representatives:

- Director, Business, Science and Technology Programs, Continuing Studies will serve as Chair (standing member)
- Program Coordinator(s), Business, Science and Technology Programs, Continuing Studies (standing member)
- One representative from the British Columbia Construction Association
- One representative from the Vancouver Island Construction Association
- Up to four members external to the University of Victoria, representing the needs to the trade and construction sectors
- Instructor, Continuing Studies
- One current student representative
- One program alumni representative (when available)
- At least one Indigenous community member
- One public sector representative

Terms of Membership

- Unless noted as a standing member, members will serve 2-year terms (the terms will be staggered to allow for continuity), with the potential for renewal

- Members will attend at least one meeting per year

Committee Responsibilities
Committee members are expected to:

- Provide knowledgeable input and guidance throughout a process of innovative idea generation. This may include providing information about the trends and needs in the sector, contributing informed recommendations for new course and program development, input to new course and program level learning outcomes, advise on potential new markets and possible partnership opportunities, and identification of new instructors or industry experts, as appropriate;
- Act as an advocate for DCS programming by identifying individuals and related organizations locally and nationally who might assist with overall promotion or funding opportunities;
- Review administrative reports pertaining to programming including: proposals, reports, marketing plans, surveys, or evaluations.

Committee Meetings

Format: Round table discussion

Agenda: A call for agenda items will be distributed one week prior to the meeting. An agenda and background information will be distributed to members by email no later than two days before the meeting.

Frequency and timing: A meeting will be called by the Chair approximately 2 times per year (late Fall and late spring)

Duration: Up to two hours, depending on agenda.

Amendments

The terms of reference shall be reviewed annually and modified as appropriate to meet the current needs of technology programming at the Division of Continuing Studies, in consultation with the TCAC Advisory Committee members.

Appendix C: Evidence of Consultation

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Division of Continuing Studies

Name of Program: Trade and Construction Management

Credential Level:
☒ Diploma/Certificate ☐ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☐ New Program ☐ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

New non-credit, 8-course professional certificate program for professional re-skilling-up-skilling purposes. The program proposal outlines the development of a Certificate in Trade and Construction Management, designed to meet the evolving needs of British Columbia's construction sector. The program will provide foundational and applied knowledge in project coordination, site supervision, budgeting, safety, and workforce leadership, targeting both new entrants and experienced tradespeople seeking career advancement.

Rationale for the proposal (approximately 200 words)

British Columbia's construction industry is facing a critical labour and skills shortage, driven by rapid infrastructure growth, an aging workforce, and evolving regulatory and technological demands. To address this gap, we propose a targeted Certificate in Trade and Construction Management designed to equip workers with essential supervisory, project coordination, and business management skills.
This program will serve both emerging tradespeople and experienced workers seeking advancement, offering practical skills and competencies.

The curriculum will be developed in consultation with local and provincial sector partners to ensure relevance and employability. Graduates will be prepared to take on leadership roles, improving productivity and retention across the sector.

This initiative supports British Columbia's economic resilience by fostering a skilled, adaptable construction workforce ready to meet current and future demands.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

N/A

For new programs, how many Indigenous students do you envision enrolling?

From conversation with sector partners, 15-25 part-time learners annually.

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

  These elements are not explicit in the proposal, but will instead be planned for as part of student support, advisory, and promotional planning through the development stages. The proposal does focus on the flexibility of the entrance requirements and delivery modalities however as a way to remove systematic barriers to education.

- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

  While direct engagement with Indigenous communities, nations, or organizations has not been the focus during the initial proposal stage, the development process has involved consultation with sector organizations to identify key knowledge and skills gaps for all trade and construction employees, including women and Indigenous workers in the sector. Following approval, the program will actively engage Indigenous communities to ensure

meaningful inclusion of Indigenous perspectives, practices, and case studies. This engagement will help validate curriculum content and support respectful integration of Indigenous knowledge throughout the development phase.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

  As this is a non-credit program, no faculty members will be involved in development or delivery of curriculum.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

  The proposal includes plans to incorporate Indigenous perspectives through curriculum validation by Indigenous individuals. The program will integrate relevant resources, practices, and case studies from Indigenous communities to support cultural awareness and inclusive learning.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

  Yes, the proposal includes engagement with Indigenous territories, lands, and waters, particularly through course content focused on sustainable practices in construction and land use. These courses will explore Indigenous approaches to stewardship, environmental responsibility, and traditional knowledge systems, emphasizing respectful and sustainable interaction with the land. Case studies and learning materials will highlight Indigenous-led projects and practices across British Columbia, helping students understand the cultural, ecological, and historical significance of the territories where construction activities take place. This inclusion supports reconciliation and promotes culturally informed, environmentally responsible construction management.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
   ☐ Yes ☒ No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

   The proposed Certificate in Trade and Construction Management supports institutional priorities by advancing reconciliation, inclusion, and culturally responsive education. Specifically, the program aligns with goals such as integrating Indigenous knowledge into curriculum, fostering respectful relationships with Indigenous communities, and promoting Indigenous student success.

Courses focused on sustainable construction practices will include content related to Indigenous stewardship of lands and waters, emphasizing traditional ecological knowledge and community-led approaches. The program also commits to engaging Indigenous communities during the curriculum development phase to ensure representation and validation of Indigenous perspectives.

By embedding Indigenous case studies, practices, and values into the learning experience, the program contributes to a more inclusive and culturally aware workforce. This supports broader institutional goals of decolonizing education and building capacity for Indigenous learners and leaders in the trades and construction sectors.

The certificate will also explore pathways for Indigenous students, including flexible delivery models and potential partnerships with Indigenous training organizations, further supporting access and equity.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



01-Oct-25

Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATON CERTIFICATE OR DIPLOMA

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Trade and Construction Management	Anticipated start date: September, 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Continuing Studies (non-credit)	
Name, title, and email of contact person: Miranda Angus, Director	
Dean (or designate) or administrative authority: Jo-Anne Clarke	
Consultation date: 17 Sept 25	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided

Signature: _____

Date: October 1, 2025

UVIC LIBRARIES

University of Victoria

Aditi Gupta
Engineering & Science Librarian,
Advanced Research Services
University of Victoria Libraries

September 24, 2025

Dr. Jo-Anne Clarke, Dean,
Division of Continuing Studies
University of Victoria

Re: Library resources for the Trade and Construction Management (TCM) program

Thank you for sharing the proposal for the Certificate in Trade and Construction Management (TCM). I'm pleased to confirm that the UVic Library is well-positioned to support this important initiative with our existing resources and services.

The UVic Library fully supports the TCM program's mission to equip tradespeople and transitioning professionals with the applied competencies needed for supervisory and management roles in the construction sector. This non-credit certificate aligns with UVic's strategic priorities by promoting lifelong learning, advancing equity and inclusion, and addressing critical workforce gaps in British Columbia and beyond.

To meet the diverse academic and professional needs of TCM learners, the library offers a robust collection of digital and physical resources that span leadership, project management, budgeting, safety and regulatory compliance, and construction technologies. Our holdings include interdisciplinary journals, technical manuals, and e-books that support real-world application and skill development. Students enrolled in the TCM program will have full access to our licensed online platforms, including key databases such as ScienceDirect, Business Source Complete, and Engineering Village (Compendex and Inspec), which provide comprehensive coverage of construction management, engineering practices, and industry standards. We also subscribe to e-book packages like O'Reilly Learning, ASM Handbooks Online, and Evidence-Based Acquisition collections from Cambridge University Press, JSTOR, Oxford University Press, Taylor & Francis, and Wiley.

In addition, the library prioritizes access to essential standards and codes through platforms such as ASTM Compass, IEEE Xplore Standards, CSA Standards on demand and ASME Standards. These

UVIC LIBRARIES

University of Victoria

resources are critical for learners navigating safety protocols, regulatory frameworks, and sustainable construction practices embedded throughout the TCM curriculum.

The UVic Library is proud to support the TCM program as it expands UVic's reach into professional and continuing education. Through targeted library instruction and research consultations, we aim to enhance the learning experience and contribute meaningfully to student success in this innovative and inclusive program.

Please don't hesitate to reach out if you have any questions or need further information.

Sincerely,

Aditi Gupta, M.Sc., M.L.I.S.

Engineering & Science Librarian
Advanced Research Services
University of Victoria



October 31, 2025

Division of Continuing Studies
University of Victoria

To Whom It May Concern,

RE: Certificate in Trade and Construction Management

The **British Columbia Construction Association (BCCA)** is pleased to support the University of Victoria Division of Continuing Studies in their funding proposal for educational programs aimed at advancing the skills of BC's construction workforce.

As the provincial voice of BC's construction industry, BCCA is committed to strengthening the skilled construction workforce and recognizes this initiative as a critical step toward increasing worker skills and addressing labour shortages. Our association fosters economic and workforce development, ensuring that BC's skilled labour force meets the evolving needs of employers in the industrial, commercial, institutional and multi-unit residential, construction sectors. As demand for construction professionals continues to grow, we recognize the importance of education and training, which help bridge workforce gaps while promoting best practices.

The construction sector faces ongoing workforce challenges, with a high demand for skilled construction workers across BC. Programs like a **Certificate in Trade and Construction Management** fills this gap by providing relevant structured training, and industry-recognized certifications.

As a collaborator on this project during the curriculum development phase, BCCA can support its progress through:

- Recommending subject matter experts for course development and/or delivery;
- Supporting outreach and awareness through our association marketing channels;
- Participating in an advisory or validation capacity throughout the program lifecycle;

BCCA values this opportunity to collaborate with the University of Victoria and fully supports this initiative's efforts to build a diverse, highly skilled workforce. We look forward to working together to create meaningful opportunities for further education in construction.

Sincerely,

Chris Atchison, President

203-3531 Uptown Blvd., Victoria, BC V8Z 0B9
(250) 475-1077 | theteam@bccassn.com
bccassn.com

VICA Vancouver Island Construction Association

October 31, 2025

Letter of Support – Division of Continuing Studies' proposed Certificate in Trade and Construction Management

To Whom It May Concern,

On behalf of the Vancouver Island Construction Association (VICA), I am pleased to offer our full support for the Division of Continuing Studies' proposed Certificate in Trade and Construction Management.

As the leading industry association representing the construction sector across Vancouver Island and the Sunshine Coast, VICA recognizes the urgent need for targeted education and training programs that address critical gaps in management knowledge and leadership capacity. Our members, ranging from small contractors to large construction firms, have consistently identified workforce development as a top priority, particularly in areas such as project coordination, site supervision, budgeting, and communication.

The proposed certificate program is well-aligned with these needs and reflects the findings of VICA's member outreach, which consistently highlight the demand for accessible, practical training for trades professionals seeking to advance into supervisory and management roles. We believe this program will play a vital role in strengthening the construction workforce across Vancouver Island and the Sunshine Coast and supporting the long-term growth and sustainability of the industry.

VICA would be pleased to support this initiative in an advisory capacity on an ongoing basis. We are also committed to assisting with program promotion, recruitment of qualified instructors, and providing input to help validate curriculum development to ensure it remains relevant and responsive to industry needs.

We commend the Division of Continuing Studies for its leadership in addressing this important workforce challenge and look forward to supporting the successful launch and evolution of the Certificate in Trade and Construction Management.

Regards,



Rory Kulmala
Chief Executive Officer

Page **1** of **1**

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T: 250 388 6471 | F: 250 388 5183 | www.vicabc.ca

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to establish a Minor, General, and Major in Media Studies (MDIA)

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Minor, General, and Major in Media Studies (MDIA), as described in the document "Minor, General, and Major in Media Studies (MDIA), and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Program Overview

The proposed Minor, General, and Major in Media Studies (MDIA) will be open to all undergraduate students admitted to the University of Victoria (UVic) who meet the Faculty of Humanities' admission requirements. Applicants with significant experience in media practice or media industries may also be considered under UVic's expanded qualifications category.

The proposed Minor, General, and Major will build directly on UVic's Media Studies Certificate and provide students with more paths and opportunities to participate.

The program combines media theory with critical media practice, offering students a curriculum that builds upon British Columbia's new secondary curriculum in media studies and design. It addresses emerging undergraduate needs in media literacy, cultural analysis, and technical skills.

Strategic Alignment

The proposed MDIA program aligns with the university's Strategic Plan:

- Advances UVic's commitment to equity, diversity, and inclusion through decolonial and anti-racist principles.
- Responds to emerging student demand for interdisciplinary media education.
- Strengthens UVic's role in community engagement and collaboration with provincial institutions.
- Prepares graduates for careers in media industries, cultural sectors, and creative technologies.

The Minor, General, and Major in Media Studies will:

- Modernize UVic's undergraduate offerings.
- Provide students with critical and practical media competencies.
- Position UVic as a leader in inclusive, interdisciplinary media education in British Columbia.

Basis for Jurisdiction: Senate Committee on Planning meeting December 3, 2025
Senate meeting on January 9, 2026

Attachment(s): December 2025 Senate docket for the proposal to establish a Minor, General, and Major in Media Studies (MDIA).

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: December 10, 2025

Subject: Proposal to establish a Minor, General, and Major in Media Studies (MDIA)

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a Minor, General, and Major in Media Studies (MDIA).

The proposed Media Studies program is designed as an interdisciplinary inter-faculty program housed in the Faculty of Humanities for administrative purposes.

The proposed minor, general, and major makes UVic Media Studies programs build on the existing Certificate in Media Studies and provides students more options for media studies-related credentials in response to the high enrolments in media studies courses.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor, General, and Major in Media Studies (MDIA), as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

Stage 1 Review Template for BC Public Institutions

The purpose of Stage 1 is to determine the need for a new degree program and to evaluate how it complements other programs currently offered in the BC post-secondary education system. Stage 1 applies to all post-secondary institutions seeking authority to grant a new degree program in BC. It is a means to ensure that students are provided with high-quality education, and when developing new programs, that institutions avoid unnecessary duplication and consider government priorities for social and economic goods, such as principles of diversity and inclusion.

Stage 1 applications must be submitted using this template and **must not exceed 12 pages or 4,000 words**, excluding a three-page Program Overview and appendices. Please complete the following information.

Program Overview

Provide the following information (a to i) in no more than three pages. *(Shaded boxes will expand or contract to accommodate any length.)*

a) An overview of the organization's history, mission, and academic goals;

The University of Victoria (UVic) received degree-granting status in 1963. Community engagement is a key part of our success. We work closely with our community partners to foster respect and reconciliation, promote sustainable futures, and uphold our values of equity, diversity, and inclusion. UVic is a proud partner in the Greater Victoria and BC economies. We work with governments, First Nations, businesses, and non-profits towards economic and social prosperity. We combine three elements: dynamic learning, vital impact, and our extraordinary academic environment. Together, they nurture an environment of discovery, innovation, and creativity. This environment fortifies our work in sustainability and healthy societies. It shapes our world view with diverse perspectives, including those from Indigenous and international communities. It also fuels our commitment to economic well-being, technological advances, and social justice.

Our Strategic Plan outlines UVic's vision, values, and priorities. It inspires our excellence in research, creative activity, teaching, service, commitment to diversity and inclusion, and engagement to serve students, communities, and the world. Our university plans guide the operational directions for a wide range of UVic activities. UVic operates under the authority of the University Act and is governed by a Board of Governors and Senate. Here are some relevant UVic facts and figures:

- Approximately 22,000 students (undergraduate and graduate)
- Over 6,000 employees, including 900+ full-time faculty members
- 580+ patents filed to date
- 1,145+ invention disclosures to date
- 169 start-up companies to date
- Ranked top 1% of global universities for contributions to the United Nations Sustainable Development Goals (2024 Times Higher Education Impact Ranking)
- Consistently the top university in North America for international research collaboration (Leiden, 2011-23).

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

UVic Media Studies (MDIA) is currently a Certificate program, and—given overwhelming student demand (Appendix A5) since our launch in 2023—we are now proposing a Minor, General, and Major in Media Studies (Appendices A1, A2, and A3) to be administered by UVic's Faculty of Humanities (Appendix A4).

c) Location of where the proposed degree program will be offered;

UVic's Gordon Head campus, on the territory of the Lək^{w}əŋən (Songhees and X^{w}sepsəm/Esquimalt) Peoples

d) Faculty or school(s) offering the proposed degree program;

Faculty of Humanities (administrative home), with participating faculty and instructors (Appendix A4) from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science.

e) Anticipated program start date;

Sept. 2027 (promotions and applications in Sept. 2026)

f) Anticipated completion time in years and semesters;

Major (4 years; 8 semesters) | Minor (1-2 years; 3-4 semesters) | General (4 years; 8 semesters, when combined with another general)

g) Expected number of students at launch and at steady state;

The Media Studies Certificate program has graduated 8 students since its launch in 2023, and 30 students are currently enrolled in the program. Based on those numbers, ongoing demands for our MDIA courses (Appendix A5), and current numbers of declared students in comparator UVic Humanities programs such as Philosophy, Gender Studies, Indigenous Studies, and Pacific and Asian Studies, we anticipate the following enrolments by 2030-31: 2-5 students in the General, 40-65 students in the Minor, and 35-60 students in the Major. These numbers echo the results of a Media Studies student survey (Appendix A5) we conducted in Spring 2025, and we imagine many UVic students will approach Media Studies as a path to augment their majors, hence our projected numbers for the Minor alongside those for the Major. A steady-state scenario for 2031-36 will likely see increased enrolments, especially if BC's secondary curriculum expands its media offerings: 5-10 students in the General, 70-90 students in the Minor, and 75-100 students in the Major.

h) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

Students in Media Studies (Appendix A3) will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem-solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media
- Anti-racist, inclusive communication across media and sensory modalities
- Critical evaluation of information and storytelling, including how they are shaped by history, culture, context, and media
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences
- Creating, showcasing, and sustaining innovative, public-facing media projects.

Media Studies students will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from the local to the global, across media
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities
- Inclusive, life-long learning that adapts to changes in media over time.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

Sʔeyəɬenxʷ | S,ÁEŁA'NW̱ | When things are in harmony: The proposed Media Studies curriculum (Appendix A3) is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local Indigenous territories, lands, and waters. Guiding questions include, "Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?"

ʔetalnəw̓ əl̓ | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200, 300, and 400 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

X̱ačiŋəɬn̓ əw̓ əl̓ | XEĆIṈEŁNEUEL | Actively planning and problem solving and ʔay̓nəw̓ əl̓ ʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow

principles of universal design for inclusion (by affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by focusing on intersectional media practices and learning from Indigenous peoples, Black people, and People of Colour), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: a) equity-centred culture, b) relationality and belonging , c) recruitment and retention, d) access and support, and e) institutional (including unit-level) accountability.

- Linkages between the learning outcomes and the curriculum design and whether a work- integrated learning experience is required for degree completion;

Although it will *not* be required for degree completion, Media Studies students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program.

Learning outcomes (above) will be achieved through the following elements of MDIA's curriculum design:

- An emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia, across Canada, and around the world
- The integration of research and teaching across all MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for lands and waters, and promotion of sustainable futures
- Critical media practice across sensory modalities and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400 and concluding with a capstone project)
- Opportunities for dynamic learning, research, and critical media practice across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, the Farallon Book Arts Lab, the Historic Computing Lab, and Kula: Library Futures Academy
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated—with respect and accountability—in context and culture
- The production of a public-facing media project as part of capstone seminar (MDIA400).

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

Media Studies has not yet offered an online course; however, all our courses (Appendix A3) rely on principles of universal design of learning that render them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

- Program strengths; and,

The combination of the following strengths makes UVic's proposed Minor, General, and Major in Media Studies distinctive within the province, if not all of Canada:

- *Deep integration with UVic Libraries*: All MDIA students will experience hands-on learning in spaces such as UVic's Special Collections and Archives, Farallon Book Arts Lab, Historic Computing Lab, and Kula: Library Futures Academy. In his letter of support for the proposed programs, University Librarian, Jonathan Bengston, wrote, "future collaborations with MDIA that could potentially include research seminars, lectures, workshops and exhibitions, finding ways to explore the foundational, historical, and theoretical intersections of technology and knowledge production in human culture and society."
- *Accountability, inclusion, and collaborative practice*: All MDIA students will learn to move forward together by respecting the rights of one another and making media in inclusive and accountable environments in right relationship with all things. This learning includes, but is not limited to, the required Indigenous Studies course, IS100: "Responsibilities to Coastal Indigenous Peoples and Lands."
- *Knowledge across disciplines, geographic locations, and local and global cultures*: All MDIA students will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty

experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance (Appendix A1).

- *Co-operative education and career services*: All MDIA students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program, which states that "the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry."
- *Public-facing projects*: All MDIA students will design, create, and showcase public-facing media projects with attention to innovation, sustainability, and social, cultural, and economic change. In his letter of support for the proposed programs, Shaun Macpherson at Flashpoint wrote, "In light of the rapid rise of AI, programs like UVic's Media Studies are more important than ever. Today's students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence."
- *Attention to current issues*: Echoing the Premier's 17 July 2025 mandate letter to the Minister of Post-Secondary Education and Future Skills, the proposed programs' research integration offers "British Columbians the training and skills they need to be successful and help grow our provincial economy." In her letter of support for the proposed programs, Nina Belojevic at Benevity wrote, "This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia's prosperity."

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

09.0199: Communication and media studies, other

i) Name, title, phone number, and e-mail address of the institutional contact person if more information is required.

Dr. Elizabeth Adjin-Tettey, AVP Academic Programs
(250) 853-3761
avpap@uvic.ca

Standard 1 Benefits to Students

The institution must demonstrate that the proposed degree will provide benefits to students.

Criterion Question	Institution Response
Who is the targeted student population?	Undergraduate students seeking the media training and communication skills needed to be career-ready, critically aware, prepared to grow our provincial economy.
What specific need is there for the proposed program and how will it benefit the targeted student population?	The 2024 edition of the British Columbia Labour Market Outlook offers substantial evidence of excess demand for media literacy across high opportunity occupations in BC's public and private sectors. Additionally, Vancouver Island University is the only other post-secondary institution on Vancouver Island that offers programs comparable to the three programs we are proposing. UVic currently offers only a Certificate in Media Studies, but our MDIA courses have incredibly high enrollments, demonstrating interest in Media Studies among students who choose to attend UVic. Our proposed programs offer these students opportunities to have a Minor, Major or General in MDIA. Also, as a result of BC's new curriculum and excess demand for media literacy across the globe, UVic anticipates more high school students will enter BC's post-secondary institutions with experience and interest in Media Studies.
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	Yes. MDIA's curriculum (Appendix A3) requires an Indigenous Studies course (IS100) and includes decolonial methodologies, critical attention to the role of media in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners. We hope to attract Indigenous students with interests in media analysis, decolonial methodologies, and weaving Indigenous traditions of storytelling with media practice, empowering them to tell their own stories through audio, video, games, and other media. We have also consulted with Indigenous Studies (Faculty of Humanities) and allied programs in BC on ways to best support Indigenous students in our proposed programs. If our proposal is successful, we would further coordinate with Indigenous Studies to support their students who express interests in MDIA.
Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.	Yes. MDIA's curriculum affords traditionally underserved and underrepresented students with opportunities to learn in-demand media and networked communication skills that feed directly into innovation, local employment, career laddering, community building, and group representation and advocacy. MDIA students will learn to tell their and their communities' stories rather than being the objects of media in mainstream society. Such storytelling practices are crucial to not only resisting marginalization but also centering the experiences of underserved and underrepresented groups in the media. Additionally, MDIA's globally informed curriculum will make an asset of additional languages commonly wielded by students from first-generation, immigrant families.

What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.	The proposed curriculum creates paths for students interested in further study and pursuing a terminal degree. Opportunities for future study within the province include the Master of Digital Media and Doctor of Philosophy in Cinema and Media Studies programs at UBC, the Communication Research for Social Change Master of Arts program at SFU, and multiple graduate programs at UVic. See attached letters of support for evidence of consultation with post-secondary institutions in BC.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	UVic's standard tuition fees for undergraduate Humanities programs will apply. As of May 1, 2025, they are: Domestic Full Fee: $6,414 / International Full Fee: Y1: $35,448; Y2: $36,866; Y3: $38,340; Y4: $39,874
What are the tuition fees for similar programs at this degree level at other post- secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?	UVic's standard tuition fee is lower than or nearly equal to annual tuition at other post-secondary institutions in British Columbia. **Capilano University**, School of Communication: Domestic: Y1: $4,489; Y2: $4,489; Y3: $6,096; Year 4: $5,931 / International: Y1: $20,693; Y2: $20,693; Y3: $22,299; Y4: $22,134 **University of British Columbia**, Media Studies: Domestic: $8,091 / International: $49,549 **University of the Fraser Valley**, Media and Communication Studies: Domestic: $4,478.30 / International: $18,998 **Vancouver Island University**, Media Studies: Domestic: $5,091.90 / International: $24,473.10 **Royal Roads University**, Communication and Culture (two-year degree completion program): Domestic: $9,645.50 / International: $25,056 **Simon Fraser University**, School of Communication: Domestic: $7,502 / International: $37,442 **Thompson Rivers University**, Communication and Visual Arts: Domestic: $4,856.10 / International: $22,815.90 **Trinity Western University**, Media and Communications: Domestic: $23,370 / International: $23,940

Standard 2 System Coordination and Program Duplication

The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (Add as many lines as required.)

Institution offering similar program	Name of degree program	How the proposed program differs
Capilano University	Communication	focuses more on strategic and professional communication
University of British Columbia	Media Studies	more technical (with courses on computational thinking and information design) and includes cinema studies
University of the Fraser Valley	Media and Communication Studies	more emphasis on the Social Sciences, including qualitative and quantitative methods
Vancouver Island University	Media Studies	focuses on digital communication with more attention to journalism and media

		arts
Royal Roads University	Communication and Culture	focuses more on marketing and strategic, organizational, and sports communication
Thompson Rivers University	Communication and Visual Arts	focuses more on public relations, journalism, and visual arts
Trinity Western University	Media and Communications	focuses more on organizational leadership and professional writing
Simon Fraser University	Communication	focuses more on political communication

B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (Add as many lines as required.)

Name, position, and institution of person consulted	Method of consultation and materials used	Feedback and applicant's response
Capilano University Edward Hamilton, Chair, School of Communication	email and Zoom	"To have more media studies programming at one of BC's major research universities will also broaden the reach of our discipline to what has to this point been an underserved population of higher education students, and will likely enhance mobility and transferability options for communication students in the province. We do not see overt replication or duplication of programming in relation to what we offer in our Bachelor of Communication Studies degree and are happy to voice our support for the University of Victoria's Media Studies program as a welcome addition to the field."
University of British Columbia Christine D'Onofrio, Chair, Media Studies	email	"it looks like a thoughtfully arranged degree and I wish you all the best"
University of the Fraser Valley Sylvie Murray, Dean, College of Arts	email and Zoom	"Our assessment finds the proposal to be: 1) Complementary (not duplicative) . . . 2) Student-centred and mobility-enhancing . . . 3) Aligned with labour-market and civic needs . . . 4) Quality-assured and scalable . . . 5) Collaboration-ready. . . . We intend to continue consultation with UVic to ensure complementary curricula and to formalize transfer pathways."
Vancouver Island University Joy Gugeler, Chair, Media Studies	email and Zoom	"VIU is therefore in support of our colleagues at UVic who are expanding Media Studies coverage in the province while offering a flexible, more interdisciplinary option to students of a unique profile. We hope to collaborate to bring speakers to Vancouver Island, co-host workshops and events, invite our students to our year-end showcases, and facilitate easy credit transfers via BCCAT as well as articulating and laddering agreements where appropriate."
Thompson Rivers University Joceline Andersen, Acting Chair, Communication and Visual Arts	email	"We support this application. . . . The interdisciplinary list of courses demonstrates that the program is up-to-date with media research across disciplines on the UVic campus, and demonstrates that there is a wealth of existing media expertise for students to access."
Simon Fraser University Milena Droumeva,	email and Zoom	"At SFU, we have long recognized the growing demand among undergraduate students for programs that combine conceptual

Director, School of Communication		grounding with creative and analytical exploration of media. UVic's proposed model is well positioned to meet this demand in ways that complement rather than duplicate existing offerings across the province. Its structure as a non-departmental, flexible program promises to open new pathways for students whose academic and professional interests intersect multiple disciplines. . . . Please accept my full support for the University of Victoria's proposed Media Studies program. I have no doubt it will make a meaningful and distinctive contribution to the landscape of postsecondary media education in British Columbia."
Royal Roads University Zhenyi Li, Director, School of Communication and Culture, and Robert Mittleman, Dean, Interdisciplinary Studies	several emails exchanged between July and September 2025; multiple attempts made to schedule a meeting	no feedback

C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

As indicated by Section B above, the proposed Minor, General, and Major programs (Appendix A3) are not substantially similar to any other programs offered in British Columbia. The range and depth of participation across the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1) make UVic Media Studies unique in the province and allow the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide. Drawing upon expertise across units, disciplines, and faculties at UVic, the proposed curriculum will provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" (B.C.'s 2025 mandate).

D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

After consulting with six BC post-secondary institutions (see Section B above), UVic Media Studies has begun 1) engaging several transfer mechanisms, such as the BC Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across BC, 2) the process of joining the BC Council on Admissions and Transfer (BCCAT)'s Communications and Media (CAMAC) committee (including coordination with Alison McDonald, CAMAC's co-chair, and Mark Wallin, CAMAC's system liaison), and 3) building various Media Studies partnerships across the province, with plans for MDIA students to showcase their projects with students at other universities and colleges. Based on feedback from other media and communications programs, we also refined our language for student pathways through the proposed programs, with more attention to scaffolding learning and graduating ("capstone") projects.

Standard 3 Social and Economic Benefits

The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.

A. Social and Economic Benefits

Criterion Question	Institution Response
What social and economic benefits would the program offer the community, region, or province?	The proposed MDIA programs would provide essential media and communications skills training and build competencies among a new generation of workers. Such competencies include media design

	(technical competency), media management (competency in material resources), complex problem solving (real-world competency), media coordination and analysis (systems competency), and media instruction, persuasive media, and social and cultural sensitivity in communications (social competencies). A Minor, General, and Major in Media Studies at UVic would also spark community and industry partnerships with companies and nonprofits in Greater Victoria and help grow jobs through units such as UVic Co-op. We met with numerous relevant BC employers and community organizations and shared our proposed curriculum with them. Several of them inquired about Co-op, which the proposed programs would facilitate to help MDIA students gain real-world experience in media and communications across BC's public and private sectors. We are already working with Jeremy Pearce (Co-op Coordinator for UVic Humanities) to expand Co-op with Media Studies in mind and offer UVic students more media-related placements.
Reference specific government and community initiatives, plans, and priorities that the proposed program supports.	According to the 2024 edition of the British Columbia Labour Market Outlook (LMO), the following five occupational groups are expected to account for nearly 80 percent of the projected job openings in BC between 2024 and 2034: 1) sales and service, 2) business, finance, and administration, 3) trades, transport, and equipment operators and related, 4) education, law and social, community, and government services, and 5) natural and applied sciences and related. Media literacy is important to each of these groups, and it is fundamental to groups 1, 2, and 4. The LMO also underscores the fact that generative AI's impact on skills, competencies, and labour needs to be monitored, and the field of Media Studies is a leader in this area. The proposed MDIA programs (Appendix A3), especially courses such as "Media in the 21st Century," "Critical Media Practice," and "Capstone Seminar," will train students in how to anticipate AI's impact and innovate accordingly, with an emphasis on what makes the people skills of media and communication unique in BC and Canada and across the globe.
What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.	Graduates of the proposed MDIA programs are most likely to advance in the following high opportunity occupations: 1) professional occupations in advertising, marketing, and public relations (NOC #11202), 2) producers, directors, and related occupations (NOC #51120), and 3) managers – public and private sector (NOC #00018), where the combined 2024-34 job openings, job expansions, and job replacements are (according to the 2024 BC LMO) expected to be 1) 17,270, 2) 6,080, and 3) 43,020, respectively.

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The current curriculum for UVic's Media Certificate program includes Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands"), decolonial methodologies, critical attention to the role media's played in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners, such as Amanda Strong (Manitoba Métis Federation), Leanne Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and

	Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). The proposed Minor, General, and Major would build upon this Indigenous media and further integrate Indigenous and decolonial methodologies.
How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?	We consulted with our Office of Indigenous Academic and Community Engagement (IACE) throughout the development of this proposal, which they approved. Upon reviewing our proposal, IACE's Associate Director Academic, Robert L. A. Hancock, wrote, "It's a very impressive proposal" and that all "IACE resources identified are part of our regular scope and responsibilities." IACE has an Elders program and provides a bridge between UVic and local Indigenous nations. Additionally, an Indigenous media practitioner (such as Sḵwx̱wú7mesh journalist, Steph Kwetásel'wet Wood, in 2023-24) serves on Media Studies' program committee each academic year.

C. Engagement with Employers, Community Groups, and Professional Organizations

Criterion Question	Institution Response
Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	We met with numerous relevant BC employers and community organizations and shared our proposed curriculum with them. Meetings were held in person, via Zoom, and by phone, with some follow-up by email. Several employers, including those represented by the attached letters of support, encouraged us to consider public-facing media projects as part of our curriculum. We revised MDIA400 (the capstone seminar) accordingly. Employers and community organizations also asked about our approach to generative AI, and we responded in Fall 2025 by introducing modules on AI ethics and regulation to MDIA200. Similar modules on AI will follow in courses such as MDIA300 and 400. Also, as mentioned earlier in this proposal, several employers inquired about Co-op, which the proposed programs would facilitate to help MDIA students gain real-world experience in media and communications across BC's public and private sectors. We are already working with Jeremy Pearce (Co-op Coordinator for UVic Humanities) to expand Co-op with Media Studies in mind and offer UVic students more media-related placements.

If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	The proposed programs are not primarily relevant to public sector employment; however, we are attaching a letter of support from The Narwhal, a nonprofit organization that produces in-depth, public-interest journalism about the natural world in Canada. In it, The Narwhal's co-founder writes, "In today's information-crowded reality, individuals employed in marketing, education, public service and non-profit leadership have to be equipped to contend with a staggering complex of digital realities: politically charged misinformation, advertorials, fake news, rage-bait, pink slop and generative AI. Journalists, academics, policy analysts, researchers, community organizers, creative content generators, influencers, advertisers, filmmakers, producers, public relations specialists, book agents, publishers, environmentalists and communicators of all stripes must now, more than ever before, be armed with a sophisticated toolkit to evaluate sources, communicate across multiple digital platforms and design messages that reach diverse audiences with credibility and care. UVic's proposed Media Studies programs directly align with this provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills."
If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".	Not applicable. Media Studies is not a regulated profession.

Standard 4 Institutional Resources

The institution must show it has access to sufficient resources to implement and sustain the program.

Criterion Question	Institution Response
Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.	The proposed MDIA programs (Appendix A3) relate to UVic's current priorities and mandates in the following ways: *Indigenous perspectives:* All MDIA students will take Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands") and learn decolonial and anti-racist methodologies. *People, places, and the planet*: All MDIA students will develop techniques for sustainable media production and addressing systemic barriers that affect equity, diversity, and inclusion in media. *Change and transformation*: All MDIA students will be encouraged to experiment with media and apply their curiosity locally and globally toward social, cultural, and technical change. *Partnerships and collaboration*: All MDIA students will take courses in at least three UVic units (including Indigenous Studies and Media Studies) and have opportunities to collaborate with experts across the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science. They will also be invited to participate in the Faculty's Co-op program to gain real-world experience in media and communications.
Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.	UVic's Media Studies Certificate program launched in September 2023 and has been an incredible success, with 8 graduates and 30 students currently enrolled in the program. Nearly all MDIA courses have had waitlists, and our introductory course (MDIA200) is in high

	demand among Humanities, Social Sciences, Business, Fine Arts, and Computer Science students. Nearly 700 UVic students have already registered in MDIA courses since September 2023, and we expect the demand to increase between 2027 and 2030. Our students have requested additional programming (Appendix A5), and our faculty members voted overwhelmingly in favour of proceeding with a Minor, General, and Major (Appendix A2), with strong support from Co-op, the Libraries, and the Faculties of Humanities, Law, Education, Social Sciences, Fine Arts, Business, Science, and Engineering and Computer Science.
If the proposed program builds on existing programs, how will the existing programs be affected?	The proposed Minor, General, and Major will build directly on UVic's Media Studies Certificate and provide students with more paths and opportunities to participate. We expect interest in the Certificate to grow or remain stable alongside the Minor, General, and Major. In consultation with our colleagues, we have also designed the proposed programs to align with and amplify UVic's Minors in Professional Communication, Professional Writing, Film Studies, and Technology and Society. Equally important, the proposed programs encourage students to take courses in departments across campus: in Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Gender Studies, Greek and Roman Studies, History, and the School of Languages, Linguistics, and Cultures, for instance.
Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget.	UVic Media Studies is currently offering all the courses required for the proposed Minor, General, and Major. As student demand increases, we will have to increase the number of course sections in core MDIA courses such as MDIA200. These sections will be staffed primarily with existing faculty from Humanities and across campus. We have adequate resources to support the program launch with the existing faculty and staff complement. As the program expands, we anticipate increasing the current staff member from 0.32 to 0.5 FTE and increasing the pay band to reflect new responsibilities. This increase has been factored into projected budgets. We anticipate needing additional space for Media Studies in the medium term, and the Faculty of Humanities can provide that space using existing facilities. Finally, as the program expands over the next several years, we plan to hire faculty in the Humanities who will support growth in Media Studies (Appendix A4).
Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.	Enrollment plan for 2027-31 (note that, according to UVic's International Education Strategic Plan, 9 percent of UVic's undergraduate students are international students): • 2-5 students in the General (91-95% domestic, full-time students), including 1 international student • 40-65 students in the Minor (91-95% domestic, full-time students), including 3-6 international students • 35-60 students in the Major (91-95% domestic, full-time students), including 3-6 international students Anticipated number of credentials to be awarded each year: • 2027-28: 0 Generals, 5-7 Minors, 0 Majors • 2028-29: 0-1 General, 7-13 Minors, 5-10 Majors • 2029-30: 1-2 Generals, 13-20 Minors, 10-20 Majors

	• 2030-31: 1-2 Generals, 15-25 Minors, 20-30 Majors These projected enrolment numbers reflect a combination of students who are net new to UVic (40-50% of projections) and students who already attend UVic and have either expressed an interest in Media Studies or have taken at least one of our MDIA courses (50-60% of projections). As a point of comparison for our projected numbers of international students, Vancouver Island University's Media Studies program attracts more first-generation, low-income students than UVic does; however, it also attracts international students. If their Media Studies program, which is grounded in Canadian media, is attractive to international students, then we anticipate that our globally informed curriculum will be even more so. Since UVic Media Studies is an interdisciplinary, non-departmental unit, we receive support from many departments across campus, with several of our courses (especially MDIA200) serving as popular electives. As such, minimum viable enrolment would be 15 students across the Minor, General, and Major.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Submitted by:	Name and title	Email
Dean or designate	**Annalee Lepp | Dean of Humanities** **Lisa Surridge | Associate Dean Academic**	**deanhums@uvic.ca** **humsada@uvic.ca**
Academic unit, department, or school	**Media Studies | Faculty of Humanities**	**dirmdia@uvic.ca**
Name, title, and email of contact person	**Jentery Sayers | Director of Media Studies** **Lisa Surridge | Associate Dean Academic**	**dirmdia@uvic.ca** **humsada@uvic.ca**

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	**Sept. 2027 (promotions and applications in Sept. 2026)**

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	**29 May, 28 Aug., and 7 Nov. 2025**
Departmental/School approval	**7 Apr. 2025**
Resource requirements approval (by Dean)	**23 Sept. 2025**
Faculty Curriculum Committee approval	**29 Sept. 2025**
*Faculty Council approval (or indicate equivalent Faculty voting body)	**14 Oct. 2025**

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline).

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	**10 Oct. 2025**	**Yes**
Co-operative Education and Career Services – Jeremy Pearce (Co-op Coordinator) and Heather Croft (Acting Associate Director) – cooped@uvic.ca	**27 Aug. 2025**	**Yes**
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	**27 Aug. 2025**	**Yes**
External and Internal Consultation (letters of support as per section F)	**Summer and Fall 2025**	**Yes**
Non-standard Tuition	**Yes* or N/A**	**Non-standard form attached (Y/N)**
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	**N/A**	**No**

Major, Minor, and General in Media Studies (MDIA)

Program Overview

Admission Requirements

The proposed Minor, General, and Major in Media Studies (MDIA) will be open to all undergraduate students admitted to the University of Victoria (UVic) who meet the Faculty of Humanities' admission requirements. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience in Media Studies (such as experience in media practice and media industries) may also be admitted. Qualifications of appropriate experience will be assessed by the Faculty of Humanities on a case-by-case basis using UVic's expanded qualifications category.

Curriculum Design

The proposed Media Studies curriculum (Appendix A3) is designed as an interdisciplinary inter-faculty program housed in the Humanities for administrative purposes (Appendix A4). To provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" (B.C.'s 2025 mandate), the curriculum draws on expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1). This range and depth of participation across four faculties and the Libraries makes UVic Media Studies unique in the province and allows the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide.

UVic Media Studies currently offers a "core" set of eight courses as part of our Certificate program. These eight courses are also the core of the proposed Minor, General, and Major:

- MDIA200, "Media in the 21st Century" (pre- or co-req: AWR), capacity: 60-108 students
- MDIA300, "Critical Media Practice" (pre- or co-req: MDIA200), capacity: 30 students
- MDIA325, "Current Topics in Media Studies" (pre-req: AWR), capacity: 38-80 students
- MDIA350, "Cultures of the Book" (pre-req: AWR), capacity: 25-38 students
- MDIA360, "Game Studies" (pre-req: AWR), capacity: 38-60 students
- MDIA370, "Anthropology of Sound" (pre-req: AWR and minimum second-year standing), capacity: 40-60 students (cross-listed with ANTH303)
- MDIA400, "Capstone Seminar" (pre-req: MDIA200, AWR, and third-year standing or permission from the Director), capacity: 18-30 students
- MDIA490, "Directed Studies" (pre-req: MDIA200, MDIA 300, AWR, and third-year standing)

The principle of the Media Studies core is to combine media theory with critical media practice. Our introductory course, which has been incredibly successful (~150 students per year), focuses on foundational concepts and methodologies that students then apply across our 300-level offerings and to their capstone projects (MDIA400). Importantly, this curriculum (Appendix A3) builds upon, extends, and enriches British Columbia's new secondary curriculum in media studies and design and aims to meet emerging undergraduate needs and demands in these knowledge areas (Appendix A5). Since Media Studies embraces decolonial and anti-racist principles, Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands") is required for all Media Studies students in the Certificate and proposed Minor, General, and Major programs.

Media Studies students are encouraged to build on the Media Studies core in three ways:

1. In Years 1 and 2, they pursue breadth in technical areas (such as computer programming, software, and technical communication) or non-technical areas (such as history and cultural studies) (Appendix A3).
2. In Years 3 and 4, they pursue approved electives across several faculties. These electives are divided into three breadth areas (Appendix A3). Students must cover each breadth area for the proposed Major and two of them for the proposed Minor and General:
    - Advanced Studies in Media (in a format such as comics, photography, or games)
    - Media and Culture (studies in a pertinent period, culture, or area such as Indigenous feminisms, Bollywood, Japanese fantasy, moral panics, or the politics of the internet)
    - Film and Television (such as documentary, narrative, horror, or ethnographic film or Chinese, Italian, Indigenous, German, or Francophone cinema)
3. In Years 3 and 4, they may also showcase their media projects (including projects from MDIA300 and 400) as part of UVic-sponsored events and collaborations with our community partners and media and communications programs at other B.C. post-secondary institutions, such as Simon Fraser University, Vancouver Island University, and the University of British Columbia.

Costs and Sustainability
We do not anticipate an immediate need for any new MDIA courses to offer the proposed Minor, General, and Major programs. With costs and sustainability in mind, we would instead offer more sections of MDIA courses such as MDIA200, 300, 325, 360, and 400.

Online Delivery
Media Studies has not yet offered an online course; however, all our courses rely on principles of universal design for learning that make them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

Research Strengths

Echoing the Premier's 17 July 2025 mandate letter to the Minister of Post-Secondary Education and Future Skills, the proposed programs' research integration offers "British Columbians the training and skills they need to be successful and help grow our provincial economy." Media Studies is an interdisciplinary, non-departmental unit. We draw expertise from UVic Libraries as well as four faculties—the Humanities, Social Sciences, Fine Arts, and Engineering and Computer Science (Appendix A1)—to address interdisciplinary problems in areas such as game studies, mass media, fandom studies, global media, audio studies, the content industry, networked and political communication, streaming and social media, and histories and futures of the book. This means students participating in the proposed programs will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance. The strength of this approach to Media Studies is not only range and diversity but also its applications to exigent issues of mediation and communication that students will inevitably encounter wherever they may be during university and after graduation.

Co-op and Experiential Learning

The proposed Minor, General, and Major stress the significance of critical media practice and thus engage students in ways of knowing by doing: learning about media by making it and then reflecting on that process, including its social, cultural, and political implications. The proposed programs will not require but strongly recommend Co-op, as the 2024 edition of the B.C. Labour Market Outlook demonstrates that media expertise is currently in demand across private and public sectors of the economy. UVic Media Studies will thus coordinate with Co-op to facilitate exciting opportunities for MDIA students and encourage them to participate in Co-op. We will also partner with the Libraries to spark and sustain experiential learning in the Historic Computing Lab, Special Collections and University Archives, the Digital Scholarship Commons, and Farallon Book Arts Lab.

Prerequisites and Overrides

Given the interdisciplinary and inter-faculty nature of the proposed program, students will inevitably bring pertinent expertise and credits to MDIA's core courses and approved electives that are not addressed by the programs' requirements. Overrides (subject to MDIA committee review and approval as well as instructor permission) will be an option in these cases.

Transferability

The proposed programs will engage several transfer mechanisms, such as the BC Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across BC. MDIA will also join the BC Council on Admissions and Transfer (BCCAT)'s Communications and Media (CAMAC) committee to facilitate transfers.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

NOTE: You should first complete the Ministry of Post-Secondary Education and Future Skills Stage 1 Review for New Degree Proposals Template before completing the UVic Supplemental Template

A. What are the admission requirements for the proposed undergraduate degree?

The proposed Minor, General, and Major in Media Studies (MDIA) will be open to all undergraduate students admitted to the University of Victoria (UVic) who meet the Faculty of Humanities' admission requirements. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience in Media Studies (such as experience in media practice and media industries) may also be admitted. Qualifications of appropriate experience will be assessed by the Faculty of Humanities on a case-by-case basis using UVic's expanded qualifications category.

B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages). Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

Approved by participating faculty members (Appendices A1 and A2), the proposed Media Studies curriculum (Appendix A3) is designed as an interdisciplinary inter-faculty program housed in the Humanities for administrative purposes (Appendix A4). To provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" (B.C.'s 2025 mandate), the curriculum draws on expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1). This range and depth of participation across four faculties and the Libraries makes UVic Media Studies unique in the province and allows the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide.

UVic Media Studies currently offers a "core" set of eight courses as part of our Certificate program. These eight courses are also the core of the proposed Minor, General, and Major:

- MDIA200, "Media in the 21st Century" (pre- or co-req: AWR), capacity: 60-108 students
- MDIA300, "Critical Media Practice" (pre- or co-req: MDIA200), capacity: 30 students
- MDIA325, "Current Topics in Media Studies" (pre-req: AWR), capacity: 38-80 students
- MDIA350, "Cultures of the Book" (pre-req: AWR), capacity: 25-38 students
- MDIA360, "Game Studies" (pre-req: AWR), capacity: 38-60 students
- MDIA370, "Anthropology of Sound" (pre-req: AWR and minimum second-year standing), capacity: 40-60 students (cross-listed with ANTH303)
- MDIA400, "Capstone Seminar" (pre-req: MDIA200, AWR, and third-year standing or permission from the Director), capacity: 18-30 students
- MDIA490, "Directed Studies" (pre-req: MDIA200, MDIA 300, AWR, and third-year standing)

The principle of the Media Studies core is to combine media theory with critical media practice. Our introductory course, which has been incredibly successful (~150 students per year), focuses on foundational concepts and methodologies that students then apply across our 300-level offerings and to their capstone projects (MDIA400). Importantly, this curriculum (Appendix A3) builds upon, extends, and enriches British Columbia's new secondary curriculum in media studies and design and aims to meet emerging undergraduate needs and demands in these knowledge areas (Appendix A5). Since Media Studies embraces decolonial and anti-racist principles, Indigenous Studies 100 is required for all Media Studies students in the Certificate and proposed Minor, General, and Major programs.

Students are encouraged to build on the Media Studies core in three ways:

1. In Years 1 and 2, they pursue breadth in technical areas (such as computer programming, software, and technical communication) or non-technical areas (such as history and cultural studies).
2. In Years 3 and 4, they pursue approved electives across several faculties. These electives are divided into three breadth areas. Students must cover each breadth area for the proposed Major and two of them for the proposed Minor and General:
    - Advanced Studies in Media (in a format such as comics, photography, or games)
    - Media and Culture (studies in a pertinent period, culture, or area such as Indigenous feminisms, Bollywood, Japanese fantasy, moral panics, or the politics of the internet)
    - Film and Television (such as documentary, narrative, horror, or ethnographic film or Chinese, Italian, Indigenous, German, or Francophone cinema)
3. In Years 3 and 4, they may also showcase their media projects (including projects from MDIA300 and 400) as part of UVic-sponsored events and collaborations with our community partners and media and communications programs at other B.C. post-secondary institutions, such as Simon Fraser University, Vancouver Island University, and the University of British Columbia.

We do not anticipate an immediate need for any new MDIA courses to offer the proposed Minor, General, and Major programs. With costs and sustainability in mind, we would instead offer more sections of MDIA courses such as MDIA200, 300, 325, 360, and 400.

Please note that the proposed curriculum for the Minor, General, and Major (Appendix A3) ends with a variation of "No more than 4.5 units (excluding MDIA courses) may be taken in a single course code." We will build this restriction into the degree audit system using the "max per discipline" qualifier and test it in consultation with the Degree Works project team. If this restriction cannot be automatically enforced by the degree audit system, then Media Studies will manually review it. Due to the limitations of the degree audit system, we will also manually review all cross-listed courses.

We should also note that our proposed General and Minor programs are nearly identical, with a difference of only 1.5 units between the two. If we need to create a greater distinction between the two programs, we will allow more of the lower-level courses from the technical and non-technical areas to be included as long as students still have 9.0 units at the 200-level or higher.

- **Does the program design include plans for online delivery? If yes, provide details.**

Media Studies has not yet offered an online course; however, all our courses rely on principles of universal design for learning that render them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

- **How does the proposed program build on or integrate the academic unit's research strengths?**

Echoing the Premier's 17 July 2025 mandate letter to the Minister of Post-Secondary Education and Future Skills, the proposed programs' research integration offers "British Columbians the training and skills they need to be successful and help grow our provincial economy." Media Studies is an interdisciplinary, non-departmental unit. We draw expertise from UVic Libraries as well as four faculties—the Humanities, Social Sciences, Fine Arts, and Engineering and Computer Science—to address interdisciplinary problems in areas such as game studies, mass media, fandom studies, global media, audio studies, the content industry, networked and political communication, streaming and social media, and histories and futures of the book. This means students participating in the proposed programs will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political

Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance (Appendix A1). The strength of this approach to Media Studies is not only range and diversity but also its applications to exigent issues of mediation and communication that students will inevitably encounter wherever they may be during university and after graduation. For instance, one of MDIA's core courses, MDIA325, engages current topics in media and communication and teaches students to identify pertinent entry points into the province's economy. Meanwhile, MDIA400 trains and supports students to develop, present, and sustain public-facing media projects that are truly innovative and will help them transition into employment (Appendix A3).

- **Does the program include opportunities for experiential learning (practica, Co-op, work terms, etc.) community engagement, research-enriched learning, or other forms of experiential learning?**

The proposed Minor, General, and Major stress the significance of critical media practice and thus engage students in ways of knowing by doing: learning about media by making it and then reflecting on that process, including its social, cultural, and political implications. The proposed programs will not require but strongly recommend Co-op, as the 2024 edition of the B.C. Labour Market Outlook demonstrates that media expertise is currently in demand across private and public sectors of the economy. UVic Media Studies will thus coordinate with Co-op to facilitate exciting opportunities for MDIA students and encourage them to participate. We will also partner with the Libraries to spark and sustain experiential learning in the Historic Computing Lab, Special Collections and University Archives, the Digital Scholarship Commons, and Farallon Book Arts Lab. We have, for instance, already coordinated with the Libraries to offer Media Studies 350, "Cultures of the Book," which features hands-on, dynamic learning opportunities with print media and contemporary and historical book equipment.

  - **If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.**

Media Studies students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program. See letters of support from Andrea Giles, UVic's Executive Director of Co-op, as well as from Heather Croft (Acting Associate Director, Optional and Professional Programs) and Jeremy Pearce (Advisor, Humanities and Fine Arts Co-op). Andrea Giles views the proposed program expansion as "very timely" and notes that "the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry." Heather Croft pledges to "collaborate as needed to ensure Co-op is well positioned to support Media Studies students." Jeremy Pearce writes that he "fully supports" the idea that future Media Studies Co-op students will "meet employers' needs, while greatly benefiting from Co-op experience in furthering their media skills (as well as transferable skills)."

C. Integration of Indigenous perspectives, decolonization, equity, diversity and inclusion (maximum 2 pages)

- **How does the proposed program incorporate Indigenous perspectives and decolonization? Please provide details.**

With written permission from Indigenous Studies and a commitment to ongoing consultation with their staff, faculty, and students, each of the proposed programs requires IS100, "Responsibilities to Coastal Indigenous Peoples and Lands." The proposed curriculum also includes decolonial methodologies, critical attention to the media's role in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners, such as Amanda Strong (Manitoba Métis Federation), Leanne

Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). MDIA hopes to attract students, including Indigenous students, with interests in media analysis, decolonial methodologies, and weaving Indigenous traditions of storytelling with media practice, empowering them to tell their own stories through audio, video, games, and other media. MDIA students will learn to tell their and their communities' stories rather than being the objects of media in mainstream society. Such storytelling practices are crucial to not only resisting marginalization but also centering the experiences of underserved and underrepresented groups in the media.

- **How does the proposed program promote justice, equity, diversity, and inclusion (including global perspectives)? Please provide details.**

Sʔeyəɬenxʷ | S,ÁEŁA'NW̱ | When things are in harmony: The proposed Media Studies curriculum is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local Indigenous territories, lands, and waters. Guiding questions include, "Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?"

ʔetalnəwˀ əlˀ | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200, 300, and 400 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

X̱əčiŋəɬnˀ əwˀ əlˀ | XEĆIṈEŁNEUEL | Actively planning and problem solving and ʔayˀnəwˀ əlˀ ʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow principles of universal design for inclusion (by affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by focusing on intersectional media practices and learning from Indigenous peoples, Black people, and People of Colour), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: a) equity-centred culture, b) relationality and belonging , c) recruitment and retention, d) access and support, and e) institutional (including unit-level) accountability.

- **How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.**

Learning from the 2023 launch of the Media Studies Certificate and the last two years of MDIA course offerings, the proposed programs rely on universal design principles by: 1) rendering our course materials accessible (e.g., captioned/subtitled videos and alternative text for images) for engagement by students wherever they may be, 2) delivering assignments and assigned content in multiple formats (e.g., worksheets available in PDF, HTML, DOCX, and plain text), 3) identifying student access needs and applying them across any given course (e.g., reducing the need for in-person exams and even eliminating them where possible), 4) encouraging students to audio-record class sessions for private study, 5) integrating real-time transcription with online and in-person instruction, 6) using and reviewing rubrics for clear, concise, and consistent feedback, 7) producing a Media Studies glossary and "toolkit" of media practice handouts for all students at no cost in MDIA200 (our introductory course), and 8) teaching accessible media practices established by

experts in areas such as Disability Studies, queer, trans, and 2SLGBTQI+ inclusion, web development, experience design, and anti-oppression and anti-racist education.

D. Describe the learning outcomes of the proposed program.

Students in the proposed Media Studies Minor, General, and Major (Appendix A3) will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem-solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media
- Anti-racist, inclusive communication across media and sensory modalities
- Critical evaluation of information and storytelling, including how they are shaped by history, culture, context, and media
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences
- Creating, showcasing, and sustaining innovative, public-facing media projects.

MDIA students in the proposed Minor, General, and Major (Appendix A3) will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from the local to the global, across media
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities
- Inclusive, life-long learning that adapts to changes in media over time.

These outcomes will be achieved through:

- An emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia, across Canada, and around the world
- The integration of research and teaching across all MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for lands and waters, and promotion of sustainable futures
- Critical media practice across sensory modalities and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400 and concluding with a capstone project)
- Opportunities for dynamic learning, research, and critical media practice across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, the Farallon Book Arts Lab, the Historic Computing Lab, and Kula: Library Futures Academy
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated—with respect and accountability—in context and culture
- The production of a public-facing media project as part of a capstone seminar (MDIA400).

E. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

The Media Studies Certificate program has already graduated 8 students since its launch in 2023, and 30 students are currently enrolled in the program. Based on those numbers, ongoing demands for our MDIA courses (which fill and typically have waitlists), and current numbers of declared students in comparator UVic Humanities programs such as Philosophy, Gender Studies, Indigenous Studies, and Pacific and Asian Studies, we anticipate the following enrolments **by 2030-31**:

- 2-5 students in the General
- 40-65 students in the Minor
- 35-60 students in the Major.

These numbers echo the results of a Media Studies student survey we conducted in Spring 2025 (Appendix A5), and we imagine many UVic students will approach Media Studies as a path to augment their majors, hence our projected numbers for the Minor alongside those for the Major. A **steady-state scenario for 2031-36** will likely see increased enrolments, especially if B.C.'s secondary curriculum expands its media offerings:

- 5-10 students in the General
- 70-90 students in the Minor
- 75-100 students in the Major.

F. Show evidence of consultation with and/or support of related UVic academic units/programs and other B.C. post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

In addition to consultations (see attached) with IACE, Co-op, the Libraries, and OREM, we consulted with seven faculties on campus (also attached): Education, Business, Social Sciences, Law, Fine Arts, Science, and Engineering and Computer Science, each of which was supportive. We incorporated their feedback to 1) add more approved electives (such as pertinent offerings in Theatre) to our curriculum, 2) require only 12 units (rather than 13.5) for the proposed Minor to make it accessible to more students, including those in Business, 3) adjust the design of the proposed programs to ensure they differ both conceptually and practically from UVic's Film Studies, Professional Communication, Technology and Society, and Professional Writing Minors, and 4) begin building partnerships with Kula: Library Futures Academy and other initiatives in the Libraries.

We also consulted with six post-secondary institutions with media and communications programs in B.C. (see attached):

1. University of British Columbia | Media Studies | Christine D'Onofrio, Chair
2. Simon Fraser University | School of Communication | Milena Droumeva, Director | Daniel Ahadi, Associate Director
3. University of the Fraser Valley | School of Culture, Media, and Society | Wade Deisman, Associate Dean | Amber Gazso, Director
4. Vancouver Island University | Media Studies | Joy Gugeler, Director
5. Capilano University | School of Communication | Edward Hamilton, Chair | Kym Stewart, Curriculum Lead
6. Thompson Rivers University | Communication and Visual Arts | Joceline Andersen, Acting Chair

We incorporated their feedback into our proposal by 1) clarifying the roles of MDIA325 and 400 in the proposed curriculum, 2) developing plans for MDIA students to showcase their projects with students at other universities in the province, 3) refining our planning and language for student pathways through the proposed programs, 4) engaging several transfer mechanisms, such as the B.C. Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across B.C., 5) initiating the process to join the B.C. Council on Admissions and

Transfer (BCCAT)'s Communications and Media (CAMAC) committee, and 6) beginning to build various Media Studies partnerships across the province.

Efforts were also made to consult with Royal Roads University, but—after exchanging several emails—they never confirmed a time to discuss our proposal.

Finally, we consulted with the following employers in the province, who also wrote letters of support (see attached):

1. The Narwhal | nonprofit employer | Carol Linnitt, Co-founder, Executive Editor and Editor-in-Chief
2. Benevity | private sector employer | Nina Belojevic, Senior Manager, Product Content Design
3. Flashpoint | private sector employer | Shaun Macpherson, Engineering Lead

Linnitt at The Narwhal underscores the timeliness and practical and analytical breadth of the proposed programs: "UVic's proposed Media Studies programs directly align with . . . provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills. . . . The skills this media program is proposing to bring to the next generation of graduates is timely, urgent and vital." Belojevic at Benevity notes how the proposed programs would prepare graduates for numerous in-demand occupations: "Along with the occupations identified in the proposal, I can see MDIA graduates being highly qualified for a variety of roles I regularly hire for or have hired in the past, such as technical writer, UX content designer, editorial writer, UX designer, UX researcher, and strategist. I would absolutely consider hiring a UVic Media Studies graduate for these types of roles. This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia's prosperity." And Macpherson connects the exigency of the proposed programs to the rise of artificial intelligence and its impact on BC's economy and labour force: "In light of the rapid rise of AI, programs like UVic's Media Studies are more important than ever. Today's students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence. In the specific context of the humanities, such skills matter more than ever, as technical work increasingly requires strong communication skills. Fields like mine benefit immeasurably from media literate individuals such as those trained in the MDIA program."

Major, Minor, and General in Media Studies (MDIA)

Appendix A	**Pages**
Appendix A1: Media Studies Membership	2-3
Appendix A2: Media Studies Program Approval to Proceed with a Minor, General, and Major in Media Studies	4-5
Appendix A3: Proposed Curriculum for a Media Studies Minor, General, and Major	6-13
Appendix A4: Resource Requirements Approval	14
Appendix A5: Media Studies Student Survey Results	15-23

Minor, General, and Major in Media Studies (MDIA)

Appendix A1: Media Studies Membership (54 members as of 2 September 2025)

Tina	Bebbington	bebbingt@uvic.ca	Libraries
Nina	Belmonte	belmonte@uvic.ca	Philosophy
Jonathan	Bengtson	bengtson@uvic.ca	Libraries
Marina	Bettaglio	bettagli@uvic.ca	SLLC
Michelle	Bonner	mbonner@uvic.ca	Political Science
Alexandrine	Boudreault-Fournier	alexbf@uvic.ca	Anthropology
Laurel	Bowman	lbowman@uvic.ca	Libraries
Shamma	Boyarin	sboyarin@uvic.ca	English
Hélène	Cazes	hcazes@uvic.ca	SLLC
Alison	Chapman	alisonc@uvic.ca	English
Rachel Hope	Cleves	rcleves@uvic.ca	History
Silvia	Colás Cardona	silviaco@uvic.ca	SLLC
Diane	Dakers	dianedakers@uvic.ca	Writing
Heather	Dean	hdean@uvic.ca	Libraries
Dennine	Dudley	ddudley@uvic.ca	AHVS
John	Durno	jdurno@uvic.ca	Libraries
Erin	Ellerbeck	ele@uvic.ca	English
Richard	Fox	rpfox@uvic.ca	PAAS
Lisa	Goddard	lgoddard@uvic.ca	Libraries
Chris	Goto-Jones	chrisgotojones@uvic.ca	Philosophy
Mariel	Grant	mlgrant@uvic.ca	History
Rebecca	Halliday	rebeccahalliday@uvic.ca	English
Justin	Harrison	justinh@uvic.ca	Libraries
Sara	Harvey	saraharvey@uvic.ca	SLLC
Iain	Higgins	imh@uvic.ca	English
Matt	Huculak	huculak@uvic.ca	Libraries
Sara	Humphreys	shumphreys@uvic.ca	ATWP
Tim	Iles	timiles@uvic.ca	PAAS
Janelle	Jenstad	jenstad@uvic.ca	English
Chase	Joynt	joynt@uvic.ca	Gender Studies
Erin	Kelly	ekelly@uvic.ca	English
Gary	Kuchar	kucharg@uvic.ca	English
Thomas	Land	tland@uvic.ca	Philosophy
Pierre-Luc	Landry	pierreluclandry@uvic.ca	SLLC
Mary Elizabeth	Leighton	mleighto@uvic.ca	English
Michael	Lines	mlines@uvic.ca	Libraries
Ying	Liu	yingliu@uvic.ca	Libraries
Alexis	Luko	alexisluko@uvic.ca	Music

Regan	Mandryk	reganmandryk@uvic.ca	Computer Science
Richard	Marcy	rtmarcy@uvic.ca	Public Administration
Mark	Nugent	mnugent@uvic.ca	SLLC
Midori	Ogasawara	mogasawara@uvic.ca	Sociology
Tri	Phuong	tphuong@uvic.ca	PAAS
Elena	Pnevmonidou	epnev@uvic.ca	SLLC
Sheila	Rabillard	rabillar@uvic.ca	English
Dan	Russek	drussek@uvic.ca	SLLC
Joseph	Salem	salemjr@uvic.ca	Music
Charlotte	Schallié	schallie@uvic.ca	SLLC
Lincoln	Shlensky	shlensky@uvic.ca	English
Christine or waaseyaa'sin	Sy	christinesy@uvic.ca	Gender Studies
Christine	Walde	cwalde@uvic.ca	Libraries
Sarah	Wiebe	swiebe@uvic.ca	Public Administration
Adrienne	Williams Boyarin	aboyarin@uvic.ca	English
Loren	Gaudet	ldgaudet@uvic.ca	ATWP

Minor, General, and Major in Media Studies (MDIA)

Appendix A2: Media Studies Program Approval to Proceed with a Major, Minor, and General in Media Studies at UVic (approval confirmed by Simply Voting on 7 April 2025)

Simply Voting

5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

Apr 7, 2025

University of Victoria VPAC office
3800 Finnerty Road
Victoria, BC
V8P 5C2 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - MDIA program vote

Start: 2025-03-27 09:00:00 America/Vancouver
End: 2025-04-04 13:00:00 America/Vancouver
Turnout: 40 (72.7%) of 55 electors voted in this ballot.

MOTION 1: That the Media Studies program propose a minor in Media Studies at UVic.

Option	Votes
APPROVE	39 (97.5%)
REJECT	1 (2.5%)

VOTER SUMMARY	
Total	40
Abstain	0 (0.0%)

MOTION 2: That the Media Studies program propose a general in Media Studies at UVic.

Option	Votes
APPROVE	37 (94.9%)
REJECT	2 (5.1%)

VOTER SUMMARY

Total	40
Abstain	1 (2.5%)

MOTION 3: That the Media Studies program propose a major in Media Studies at UVic.

Option	Votes
APPROVE	36 (94.7%)
REJECT	2 (5.3%)

VOTER SUMMARY

Total	40
Abstain	2 (5.0%)



Election ID: 256463
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

Minor, General, and Major in Media Studies (MDIA)

Appendix A3: Proposed Curriculum for a Media Studies Minor, General, and Major

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MEDIA STUDIES MINOR (12 UNITS)

YEARS 1 AND 2

All of:

- MDIA200 - Media in the 21st Century (1.5)
- IS100 - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

1.5 units of:

- Approved courses from lower-level Media and/or Culture Courses in Technical and Nontechnical areas (100 - 200 level)

YEARS 3 AND 4

1.5 units of MDIA300 - Critical Media Practice (1.5)

3.0 units from:

- MDIA325 - Current Topics in Media Studies (1.5) *
- MDIA350 - Cultures of the Book (1.5)
- MDIA360 - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- MDIA400 - Capstone Seminar (1.5) *

1.5 units each from two of the following breadth areas (for a total of 3.0 units):

- Approved courses from upper-level courses in:
    - Advanced Studies of Media
    - Media and Culture
    - Film and Television

No more than 3.0 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

MEDIA STUDIES GENERAL (13.5 UNITS)

YEARS 1 AND 2

All of:

- MDIA200 - Media in the 21st Century (1.5)
- IS100 - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

1.5 units of:

- Approved courses from lower-level Media and/or Culture Courses in Technical and Nontechnical areas (100 - 200 level)

YEARS 3 AND 4

1.5 units of MDIA300 - Critical Media Practice (1.5)

4.5 units from:

- MDIA325 - Current Topics in Media Studies (1.5) *
- MDIA350 - Cultures of the Book (1.5)
- MDIA360 - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- MDIA400 - Capstone Seminar (1.5) *

1.5 units each from two of the following breadth areas (for a total of 3.0 units):

- Approved courses from upper-level courses in:
    - Advanced Studies of Media
    - Media and Culture
    - Film and Television

No more than 3.0 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

MEDIA STUDIES MAJOR

YEARS 1 AND 2

All of:

- MDIA200 - Media in the 21st Century (1.5)
- IS100 - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

3.0 units of:

- Approved courses from lower-level Media and /or Culture Courses in Technical and Nontechnical areas (100 - 200 level).

24 units of electives

YEARS 3 AND 4

All of:

- MDIA300 - Critical Media Practice (1.5)
- MDIA400 - Capstone Seminar (1.5) *

3.0 units from:

- MDIA325 - Current Topics in Media Studies (1.5) *
- MDIA350 - Cultures of the Book (1.5)
- MDIA360 - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)

3.0 units from each of the following breadth areas (for a total of 9.0 units):

- Approved courses from upper-level courses in:
    - Advanced Studies of Media
    - Media and Culture
    - Film and Television

No more than 4.5 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

APPROVED COURSES (lower level)

Technical (media for design and development)

- CSC103 - Introductory Programming and Software Development (1.5)
- CSC110 - Fundamentals of Programming I (1.5)
- CSC130 - World Wide Web and Mobile Applications (1.5)
- ENSH202 - Technical Communications, Written and Verbal (1.5)
- MUS207 - Music, Science and Computers (1.5)

Nontechnical (media for history, culture and/or storytelling)

- AHVS121 - Understanding Visual Communication (1.5)
- AHVS264 - Art History and the Lens (1.5)
- ED-D205 - Leadership in Social Media and Popular Culture (1.5)
- ENSH213 - How Popular Genres Work (1.5)
- ENSH220 - Cultural Studies (1.5)
- ENSH223A - Dystopian Fiction (1.5)
- FRAN280 – Literature, Media and Culture I (1.5)
- GNDR100 - Gender, Power and Difference (1.5)
- GNDR200 - Popular Culture and Social Media (1.5)
- GNDR202 - Globalization and Resistance (1.5)
- GRS204 - Greece and Rome on Film (1.5)
- LAS/SPAN201- Media and Magic in Latin America (in English) (1.5)
- PAAS101 - Text, Manipulation, Propaganda (1.5)
- PAAS202 - Topics in Asian Cinema (1.5)
- PAAS206 - Comics and Graphic Novels in Asia and the Pacific (1.5)
- PAAS215 - Language, Media and Translation in PAAS (1.5)
- PAAS252 - Pop Cultural Asia (1.5)
- SLLC230 - International Pop Culture (1.5)
- SOCI220 - Media and Contemporary Society (1.5)
- SOCI235 - Racialization and Ethnicity (1.5)
- THEA104 - Theatre Concepts (1.5)
- TS200 - Introduction to the Human Uses of Technology (1.5)
- WRIT102 - Introduction to Professional Nonfiction (1.5)

APPROVED COURSES (upper level)

Advanced Studies in Media

- AHVS310B - Presenting Digital Art History (1.5)
- AHVS310C - Digital Tools for Art History and Visual Studies (1.5)
- AHVS311E - History of Video Games and Interactive Media (1.5)
- AHVS311F - Horror Video Games (1.5)
- AHVS369 - History of Photography (1.5)
- ANTH408 - Anthropology and Photography (1.5)

- EDCI335 - Learning Design for Technology-Mediated Environments (1.5)
- EDCI337 - Interactive and Multimedia Learning (1.5)
- ENSH305 - Visual Rhetoric for Professional Writers (1.5)
- ENSH324 - Comics and Graphic Novels (1.5)
- ENSH325 - Games and Interactive Fiction (1.5)
- ENSH403 - Digital Communication and Social Media (1.5)
- HSTR300C - Gaming and the Historical Imagination (1.5)
- HSTR390A - Early History through Role Playing Games (1.5)
- HSTR390B - Modern History through Role Playing Games (1.5)
- HSTR489A - Doing History in a Digital World (1.5 - 3)
- MEDI445 - Topics in Medieval Media (1.5)
- MDIA350 - Cultures of the Book (1.5)
- MDIA360 - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- PAAS357 - Chinese Cinema from Text to Screen (1.5)
- PAAS376 - Street Art and Graffiti in Asia (1.5)
- PAAS412 - Understanding Chinese Media (1.5)
- PHYS304 - Physics of Science Fiction (1.5)
- WRIT319 - Studies in the Graphic Novel (1.5)

Media and Culture (area, period or cultural studies)

- AHVS311D - Artists and Art History in Popular Culture (1.5)
- AHVS312 - Gender, Identity and Film (1.5)
- AHVS332A - Bollywood and Popular Visual Culture in India, 1950s onwards (1.5)
- AHVS332B - Bollywood Global and Popular Visual Culture, India and Diaspora, 1990s onwards (1.5)
- AHVS370A - Popular Film and Cultural Theory (1.5)
- ANTH373 - Museums and Anthropology (1.5)
- ANTH460 - Ethnographic Mapping and Indigenous Cartographies (1.5)
- ATWP305 - Language and Rhetoric in Health and Medicine (1.5)
- ENSH312 - Horror (1.5)
- ENSH323 - Special Topics in Media and Popular Culture (1.5)
- ENSH483 - In the Archives (1.5)
- FA335 - Popular Culture (1.5 - 3)
- FRAN310 - Literature, Media and Culture II (1.5)
- GMST300 - Germanic Cultural Studies (1.5)
- GMST355 - German Expressionism (1910-1933) (1.5)
- GMST401 - Topics in Popular Culture (in German) (1.5)
- GMST454 - A Cultural History of Vampires in Literature and Film (1.5)
- GMST455 - German Visual Culture (1.5)

Film and television

- AHVS312 - Gender, Identity and Film (1.5)
- AHVS364 - Documentary Film (1.5)
- AHVS365 - Experimental Film (1.5)
- AHVS367 - History in Cinema (1.5)
- AHVS370A - Popular Film and Cultural Theory (1.5)
- AHVS370C - Horror Cinema (1.5)
- AHVS370D - Canadian Film (1.5)
- AHVS370E - The Family in Film (1.5)
- AHVS370F - Apocalyptic Themes in Cinema (1.5)
- AHVS370G - Time in Cinema (1.5)
- ANTH309 - Anthropology of Film and Video (1.5)
- ANTH409 - Applied Ethnographic Film (1.5)
- ENSH320 - Special Topics in Narrative and Film (1.5)
- ENSH321 - Special Topics in Authors on Screen (1.5)
- ENSH322 - Shakespeare on Screen (1.5)
- FRAN335 – Cinema of the French-Speaking World (in English) (1.5)
- FRAN428 - Francophone African Women Filmmakers (1.5)
- GMST350 - A Short History of German Film (1.5)
- GMST351 - The New German Cinema (1.5)
- GMST353 - Literature and Film of the Holocaust and "Third Reich" (1.5)
- GMST450 - Major Filmmakers (1.5)
- GMST453 - After-Images of the Holocaust in Text and Film (1.5)
- GMST454 - A Cultural History of Vampires in Literature and Film (1.5)
- GNDR340 - Indigenous Cinema Decolonizing the Screen (1.5)
- GNDR349 - Topics in Film, Literature and Cultural Production (1.5)
- HSTR310C - American History in Film (1.5)
- HSTR343A - Cinema and European Society, 1900-1945 (1.5)
- IED377 - Indigenous Voices in Video, Audio, Film (1.5)
- ITAL485 - Topics in Italian Film (in English) (1.5)
- PAAS357 - Chinese Cinema from Text to Screen (1.5)
- PAAS358 - Global Chinese Cinema (1.5)
- PAAS366 - Gendering India from Empire to Bollywood (1.5)
- PAAS372 - Southeast Asian Cinema (1.5)
- PAAS374 - Short Films and Filmmaking in Asia (1.5)
- PAAS393 - Humanism in Japanese Cinema to the 1960s (1.5)
- PAAS404 - Asian Horror Cinema (1.5)
- PAAS484 - Identity in Animated Japanese Cinema (1.5)
- PAAS487 - Trends in Japanese Cinema, 1960 to Present (1.5)

- PHIL360 - Philosophy and Film (1.5)
- SLST403 - Topics in Russian Culture, Literature, Film (in Russian) (1.5)
- SLST450 - Cold War on Film (1.5)
- SLST451 - Stalinist Cinema (1.5)

300- or 400-level special topics courses related to media studies may be approved on request by email to dirmdia@uvic.ca.

Minor, General, and Major in Media Studies (MDIA)

Appendix A4: Resource Requirements Approval (by Annalee Lepp, Dean of Humanities)

Faculty of Humanities | University of Victoria
Clearihue C305 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
250-472-5556 | humsoff@uvic.ca | uvic.ca/humanities | @uvichumanitiesocial media

Septmeber 23, 2025

We are currently offering all the courses required for the Major, General, and Minor Media Studies programs proposed in the attached curriculum. As student demand increases, we will have to increase the number of course sections in core Media courses. These sections will be staffed primarily with existing faculty from Humanities and across campus (the latter with enrollment credit transferred to the home unit so resources are not drawn away from other Faculties).

In terms of operating budget, costs in the short term are the same as the current costs for the program, including the following:

- Course releases for Director $8645
- Research funds for Director $1500
- Operating funds $1500

We have adequate resources to support the program launch with the existing faculty and staff complement. As the program expands, we anticipate, increasing the current staff member to 0.5 FTE, and increasing the pay band to reflect new responsibilities ($13,866). This has been factored into projected budgets. We anticipate needing additional space for Media Studies in the medium term and we will be able to provide that using existing facilities.

Finally, as the program expands over the next several years, we plan to hire faculty in the Humanities who will support growth in Media Studies.

Dr. Annalee Lepp
Dean, Faculty of Humanities
University of Victoria

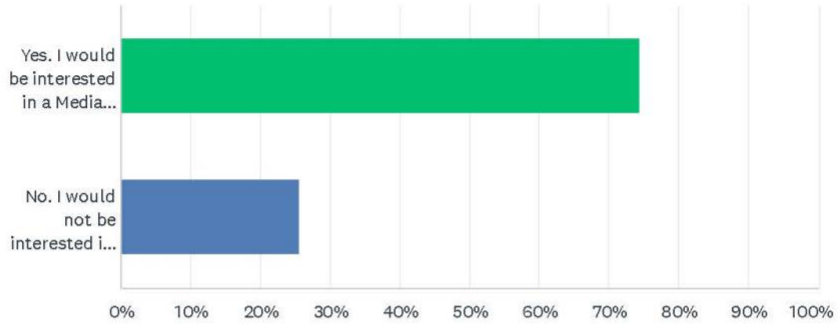
Minor, General, and Major in Media Studies (MDIA)

Appendix A5: Media Studies Student Survey Results (conducted in Spring 2025 using SurveyMonkey)

Media Studies Survey for Current UVic Students

Q1 Would you be interested in a Media Studies major if it were available to you?

Answered: 51 Skipped: 0

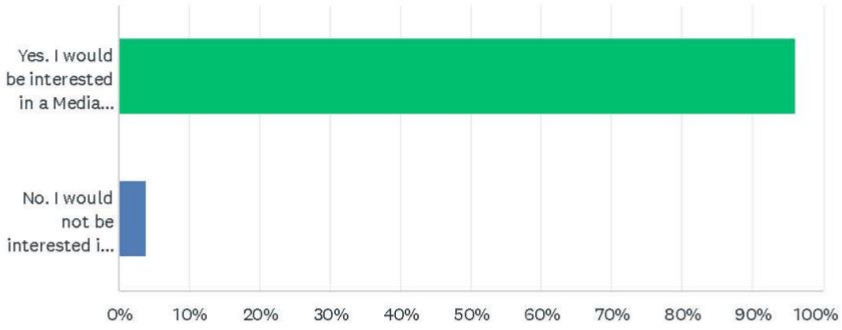


ANSWER CHOICES	RESPONSES	
Yes. I would be interested in a Media Studies major.	74.51%	38
No. I would not be interested in a Media Studies major.	25.49%	13
TOTAL		51

Media Studies Survey for Current UVic Students

Q2 Would you be interested in a Media Studies minor if it were available to you?

Answered: 51 Skipped: 0

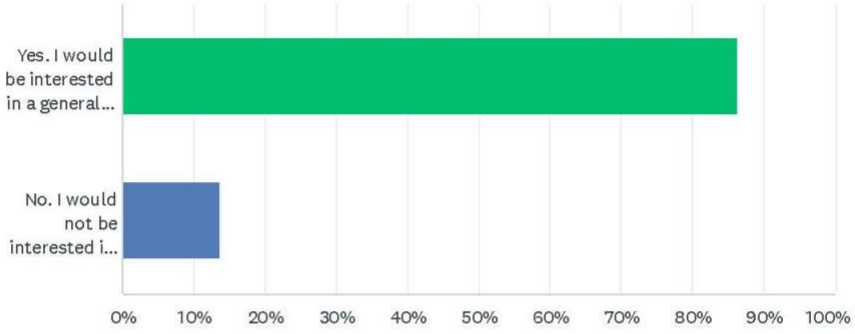


ANSWER CHOICES	RESPONSES	
Yes. I would be interested in a Media Studies minor.	96.08%	49
No. I would not be interested in a Media Studies minor.	3.92%	2
TOTAL		51

Media Studies Survey for Current UVic Students

Q3 Would you be interested in a general including Media Studies if it were available to you? (A "general" provides students with the opportunity to study broadly in two disciplines.)

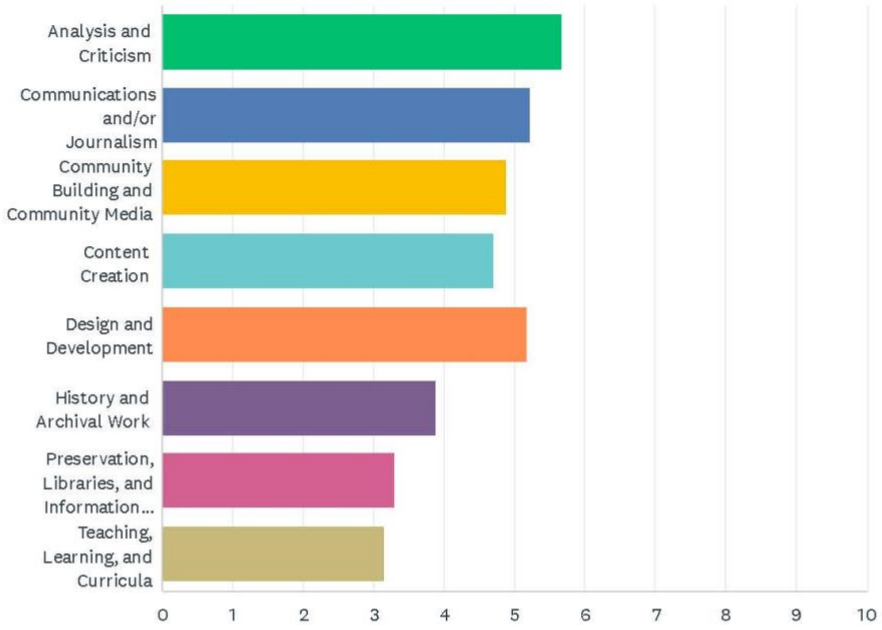
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes. I would be interested in a general including Media Studies.	86.27%	44
No. I would not be interested in a general including Media Studies.	13.73%	7
TOTAL		51

Q4 Which of the following Media Studies skills and career choices most interest you? Please rank them.

Answered: 51 Skipped: 0

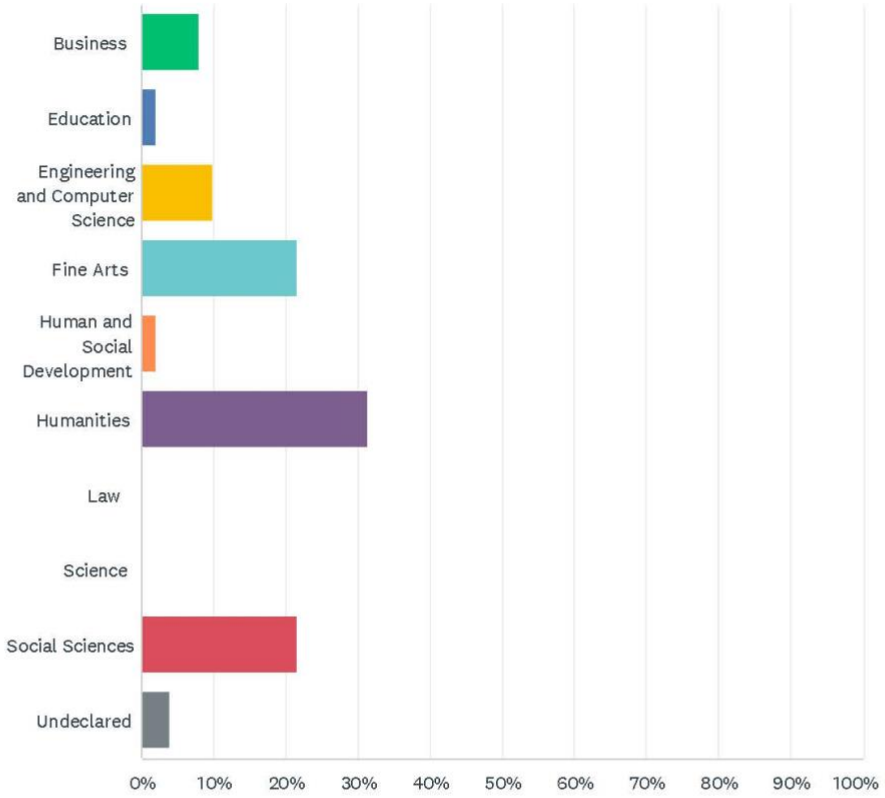


	1	2	3	4	5	6	7	8	TOTAL	SCORE
Analysis and Criticism	23.53% 12	15.69% 8	21.57% 11	9.80% 5	9.80% 5	13.73% 7	3.92% 2	1.96% 1	51	5.67
Communications and/or Journalism	13.73% 7	11.76% 6	21.57% 11	21.57% 11	13.73% 7	5.88% 3	7.84% 4	3.92% 2	51	5.22
Community Building and Community Media	13.73% 7	9.80% 5	13.73% 7	19.61% 10	19.61% 10	9.80% 5	7.84% 4	5.88% 3	51	4.88
Content Creation	15.69% 8	21.57% 11	9.80% 5	7.84% 4	9.80% 5	3.92% 2	13.73% 7	17.65% 9	51	4.71
Design and Development	15.69% 8	19.61% 10	11.76% 6	15.69% 8	15.69% 8	7.84% 4	5.88% 3	7.84% 4	51	5.18
History and Archival Work	7.84% 4	9.80% 5	7.84% 4	13.73% 7	7.84% 4	17.65% 9	21.57% 11	13.73% 7	51	3.88
Preservation, Libraries, and Information Studies	7.84% 4	7.84% 4	5.88% 3	5.88% 3	7.84% 4	13.73% 7	25.49% 13	25.49% 13	51	3.31
Teaching, Learning, and Curricula	1.96% 1	3.92% 2	7.84% 4	5.88% 3	15.69% 8	27.45% 14	13.73% 7	23.53% 12	51	3.16

Media Studies Survey for Current UVic Students

Q5 In which faculty is your current degree program?

Answered: 51 Skipped: 0



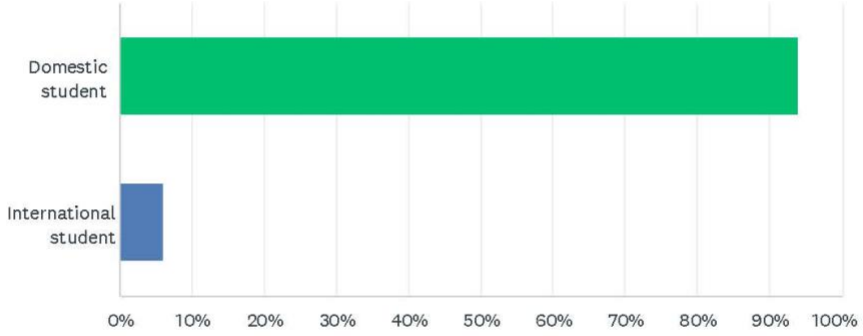
Media Studies Survey for Current UVic Students

ANSWER CHOICES	RESPONSES	
Business	7.84%	4
Education	1.96%	1
Engineering and Computer Science	9.80%	5
Fine Arts	21.57%	11
Human and Social Development	1.96%	1
Humanities	31.37%	16
Law	0.00%	0
Science	0.00%	0
Social Sciences	21.57%	11
Undeclared	3.92%	2
TOTAL		51

Media Studies Survey for Current UVic Students

Q6 Are you an international or domestic student?

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Domestic student	94.12%	48
International student	5.88%	3
TOTAL		51

Media Studies Survey for Current UVic Students

Q7 Optional: Please share your comments and suggestions in the space below.

Answered: 15 Skipped: 36

#	RESPONSES	DATE
1	As an ENSH graduate student, I found that my research, particularly in video games as narrative and cultural texts, required more than traditional literary frameworks could offer. Through MDIA 360 and a directed study (MDIA 490), I gained access to the critical and theoretical approaches necessary for analyzing games, play, and mediated storytelling. The tools Media Studies provided were essential; I could not have fully engaged with the critical and formal complexities of games without them. These courses also reshaped the way I think as a secondary English teacher. Content creation, media literacy, digital authorship, and communication are increasingly central to how students engage with the world, and they are transforming literacies in real time--as well as the job market. If a Media Studies MA had been available, I now know I would have pursued it.	4/25/2025 11:02 AM
2	I would absolutely love to do a media studies minor! So many different things I am interested in are wrapped up into this department!	4/23/2025 10:07 AM
3	shoutout jentery sayers, you absolutely rock. media studies is also very cool	4/22/2025 8:31 PM
4	I really enjoyed the history of the book class, and would love more opportunities to look into history/archival, especially with the department's close work with the library staff :)	4/17/2025 3:40 PM
5	I'd love to see courses dedicated to specific media such as music, film, games, etc.	4/17/2025 11:34 AM
6	in terms of affordability I like having it as a certificate, but, I think the program has a lot to offer, and would love for others to be able to have more time to study and interact with the work!	4/16/2025 10:46 AM
7	I have found the UVic Media Studies program to be exceptionally engaging and accommodating to a wide variety of interests. I would be overjoyed to have the program be expanded in the future!	4/15/2025 4:23 PM
8	Including a music-specific MDIA course (aside from Cultures of Sound) open to students who aren't doing a music degree would be awesome.	4/15/2025 1:10 PM
9	A class on/about fan studies would be very interesting for the program	4/11/2025 4:42 PM
10	I don't have any.	4/10/2025 2:03 PM
11	A Media Studies MA and PhD program at the University of Victoria should be considered. The student interest is there! If proper investment is given to the department, UVic could be a new hub of Communications and Media Studies in Canada, especially in the areas of Games Studies, Fan Studies, and Digital Content.	4/9/2025 8:39 PM
12	I would be especially interested in a general including media studies. At the moment, I am undeclared but interested in the sciences. I didn't know what a general was until this survey but it sounds like something that would suit my needs/interests. I'd also love if more online learning options were present for media studies.	4/9/2025 12:41 PM
13	I wouldn't be able to do a media studies degree as i'm finishing up my BA this year BUT if i had this option available a few years previously I would have done major/minor in a heartbeat	4/5/2025 8:04 PM
14	Media Studies offers a dynamic and relevant field of study that connects well with many disciplines, including communications, sociology, and digital arts. Adding a minor or major in Media Studies would provide students with valuable critical thinking skills, media literacy, and an understanding of how media shapes society and culture. It would be especially beneficial in today's digital age, where media is central to everyday life and most careers. I believe the program could attract a diverse group of students and open up interdisciplinary opportunities. Clear course pathways and practical components like media production would further enhance its appeal.	4/2/2025 5:40 PM

Media Studies Survey for Current UVic Students

15	I am currently pursuing the media certificate but I would love to change to a double major with media studies if it became available.	4/2/2025 4:45 PM

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/ Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: 13 June - 28 August 2025; minor reduced in units as a result of this consultation.	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Graham Brown, Acting Associate Dean, Teaching & Learning, Gustavson School of Business	Email, Zoom, and Kuali proposal	We are supportive of this initiative. A minor would be excellent as it would allow our students to complete this minor with our new program structure. A couple of pieces for consideration would be that 9 courses is a larger minor which makes it slightly more difficult for students to complete with our program. Our BCom administrative director suggested that the higher level

		electives don't have much in the way of pre-reqs, which is helpful as the minor makes sense logically with what is required. She said that if you are able to reduce the upper level breadth requirement by one or two courses (or the removal of the additional lower level 100/200 course) it would likely help our students be more willing to take the full minor, but either way I think this is a win for our students.



Signature: _____

Date: October 15, 2025

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Co-operative Education and Career Services Consultation for Media Studies Program Proposal

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- **Co-operative Education and Career Services** – cooped@uvic.ca

Name of program: **Major, Minor, and General in Media Studies**	Anticipated start date: **September 2027**
Proposal type (new, revise or discontinue program): **new**	
Academic unit, department, or school: **Media Studies | Faculty of Humanities**	
Name, title, and email of contact person: **Lisa Surridge | Associate Dean Academic and Jentery Sayers | Director of Media Studies**	
Dean (or designate) or administrative authority: **Annalee Lepp | Dean of Humanities**	
Consultation date: **26 August - 11 September 2025**	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles | Executive Director, Co-op **Heather Croft | Acting Associate Director, Optional and Professional Programs** **Jeremy Pearce | Co-op Coordinator, Humanities and Fine Arts**	Email correspondence (26 August - 11 September 2025)	Complete correspondence (with email signatures) copied below.

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Date: Thursday, September 11, 2025 at 2:40 PM
To: Andrea Giles <agiles@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Kaye Miller <kaye@uvic.ca>
Subject: Re: Consultation re proposed Media Studies expansion

Many thanks for this warm letter of support! Much appreciated.

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle A 415

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/ Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

From: Andrea Giles <agiles@uvic.ca>
Date: Thursday, September 11, 2025 at 8:43 AM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion

Hi Lisa,

Thanks for the prompt – I don't feel I have anything else to add to my staff's enthusiastic support of your proposal!

You and I have discussed proposed evolution of the Media Studies expansion on several occasions, and I feel well informed, so I have no questions or concerns. I think this expansion is very timely and the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry. Labour market intelligence is clear that employers consider communications skills of all types as a key factor in successful talent recruitment.

What you're planning with this Media Studies expansion will certainly equip students with both critical and practical skills for today's workforce.

Please accept this email as my full support for this proposal.

Best,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

University of Victoria
Jamie Cassels Centre (JCC), Room B271n
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Jeremy Pearce <jeremydp@uvic.ca>
Date: Wednesday, August 27, 2025 at 3:08 PM
To: Heather Croft <hcroft@uvic.ca>, Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Leo Spalteholz <leos@uvic.ca>, Andrea Giles <agiles@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion
Hi Lisa,

Thank you for the update/consult regarding the proposal for Media Studies to expand to include (in addition to the certificate program), minor, general and major degree programs.

I agree with what you describe below regarding the viability of future Media Studies co-op students meeting employers needs, while greatly benefiting from co-op experience in furthering their media skills (as well as transferable skills).

Jeremy

Jeremy Pearce, MEd, BSW
Co-op Coordinator, Humanities and Fine Arts
Co-operative Education Program and Career Services
University of Victoria

From: Heather Croft <hcroft@uvic.ca>
Date: Wednesday, August 27, 2025 at 2:58 PM
To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Leo Spalteholz <leos@uvic.ca>, Andrea Giles <agiles@uvic.ca>, Jeremy Pearce <jeremydp@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion

Thank you for this exciting update, Lisa! It's encouraging to see the interdisciplinary collaboration behind this initiative, and I appreciate the opportunity to provide feedback from the Co-op perspective.

The integration of critical and practical skills aligns well with the evolving needs of employers, and I agree that this program has strong potential to enhance students' readiness for Co-op placements in media-related sectors. While Co-op participation will remain optional, we're optimistic about the positive impact this program could have on student engagement and employer partnerships. As you noted, Jeremy and the OPP ADirector are happy to continue supporting the development of relevant work terms as the program evolves.

At this stage, I don't have any concerns to raise, but I welcome further discussion as the proposal moves forward. Please do keep us informed as you prepare for the Senate Committee on Planning and the Senate Curriculum Committee in the fall. I am copying our Director of Operations, Leo Spalteholz, so that he is aware that updates to the Co-op website and Academic Calendar will be needed from the co-op end in tandem with the addition of these programs.

We're happy to collaborate as needed to ensure Co-op is well positioned to support Media Studies students.

Warm regards,

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
+ Co-op Coordinator, Biochemistry and Microbiology
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

Working remotely on Tuesdays and Fridays

I acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Sent: August 26, 2025 4:55 PM
To: Andrea Giles <agiles@uvic.ca>; Heather Croft <hcroft@uvic.ca>; Jeremy Pearce <jeremydp@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>; Director of UVic Media Studies <dirmdia@uvic.ca>
Subject: Consultation re proposed Media Studies expansion

Dear Andrea, Heather, and Jeremy:

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

I am writing on behalf of the Faculty of Humanities to consult the Co-op on a proposed expansion of the Media Studies program from a certificate to a certificate, minor, general, and major. The program is planned as an interdisciplinary program housed in Humanities, with courses drawn from across the university, an interfaculty Advisory Board with representation from participating units, an interfaculty group of Program Members, and a directorship open to members from other faculties.

Since establishing the certificate in fall 2023, we have seen increasing interest and demand for Media courses and credentials from students across the university. Indeed, the University of Victoria is behind in not having a Media Studies minor or major.
Other BC universities already have well-established programs: see, for example

- UBC: https://you.ubc.ca/ubc_programs/media-studies/,
- SFU: School of Communication (covers Communication and Media Studies): https://www.sfu.ca/communication.html
- VIU: https://www.viu.ca/programs/arts-humanities-social-sciences/media-studies-ba, and
- UFV: https://www.ufv.ca/scms/programs/media-communications/.

We are excited that this program will equip students with both critical and practical skills for today's workforce. While Co-op will not be mandatory for the Media Studies degree, we hope to encourage student participating. I expect the impact on Co-op to be positive, with more students prepared to meet employers' needs in this area, and more students keen to undertake Co-op terms in sectors where media skills are required and cultivated. I know that Jeremy and Heather are aware of this possible upcoming need for jobs related to Media, as we discussed this plan at Jeremy's interview and at our subsequent lunch meeting.

We welcome your feedback; please let us know if you have any questions or concerns. If you do, the dean and I are happy to meet with you to discuss and try to resolve them. We hope to take this proposal forward to the Senate Committee on Planning and the Senate Curriculum Committee in the fall; it will, of course, require Ministry approval.

Many thanks,

Lisa

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle C 311

Senate Committee on Planning
Required Internal Consultations

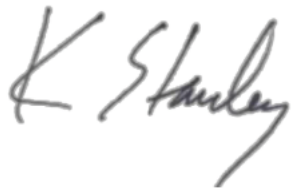
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- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 25th, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
LillAnne Jackson, Associate Dean, Undergraduate Programs, Computer Science Kevin Stanley, Chair, Computer Science Celina Berg, Outreach, Recruitment and Retention Coordinator, Computer Science	Email, Zoom, and Kuali proposal	(in Zoom meeting) - CSC classes would be able to accommodate more students - Looking forward to collaborations in research surrounding Game Studies



Signature: _____

Oct 14 2025

Date: _____

Senate Committee on Planning
Required Internal Consultations

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Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 23rd- 25th, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Leslee Francis-Pelton, Associate Dean, Undergraduate Programs, Faculty of Education	Email consultation and Kuali proposal	Your new proposed Media Studies minor and Major sound very exciting. I've consulted with both The Department of Curriculum and Instruction and the Department of Educational Psychology and Leadership Studies about the courses you have listed from our faculty. Both departments report there are no proposed changes to any of those courses that might impact your decision to

		include them as options for your minor or major programs. We are happy to support their inclusion in your new programs.

Signature: ____ L Francis Pelton _____

Date: __November 6, 2025_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: April 7th – September 3rd, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Catherine Harding, Associate Dean, Academic, Faculty of Fine Arts	Email, Zoom, and Kuali proposal	One of our concerns is that the proposed programming not compromise potential new programming in Film. Lisa and I have had fruitful conversations over the summer about the work that must be undertaken in developing a Film programme. Allana and I are satisfied that the current programme design should give students a taste for Film courses, without compromising our

		programming, current and future. On behalf of the Faculty of Fine Arts, we wish you the very best in your bid to establish programming in Media Studies at the University of Victoria. We will be following your progress with the application to the Ministry very closely, and we wish you success. The programming will benefit students enormously.



Signature: _____

Date: _November 6, 2025_____

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Office of Indigenous Academic and Community Engagement (IACE) Consultation for Media Studies Program Proposal

University of Victoria

Office of Indigenous Academic and Community Engagement
First Peoples House
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2 Canada
Tel (250) 472-4913, Fax (250) 472-4952
iaceadm@uvic.ca
http://web.uvic.ca/iace/



Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: **Media Studies | Faculty of Humanities**

Name of Program: **Major, Minor, and General in Media Studies**

Credential Level: **Undergraduate**

Type of Proposal: **New Degree and New Program**

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Faculty of Humanities is proposing to expand its Media Studies (MDIA) Certificate program (10.5 units) to a Major, Minor (12 units), and General (13.5 units) in Media Studies at UVic. The Certificate's current courses—MDIA 200, 300, 325, 350, 360, 370, and 400—will serve as the core for the Major, Minor, and General. Since MDIA is an interdisciplinary program with 54 members across the Humanities, Fine Arts, Social Sciences, Computer Science, and the Libraries, we already have the capacity to teach more students and offer a Media Studies degree. The Libraries and all Faculties we consulted as part of this proposal process—Fine Arts, Social Sciences, Business, Law, Education, and Engineering and Computer Science—offered their support. We were also fortunate to consult with six post-secondary institutions in British Columbia, and they not only supported our proposal but also provided feedback on ways to avoid unnecessary duplication and build teaching and learning partnerships across the province.

Rationale for the proposal (approximately 200 words)

UVic is behind other Canadian post-secondary institutions in offering Media Studies, which is a core feature of BC's new secondary curriculum. First-year students are now arriving to UVic expecting Media Studies offerings, and—until 2023, when we launched the Media Studies certificate—UVic was unable to meet those demands and build upon already existing student knowledge and interests in the field. In Spring 2025, we surveyed UVic students about their interests in Media Studies, including the possibility of Major, Minor, and General at UVic, and the results, which are attached, suggested a high degree of demand. The proposed expansion of MDIA also responds to the success of our Media Studies courses in 2023-25. We are already offering two sections of Media Studies 200 (our introductory course) each year, and each section's had a waitlist, with enrolments at 60-85 per section. Our 300-level courses are flourishing as well, with ~80 students taking Media Studies 360 ("Game Studies") in 2024-25, several students requesting directed readings (Meida Studies 490), and two other courses—Media Studies 350 and 370—creating opportunities for us to partner with the Libraries and Anthropology to offer media studies of the book and sound, respectively.

For new programs, how many Indigenous students do you envision enrolling?

We anticipate ~10 Indigenous students enrolling in our new programs (the MDIA Major, Minor, and General) during the first 3-4 years (September 2026-30).

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

Attracting or retaining Indigenous students? Yes

UVic's Media Studies curriculum includes decolonial methodologies, critical attention to the role media's played in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media artists, such as Amanda Strong (Manitoba Métis Federation), Leanne Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis

Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). We hope to attract Indigenous students with interests in critical media practice and de/anti-colonial methodologies. We have also consulted with Indigenous Studies (Faculty of Humanities) and allied academic programs in BC, such as the Institute for Critical Indigenous Studies at the University of British Columbia, which offers courses on Indigenous Media, on ways to best support Indigenous students in our proposed Major, Minor, and General. If our proposal is successful, we would further coordinate with Indigenous Studies to support their students who express interests in a Media Studies minor or general.

Engaging with Indigenous communities, nations, or organizations? Yes

Each academic year, we invite an Indigenous media practitioner to serve as a member of our program committee, which provides feedback on future directions of MDIA and votes on curricular matters. We keep their commitment to a minimum, provide a stipend, and learn more from them about the work they do and how it articulates Indigenous ways of knowing and being with media. For instance, Sḵwx̱wú7mesh journalist, Steph Kwetásel'wet Wood, was a member of our 2023-24 program committee and told us about the photo stories she produces on Indigenous rights, sustainability, and social justice for *The Narwhal*. She also advised us on which skills students, including Indigenous students, need to thrive in today's media industries. Other than the program committee, most of our student engagements with Indigenous communities and nations occur in Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Land"), which is required to complete the Media Studies certificate and would also be required for the MDIA Major, Minor, and General. Indigenous Studies supports this requirement, and we communicate with them regularly to ensure it does not create capacity issues for their staff, faculty, and students.

Attracting or retaining Indigenous faculty? Yes

Media Studies is not—and does not plan to become—a tenure unit. We are an interdisciplinary, non-departmental program that relies on departments to release their faculty members to teach our Media Studies courses each year. (The EETs for those courses return to the instructor's home unit.) To date, Anthropology, English, Academic and Technical Writing, Pacific and Asian Studies, the Libraries, and the School of Languages, Linguistics, and Cultures (SLLC) have released faculty to teach in MDIA. Even though our program cannot hire faculty or serve as their tenure home, we would nevertheless invite and support Humanities and any other UVic faculty in hiring Indigenous faculty with expertise in media theory, history, and practice.

Engaging with Indigenous knowledge(s) and/or ways of knowing and being? Yes

See our responses to previous questions in this form. Our curriculum includes decolonial methodologies and Indigenous media, we invite an Indigenous media practitioner to serve on our program committee, and our draft curriculum for a Media Studies Major, Minor, and General requires IS100 with written permission from Indigenous Studies.

Engaging with Indigenous territories, lands and/or waters? No

The curriculum for the proposed Major, Minor, and General does not include any community-based or experiential learning on Indigenous territories, lands, or waters beyond the territory of the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on which the university stands.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)? Yes

If IACE is willing and has the capacity, we would invite assistance with booking Elders to welcome people to the territory for MDIA events such as lectures and workshops. We would also invite assistance with events in the First Peoples House in cases where we ask an Indigenous expert in Media Studies to speak at UVic. This was the case last year, when Media Studies successfully nominated Dr. Candis Callison (Canada Research Chair in Indigenous journalism, media, and public discourse at UBC) to give a 2024-25 Distinguished Women Scholars lecture on campus, and IACE kindly helped Media Studies facilitate her November 4th talk on "News from the Global North" in the First Peoples House with a welcome to the territory by Songhees Elder, Dr. Skip Dick.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Sʔeyəɬenxʷ | S,ÁEŁA'NW̲ | When things are in harmony: The proposed Media Studies curriculum is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local, Indigenous territories, lands, and waters. Guiding questions include, "Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?"

ʔetalnəwʼəlʼ | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200 and 300 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

X̱əčiŋəɬnʼəwʼəlʼ | XEĆIN̲EŁNEUEL | Actively planning and problem solving and ʔayʼnəwʼəlʼʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow principles of universal design for inclusion (by, for example, affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by, for instance, focusing on intersectional media practices and learning from Indigenous and BPOC media scholars), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: 1) equity-centred culture, 2) relationality and belonging , 3) recruitment and retention, 4) access and support, and 5) institutional (including unit-level) accountability.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



10-OCT-25

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

As the IACE resources identified are part of our regular scope and responsibilities, a formal letter of support is not required. -RH

Senate Committee on Planning
Required Internal Consultations

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- Academic unit
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: June 13-27th, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrew Newcombe, Associate Dean, Academic and Student Relations, Faculty of Law	Email consultation and Kuali proposal	Media plays a key role in public culture and public policy. With increasing misinformation and challenges to evidence-based decision making, media studies is increasingly important as an area of academic study. We enthusiastically support the proposed expansion of the Media Studies program from a certificate to a certificate, minor, general, and major.

Signature: 

Date: 10 October 2025

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

UVic Libraries Consultation for Media Studies Program Proposal

Senate Committee on Planning
Required Internal Consultations

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- **UVic Libraries** – bengtson@uvic.ca

Name of program: **Major, Minor, and General in Media Studies**	Anticipated start date: **September 2027**
Proposal type (new, revise or discontinue program): **new**	
Academic unit, department, or school: **Media Studies | Faculty of Humanities**	
Name, title, and email of contact person: **Lisa Surridge | Associate Dean Academic and Jentery Sayers | Director of Media Studies**	
Dean (or designate) or administrative authority: **Annalee Lepp | Dean of Humanities**	
Consultation date: **27 August 2025**	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Jonathan Bengtson | University Librarian **Lara Wilson | Director, Special Collections, and University Archivist** **Shahira Khair | Associate University Librarian, Advanced Research Services** **Karen Munro | Associate University Librarian, Engagement and Learning** **Matt Huculak | Director, Kula: Library Futures Academy**	Zoom meeting and email correspondence	Complete correspondence (with email signatures) copied below.

From: Jonathan Bengtson <bengtson@uvic.ca>
Date: Wednesday, August 27, 2025 at 8:33 PM
To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>, Lara Wilson <ljwilson@uvic.ca>, Shahira Khair <skhair@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Matt Huculak <huculak@uvic.ca>

Cc: Jentery Sayers <jentery@uvic.ca>
Subject: Re: Notes from today's meeting: proposed Media Expansion

Many thanks Lisa.

JB

Jonathan B. Bengtson OXON, FRSC
University Librarian
250-721-8211/ https://orcid.org/0000-0003-2369-6955

UNIVERSITY OF VICTORIA

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Date: Wednesday, August 27, 2025 at 5:08 PM
To: Jonathan Bengtson <bengtson@uvic.ca>, Lara Wilson <ljwilson@uvic.ca>, Shahira Khair <skhair@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Matt Huculak <huculak@uvic.ca>
Cc: Jentery Sayers <jentery@uvic.ca>
Subject: Notes from today's meeting: proposed Media Expansion

Dear Colleagues:

Thank you for a very productive and collegial meeting and for your support of the proposed Media expansion.

I have condensed my notes into a point-form summary below. Please feel free to correct any errors and add anything I missed. Thanks—Lisa.

UVic proposal:

- an inter-faculty interdisciplinary Media Studies program (Minor, General and Major); certificate already exists
- proposal to be submitted in fall 2025
- based in and funded by Humanities in terms of space, course releases for Director, staff support
- Will reach into other faculties (including Fine Arts, Social Sciences, Computer Science) for courses
- Co-op will be optional

Potential Demand:

- Book and Media Studies at U of T "exploded" after its launch;
- a number of former UVic undergrads have joined this program as graduate students and have worked with the master printer.

Media/Library Collaborations (existing)

- MDIA program members already include many library colleagues: 11/50
- MDIA course on the book as medium will be taught in Spring 2026 in the Book Arts Studio (and is full)
- MDIA 200 course includes workshops on Historical Computing

Media/Library Collaborations (possible future collaborations, to be explored as KULA develops)

- The Kula Academy will launch in mid-September
- Part of the uniqueness of UVic Media Studies will lie in potential collaborations with KULA
- Possible use of historical computing lab for a research seminar
- Library staff who support the needs of Humanities, Fine Arts, Social Sciences can collaborate to support Media.
- Nathanial Brunt, postdoc, photo archivist—he and Jentery will connect
- Jeremy Pearce will connect with the Libraries about possible co-op positions for MDIA students
- After mid-September, Matt H and Jentery will connect to discuss materiality of information

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle A 415

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/ Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

LIBRARIES & ART COLLECTIONS

2 October 2025

Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
University of Victoria

Dear Dr. Surridge:

On behalf of the University of Victoria Libraries and Art Collections, I am writing to express my enthusiastic and unreserved support for the proposed expanded Media Studies (MDIA) program in the Faculty of Humanities.

University libraries facilitate collaboration and engagement across domains, creating unique opportunities to address global issues, integrate new technologies to enhance scholarly processes, promote innovation, and advance the university's mission. As such, UVic Libraries is uniquely positioned to support the Faculty of Humanities' ongoing work and would like to offer our endorsement of support for the expanded MDIA program through the extension and enhancement of our current engagement and collaboration with the MDIA program and with our colleagues in the Humanities.

Through our collective learning, teaching and research, we are deeply connected to initiatives at the University of Victoria that involve the collection, curation and development and consideration of media resources. UVic Libraries will benefit from the MDIA's interdisciplinary focus, since we are a fundamental scholarly resource for researchers and students from all disciplines and communities. Not only have our librarians and archivists been MDIA program members, but we will be hosting an upcoming course on the book as medium for Spring 2026 in the Farallon Book Arts Lab, and the MDIA 200 course will feature workshops in our Historic Computing Lab.

Furthermore, as the Kula Library Futures Academy develops, we anticipate further opportunities for future collaborations with MDIA that could potentially include research seminars, lectures, workshops and exhibitions, finding ways to explore the foundational, historical, and theoretical intersections of technology and knowledge production in human culture and society.

Sincerely,

Jonathan Bengtson
University Librarian

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Name of program: Major, Minor, and General in Media Studies (MDIA)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): New degree proposal	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies and Lisa Surridge, Associate Dean Academic	
Dean (or designate) or administrative authority: Annalee Lepp, Dean of Humanities	
Consultation date: November 11, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor, Registrar; Ashley de Moscoso, Associate Registrar; Janine Mayers, Associate Registrar; Zane Robison, Associate Registrar	Proposal	See below

1) Under the admission requirements, it states 'Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience may also be admitted.' It would be helpful to see this requirement explained in more detail. For example, what is appropriate experience, and how this experience will be assessed and students admitted. For those students that do not meet normal admission requirements, what admission category is being used to evaluate their application for admission? Would it be expanded qualifications (https://www.uvic.ca/undergraduate/admissions/categories/expanded-qualifications/)? We recommend that students who do not meet normal admission requirements would not need to apply through a SCARTA appeal.

2) In Appendix I, the minor/general/major curricula all end with a variation of "No more than 4.5 units (excluding MDIA courses) may be taken in a single course code."
   Is the intention that this be built into the degree audit system, or will this be manually monitored/reviewed? In Degree Works, there is a "Max per discipline" qualifier that exists in the documentation, but it will need to be tested, and the project team has not been trained on UG program rules yet so we aren't sure if this is something that can be enforced by the system or not.

Additionally, how will cross-listed courses be considered in the above requirement? A student could take a different section of a cross-listed course to avoid surpassing the 4.5 units in a particular course code, and this could only be caught through manual review.

3) There are several discrepancies with the pre-reqs/pre- or co-reqs listed the "Core media courses" within Section B (pg. 2) that may affect progression through the programs:
   - "*MDIA200, "Media in the 21st Century" (pre-req: AWR)*"
     - The proposal for MDIA200 now lists the AWR as either a pre- or co-req
   - "*MDIA370 (was MDIA375), "Anthropology of Sound" (pre-req: AWR)*"
     - The proposal for MDIA370 currently lists the pre-req as "*Minimum second-year standing*"
   - "*MDIA400, "Topics in Media Studies" (pre-req: MDIA200)*"
     - The proposal for MDIA400 currently lists a prereq of "*MDIA200, AWR, and third-year standing or permission from the Director*"
   - "*MDIA490, "Directed Studies" (pre-req: MDIA200, MDIA300)*"
     - The pre-req for MDIA490 is "*MDIA200, MDIA 300, AWR, and third-year standing*"
4) Appendix I limits MDIA 325 (repeatable up to 3 units) and MDIA 400 (repeatable up to 4.5 units) to 3.0 units total of the Year 3 & 4 requirements of the Major (pg. 61). Repeatable limits are often missed by students (leading to a last-minute need to find an alternate course with available seats), so it may be worth considering reviewing/revising these repeatable limits and/or allowing 3 units of MDIA 325 be used in the major, instead of 1.5.
5) General and Minor programs are nearly identical with only 1.5u difference between the two. Suggestion: If they would like to create a greater distinction between the two programs, they could consider allowing more of the lower-level courses from the Technical and Non-technical lists to be included as long as they have 9.0 units at the 200-level or higher.
6) For the General and Minor programs, it reads:
   *Note: no more than 1.5 units of MDIA 325 and MDIA 400 can be used in the above list of requirements. This makes it seem like you can only take one of MDIA 325 or MDIA 400 for a total of 1.5 units, not 1.5 units of each (3.0 units total). As these are repeatable topics courses, we believe it is their intention to allow students to take both courses once, but not to be able to use 3.0 units of MDIA 325, for example, toward the requirement.
   Suggested edit: change it to "no more than 1.5 units each of MDIA 325 and MDIA 400 can be used in the above list of requirements." This allows for 1.5u of MDIA 325 and 1.5u of MDIA 400 to be used toward the requirement.
7) The same note appears in the Major program where MDIA 400 is a required course and is not part of the list of course options (MDIA 325…370).

Suggested edit: changing this note to “no more than 1.5 units of MDIA 325 can be used in the above list of requirements.” The * can also be removed from MDIA 400 as it isn’t part of the list.

8) Question about the names of the three streams, specifically “Particular Media”, which is not as descriptive as the other two streams. Perhaps there is a good reason for the ambiguity of this title, but it doesn’t speak to the advanced nature of the coursework as seen in the brief description, and something along the lines of “Advanced Studies in Media” might be more descriptive.

Signature: 

Date: November 11, 2025

Senate Committee on Planning
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Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 16th-25th, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Chris Eagle, Associate Dean Academic, Faculty of Science	Email consultation and Kuali proposal	I wonder if our new(ish) course PHYS 304 (Physics of Science Fiction) might also be of interest in the "Media and Culture" list of upper-level courses? The course requires 3rd year standing but has no other prerequisites. Other than that thought, it all looks good to me.



Signature: _____ _____

Date: _____14 October 2025_____

Senate Committee on Planning
Required Internal Consultations

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Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: 16 July – 1 August; note that inclusion of Fine Arts courses has been carefully negotiated with the faculty's dean, associate dean, and chairs.	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	Email consultation and Kuali proposal	This looks like a very promising proposal, and I fully support it moving forward. You have probably already considered this, but one suggestion is to build more linkages with the journalism/media/film courses in the Writing Department. I see that the Media Studies certificate already has a few WRIT courses. Below are a few

		others that might be considered as well, one of which is cross-listed with an Environmental Studies course: WRIT215 - Journalism and Professional Writing, WRIT315 - Advanced Journalism and Professional Writing, WRIT320 - Writing and Film Production Workshop, WRIT321 - Issues in Journalism, WRIT323 - Writing for TV, WRIT326 - Media Production for Writers, WRIT344 - Environmental Journalism (cross-listed with ES 354), WRIT345 - Advanced Environmental Journalism, WRIT420 - Film Writing and Production

Signature: _____

Date: _____October 10, 2025_____

Tuesday, November 4, 2025 at 13:37:52 Pacific Standard Time

Subject: Re: Meeting notes: Consultation with Capilano U re UVic Proposed Media Studies Program
Date: Friday, October 10, 2025 at 2:55:32 PM Pacific Daylight Saving Time
From: Ted Hamilton
To: Lisa Surridge - Humanities Associate Dean, Academic, Kymberley Stewart
CC: Director of UVic Media Studies, Jentery Sayers
Attachments: image001.png, image002.png

> Some people who received this message don't often get email from ehamilto@capilanou.ca. Learn why this is important

Hi Lisa:

Apologies for the delay in getting to this - there has been a lot going on over here that has soaked up our time in one way and another, as I'm sure you can appreciate.

In lieu of a letter, we are hoping that the following statement can suffice for the Ministry's purposes.

Having reviewed documentation on the University of Victoria's proposed Media Studies program, we are happy to voice our encouragement and support for this development, as a unique addition to the discipline in the Vancouver Island region. We feel that this program is uniquely focused on areas of media studies that are both definitive of the discipline, but delivered and situated in a program structure that is distinct from what is offered in other CMNS programs across the province. To have more media studies programming at one of BC's major research universities will also broaden the reach of our discipline to what has to this point been an underserved population of higher education students, and will likely enhance mobility and transferability options for communication students in the province. We do not see overt replication or duplication of programming in relation to what we offer in our Bachelor of Communication Studies degree and are happy to voice our support for the University of Victoria's Media Studies program as a welcome addition to the field.

Again - hope this is helpful to you Lisa and adequate to your purposes. Bye for now
Ted

Dr. Edward Hamilton (he/him)
School of Communication
604.986 1911 (2589) | ehamilton@capilanou.ca

North Vancouver Campus | 2055 Purcell Way, North Vancouver
British Columbia, Canada V7J 3H5 | capilanou.ca

Capilano University is named after Chief Joe Capilano, an important leader of the Sḵwx̱wú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Líl̓wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish) and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh)

SFU FACULTY OF COMMUNICATION, ART AND TECHNOLOGY | SCHOOL OF COMMUNICATION

TEL +1 778 782 3687
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Simon Fraser University
Shrum Science Centre K9671
8888 University Drive
Burnaby BC
Canada V5A 1S6

October 14, 2025

Dr. Lisa Surridge
Associate Dean, Academic
Faculty of Humanities
University of Victoria

Dear Dr. Surridge,

I am writing in my capacity as Director of the School of Communication at Simon Fraser University to express my enthusiastic support for the University of Victoria's proposal for an inter-faculty interdisciplinary Media Studies program. Our recent meeting with your team confirmed both the academic rigour and the institutional need driving this initiative. The proposed program's emphasis on critical media practice, interdisciplinary collaboration, and student engagement reflects a thoughtful response to the evolving landscape of communication and media education in British Columbia. We were particularly impressed by the program's design as a cross-faculty initiative that integrates courses from Humanities, Fine Arts, Social Sciences, and Computer Science, while maintaining a clear intellectual focus on the study and critique of media forms, technologies, and institutions.

At SFU, we have long recognized the growing demand among undergraduate students for programs that combine conceptual grounding with creative and analytical exploration of media. UVic's proposed model is well positioned to meet this demand in ways that complement rather than duplicate existing offerings across the province. Its structure as a non-departmental, flexible program promises to open new pathways for students whose academic and professional interests intersect multiple disciplines.

We also value the spirit of collaboration your proposal encourages among BC institutions. As discussed, we look forward to future opportunities for exchange and partnership, whether through joint student showcases and presentations, course articulations, or faculty networking/collaborations. These initiatives strengthen the broader communication and media studies community across the province and align well with our shared commitment to inclusive, future-oriented education.

Please accept my full support for the University of Victoria's proposed Media Studies program. I have no doubt it will make a meaningful and distinctive contribution to the landscape of postsecondary media education in British Columbia.

Sincerely,

Dr. Milena Droumeva
Director, School of Communication
Simon Fraser University

THOMPSON RIVERS UNIVERSITY
Faculty of Arts

Dr. Joceline Andersen
Communication and Visual Arts
Thompson Rivers University
805 TRU Way
Kamloops, BC V2C 0C8

Friday, Oct. 24, 2025

Dr. Jentery Sayers
Director, Media Studies
University of Victoria

Dear Dr. Sayers,

The Department of Communication and Visual Arts at TRU has reviewed your proposal for an expanded Media Studies program at UVic. We support this application, and have noted the following:

Media Studies Minor
The minor recognizes the need for a broad understanding of media, and it encourages breadth in areas such as sound studies, game studies, print studies, with a slight emphasis on film and television.

Media Studies Major
The Media Studies major builds on the minor through a clear, easy-to-navigate progression into a more specialized plan of study. The major's structure ensures a broad foundational knowledge in a variety of media, with single subject ("particular media") core courses ensuring that students are well-versed in the history and affordances of multiple media. The interdisciplinary list of courses demonstrates that the program is up-to-date with media research across disciplines on the UVic campus, and demonstrates that there is a wealth of existing media expertise for students to access.

Please let me know if you have any follow up questions.

Sincerely,
J. Andersen
Joceline Andersen, PhD
Acting Chair, Communication and Visual Arts

Tuesday, November 4, 2025 at 13:43:43 Pacific Standard Time

Subject: Re: UVic Media Studies: Request for Review and Consultation
Date: Thursday, July 31, 2025 at 8:17:30 AM Pacific Daylight Saving Time
From: D'Onofrio, Christine
To: Director of UVic Media Studies
CC: Lisa Surridge - Humanities Associate Dean, Academic, UVic Media Studies

> You don't often get email from cdono@mail.ubc.ca. Learn why this is important

Dear Jentery,

Apologies for the delay, and a big congratulations. These areas of study and their antecedents are so incredibly important, it looks like a thoughtfully arranged degree and I wish you all the best.

If you are ever in Vancouver, feel free to reach out as I'd love to meet and share stakes of teaching media studies in our current environment. I'm finding it is definitely a moving target!

Christine

Christine D'Onofrio (she/her/they)
Associate Professor of Teaching, Department of Art History, Visual Art and Theory
Director, Digital Scholarship in the Arts, Faculty of Arts
Chair, Media Studies Program
Artist: www.christinedonofrio.com

In ongoing reflection, I am an uninvited guest on traditional, ancestral and unceded xʷməθkʷəy̓əm (Musqueam) Territory where University of British Columbia is situated.

From: Director of UVic Media Studies <dirmdia@uvic.ca>
Sent: July 30, 2025 4:01 PM
To: D'Onofrio, Christine <cdono@mail.ubc.ca>
Cc: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>; UVic Media Studies <adminmdia@uvic.ca>
Subject: Re: UVic Media Studies: Request for Review and Consultation

[**CAUTION:** Non-UBC Email]

September 10, 2025

To: Degree Quality Assessment Board Secretariat
Ministry of Post-Secondary Education & Future Skills (British Columbia)
Re: University of Victoria (UVic) Media Studies expansion (Certificate, Minor, General, Major)

Dear Secretariat Members,

On behalf of the College of Arts at the University of the Fraser Valley (UFV), I am pleased to express strong support for the University of Victoria's proposal to expand Media Studies from a certificate to a certificate, minor, general, and major. UVic's inter-faculty, interdisciplinary design—centred on critical media studies with selective practice—fills a clear provincial need and aligns with contemporary student demand and public-interest objectives (media literacy, platform governance, dis/misinformation resilience, and creative-industry readiness). We understand that UVic established a Media Studies certificate in Fall 2023 and plans to introduce the expanded credentials in the 2025–26 academic year; early indicators of student interest are positive.

Our assessment finds the proposal to be:

1. **Complementary (not duplicative)** within B.C.'s system: At UFV, Media Arts (production) and Professional Communication (applied communication) already exist. UVic's program emphasizes critical media analysis across the Humanities, Fine Arts, Social Sciences, and Computer Science. The focus areas and governance models at the two institutions are distinct, reflecting system diversification.

2. **Student-centred and mobility-enhancing:** The structure readily supports BCCAT articulation. We are prepared to work with UVic on course-to-course matrices and 2+2 / 3+1 pathways to minimize credit loss and improve time-to-degree.

3. **Aligned with labour-market and civic needs:** Graduates will bring evidence-informed media analysis, data and platform literacy, and professional communication—competencies that BC employers, public agencies, and community partners increasingly demand.

4. **Quality-assured and scalable:** The UVic model (programmatic rather than departmental home; clear core + subfields; optional co-op; Indigenous-focused first-year requirement) supports coherent outcomes, sustainable delivery, and responsive growth.

5. **Collaboration-ready:** UFV and UVic have already initiated collegial consultation and are prepared to pursue: (a) articulation and transfer agreements; (b) guest lectures and shared seminars (virtual/hybrid); (c) co-op and WIL coordination; and (d) capstone/portfolio alignment. We believe that this continuing communication supports one another's programs and honours each other's uniqueness.

We intend to continue consultation with UVic to ensure complementary curricula and to formalize transfer pathways. We also commit to avoiding unnecessary duplication as we advance our own critical-media-focused planning within UFV's College of Arts. In our view, UVic's proposal advances the public interest by broadening affordable, high-quality pathways in an area of expanding societal and labour-market relevance, while strengthening inter-institutional collaboration across B.C.

Thank you for the opportunity to comment. We respectfully recommend approval.

Warm regards,

Dr. Sylvie Murray
Dean, College of Arts
University of the Fraser Valley

VANCOUVER ISLAND UNIVERSITY

October 14, 2025

Attn: Ministry of Post-Secondary Education and Future Skills

Please consider this an official letter of support for the University of Victoria's proposed expansion of its inter-faculty, interdisciplinary Media Studies certificate to add a Minor, General, and Major. After speaking with Faculty of Humanities Associate Dean Academic Dr. Lisa Surridge and Media Studies Director Dr. Jentery Sayers at length on September 12, 2025, I see their proposed program as complementary rather than competitive or duplicative of VIU's 4-year, 48-credit Media Studies Major and 24-credit Minor within our 120-credit Bachelor of Arts degree.

As I understand it, UVic's Media Studies program will be grounded in theoretical critique, rather than combining this with a parallel focus on media production in video, audio, Web, and gaming as VIU currently does, placing equal emphasis on context and practice. Though there are opportunities to investigate some of these media practices in Directed Studies, co-op opportunities, or cross-listed electives at UVic, this will be optional and considerably less than VIU currently demands for its 16-course Major or 8-course Minor, concluding with a capstone project, internship incentive, and industry outreach through our year-end Showcase in April.

It is also my understanding that UVic intends to offer a MS program rather than create a Media Studies department, and that instructors will be drawn from existing departments and faculties (including Fine Arts, Social Sciences, Computer Science) where instructors have, or earn, tenure and have secured work according to their expertise. Though the UVic program is lodged within the Humanities faculty, as VIU's is, this is largely to oversee space, course releases for the Media Studies program Director, and to offer administrative staff support. VIU's department is one of 14 in Arts & Humanities, and its five full-time faculty teach exclusively in Media Studies, with the exception of myself, who has taught half-time in Creative Writing and Journalism for the past 15 years.

VIU's program is largely grounded in North American media policy, news, and history, with a course on Global Media in third year, but naturally it situates online media in an international context throughout, whereas I understand UVic is proposing a more deliberately global focus from the outset. Additionally, UVic will require a first-year Indigenous Studies course, where VIU strongly encourages electives in this department and integrates Indigenous units and examples in all its courses in balance with curriculum goals and learning outcomes.

UVic's focus since 2023 has been on a Media 200 survey course before specializing in streams related to the book as a medium, game studies, or sound studies, with plans to add research-focused 4th-year seminars. VIU's Media Studies degree is in its 20th year and demands a synthesis of media critique and practice from first year onward, offering an average of 10 distinct media courses in each of its four years. VIU MS currently draws students to fill 35-40 classes annually capped at 28-34 registrants each. Nearly 25% of our students are international, and our students in general are more likely to be the first generation in their family to attend post-secondary, and are often from a lower income bracket than those who might be able to afford UVic and the cost of living in Victoria. VIU is a teaching-focused university rather than a research one and the 7-course faculty teaching load reflects this.

VIU is therefore in support of our colleagues at UVic who are expanding Media Studies coverage in the province while offering a flexible, more interdisciplinary option to students of a unique profile. We hope to collaborate to bring speakers to Vancouver Island, co-host workshops and events, invite our students to our year-end showcases, and facilitate easy credit transfers via BCCAT as well as articulating and laddering agreements where appropriate. VIU Media Studies is currently beginning a 3-year program review and hopes to increase exchanges with other lower-mainland and Island programs in the field to mutual benefit. UVic's initiative will be a valuable asset in this regard. Please don't hesitate to contact me should you wish to discuss any of the above in further detail.

Sincerely,

Joy Gugeler

Joy Gugeler, Chair of Media Studies
Vancouver Island University
Joy.gugeler@viu.ca 250-797-2623

Annalee Lepp
Professor, Dean of Humanities
Faculty of Humanities
University of Victoria
Clearihue Building A405
Victoria BC V8P 5C2
Canada

7 October 2025

Dear Annalee Lepp,

I am writing this letter in support of the University of Victoria's (UVic) proposal to expand its Media Studies (MDIA) program from a Certificate to a Minor, General, and Major. As a Senior Manager of Product Content Design at Benevity, I understand the critical need for graduates equipped with the media literacy and critical thinking skills this program is designed to cultivate.

Benevity is the leading integrated SaaS platform for corporate social impact programs globally. In my role leading and hiring technical writers, content designers, and editorial writers, I consistently seek candidates who possess the precise competencies the proposed MDIA curriculum offers.

As noted in the proposal, UVic is the only university in the province without a Media Studies or Communications BA program. The expansion is a crucial and timely response to student demand and the acute need for skilled media workers on Vancouver Island and across British Columbia. Considering today's media landscape, particularly since the popular adoption of generative AI, it's more important than ever for professionals in product, content, and experience design fields to be able to navigate rapidly evolving technologies and their social, cultural, political, and professional applications. Whether in the context of designing and building software or engaging users and clients, a critical lens on how media and technology fit into these various contexts enables professionals to create and support meaningful product and communications experiences in inclusive and ethical ways.

A particular strength I see in the MDIA program is its unique interdisciplinary design, drawing expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science. This training directly addresses the provincial mandate to provide "British Columbians the training and skills they need to be successful and help grow our provincial economy." The program fosters the technical understanding, complex problem solving, and social competencies vital for today's workforce.

Along with the occupations identified in the proposal, I can see MDIA graduates being highly qualified for a variety of roles I regularly hire for or have hired in the past, such as technical writer, UX content designer, editorial writer, UX designer, UX researcher, and strategist. I would absolutely consider hiring a UVic Media Studies graduate for these types of roles.

This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia's prosperity.

Sincerely,



Nina Belojevic
Senior Manager, Product Content Design
Benevity
nina.belojevic@benevity.com
604-833-4408
https://benevity.com/

Annalee Lepp
Professor, Dean of Humanities
Faculty of Humanities
University of Victoria
Clearihue Building A405
Victoria BC V8P 5C2
Canada

October 10, 2025

To Annalee Lepp:

I'm an alumni of the University of Victoria's English (BA, 2011) and CSPT (MA, 2014) programs. For the past eight years, I've been employed in the technology sector, and have been a leader within Software Engineering organizations since 2022. I currently work for Flashpoint, a leading cyber threat and risk intelligence provider, where I manage teams building products in the field of Open-Source Intelligence (OSINT), compromised credentials, and breached data intelligence.

In my previous letter of support for UVic's Media Studies (MDIA) program in 2022, I mentioned how the Covid pandemic signalled a shift in online behaviours and media consumption, and that the rates of extremist rhetoric and disinformation had soared. Since then, the rise of generative AI models has poured gasoline on the fire of public discourse, as this technology threatens a sea change in people's abilities to discern not only truth from fiction, but reality from fabrication. Moreover, as AI becomes a stand-in for mental labour, the average user's ability to think critically is at risk of further diminishing.

From my professional perspective, these developments carry growing risks of danger on several fronts – from bad actors leveraging such tools to steal, deceive, and otherwise harm to the further erosion of job security as companies look to leverage agentic tools to reduce costs.

In light of the rapid rise of AI, programs like UVic's Media Studies are more important than ever. Today's students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence. In the specific context of the humanities, such skills matter more than ever, as technical work increasingly requires strong communication skills.

Fields like mine benefit immeasurably from media literate individuals such as those trained in the MDIA program. It is for this reason that I am writing this letter in support of the expansion of the program from a Certificate to a Minor, General, and Major program.

Kind regards,

Shaun Macpherson
Engineering Lead

Flashpoint
smacpherson@flashpoint-intel.com
604-970-9607
https://flashpoint.io

October 7, 2025
To Annalee Lepp, Dean of Humanities,

I am writing to voice my enthusiastic support of the University of Victoria's proposal for a new Media Studies program.

As the executive director and co-founder of The Narwhal — an award-winning, non-profit journalism organization based in Victoria — I can speak directly to the need for rigorous academic training related to critical media studies in British Columbia's post-secondary landscape and its potential to strengthen both the province's media ecosystem and broader economy.

Founded in 2018, The Narwhal produces in-depth, public-interest journalism about the natural world in Canada. Since our launch, we've grown a team of three into a staff of 29 and have received more than 50 national awards for our work, including the prestigious Michener and Hillman prizes in the last two years. Our work is fiercely independent and guided by a mission to tell stories that advance transparency and accountability in decision-making at the intersection of natural resource development, communities and the climate. We employ a talented team of editors, reporters, administrators, designers and technologists who work collaboratively to produce high-quality, award-winning journalism that reaches more than 400,000 people each month.

Media literacy, critical thinking and digital fluency are foundational to what we do. Every member of our team — whether in editorial, communications or operations — relies on a deep understanding of how media is produced, circulated and consumed in a rapidly changing environment. When we hire new staff, we consistently look for candidates who combine critical thinking and technical competence with social and cultural awareness, especially knowledge of Indigenous rights and Canada's dark colonial history — precisely the suite of intellectual and practical skills that the proposed Media Studies curriculum is designed to provide.

More broadly, critical media literacy, decolonial perspectives and intellectual inquiry have become essential skills across so many jobs in the creative, communications and public sectors. In today's information-crowded reality, individuals employed in marketing, education, public service and non-profit

leadership have to be equipped to contend with a staggering complex of digital realities: politically charged misinformation, advertorials, fake news, rage-bait, pink slop and generative AI. Journalists, academics, policy analysts, researchers, community organizers, creative content generators, influencers, advertisers, filmmakers, producers, public relations specialists, book agents, publishers, environmentalists and communicators of all stripes must now, more than ever before, be armed with a sophisticated toolkit to evaluate sources, communicate across multiple digital platforms and design messages that reach diverse audiences with credibility and care.

UVic's proposed Media Studies programs directly align with this provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills.

The world is transforming at a pace that has in many ways outstripped the human imagination. It has never been more urgent to provide rigorous training for navigating mediated environments. As users and generators of these environments, the future labour pool in this province will increasingly depend on a sophisticated understanding of media technologies, ethics and audience engagement. At The Narwhal, such competencies inform all levels of our work, from informing our business and editorial strategies, to project management for large investigations and partnerships with other newsrooms, to visual storytelling, to audience development, collaborations, fundraising and donor retention strategies. Whether it's being able to identify a funny but inoffensive gif (and be able to explain why it is both) or using culturally sensitive reporting techniques to report from within an Indigenous community ravaged by wildfire, critical media skills are vitally important to the work of journalists and public communicators of all stripes. The skills this media program is proposing to bring to the next generation of graduates is timely, urgent and vital.

The Narwhal would enthusiastically consider hiring graduates of UVic's Media Studies program. I look forward to the day a program graduate's application comes across my desk. As an alumni of UVic and a doctoral graduate from the humanities faculty, I cannot think of a finer institution and faculty to host such a thoughtful and impressive program. The proposed curriculum — integrating critical media practice, interdisciplinary collaboration and community engagement — matches the

blend of analytical and creative abilities The Narwhal and other publications across Canada are looking for in emerging journalists and media professionals. The program's grounding in decolonial and antiracist principles also reflects the evolving standards of integrity and accountability required in contemporary, public-interest journalism, especially as we still endeavour to respond meaningfully to the Truth and Reconciliation Commissions Calls to Action.

As the world around us changes, so too do the demands it places upon us as thinkers and creators and consumers. B.C. should be investing seriously and proudly in the future generations of students and media-literate workers who will run our newspapers, generate our public school curriculum, launch our next Slack, dream up award-winning creative campaigns. We need workers who can think critically, act ethically and adapt creatively to change. UVic's proposed Media Studies programs will help meet that need and I have no doubt contribute to the richness of our shared democratic and cultural life in this province.

Sincerely,



Carol Linnitt
Co-founder, executive editor and editor-in-chief
The Narwhal

Victoria, British Columbia
carol@thenarwhal.ca
www.thenarwhal.ca

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to establish a Master of Community Planning program

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Master of Community Planning program, as described in the document "Master of Community Planning", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Program Overview

The proposed Master of Community Planning (MCP) is a graduate-level program designed to provide professional certification for individuals aspiring to become, or currently employed as, registered professional planners. The program will be fully accredited by the Professional Standards Board (PSB) and meet all requirements of the Canadian Institute of Planners (CIP).

The Master of Community Planning will:

- Establish UVic as a leader in accredited planning education.
- Respond to growing demand for professional planners equipped to address sustainability and community resilience.

- Advance UVic's commitments to innovation, regional engagement, and societal impact.

Strategic Alignment

The MCP program reflects UVic's Strategic Plan and Academic Action Plan, leveraging UVic's coastal and Island location to address issues critical to local communities. It is designed to:

- Advance UVic's commitment to sustainability, reconciliation, and community engagement.
- Prepare graduates to address complex planning challenges, including climate change, food security, peak oil, and globalization.
- Foster interdisciplinary learning by integrating social, environmental, and economic perspectives into planning actions.
- Equip students with advanced research and analytical skills to tackle "wicked problems" in planning.
- Ensure graduates apply theory to practice in a constantly evolving field, while maintaining strong communication skills and a capacity for lifelong learning.

Graduates will demonstrate:

- **Comprehensive Planning Knowledge:** Understanding the scientific, aesthetic, and orderly disposition of land, resources, and services to promote community health and well-being.
- **Interdisciplinary Expertise:** Ability to integrate social, environmental, and economic perspectives into planning actions.
- **Applied Research Skills:** Competence in advanced research, data collection, and analysis to address complex "wicked problems."
- **Professional Skills:** Strong written, spoken, and visual communication; capacity for lifelong learning; and readiness to apply theory to practice in a dynamic field.

Program Outcomes

The Master of Community Planning program will produce planners who:

- Balance competing interests in community development.
- Apply sustainability principles at multiple scales.
- Contribute actively to building better communities.
- Maintain enduring professional networks that support collaboration and continuous learning.

Basis for Jurisdiction: Senate Committee on Planning meeting December 3, 2025
Senate meeting on January 9, 2026

Attachment(s): December 2025 Senate docket for the proposal to establish a Master of Community Planning program.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: December 10, 2025

Subject: Proposal to establish a Master of Community Planning program

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a Master of Community Planning program.

The proposed Master of Community Planning (MCP) degree will provide graduate-level certification for individuals aspiring to be, or currently employed as, registered professional planners. Students will benefit from being part of an accredited planning program that meets the standards of the provincial and national organizations, allowing students to advance their personal and career goals.

The proposed MCP program at UVic is positioned to provide a comprehensive, hands-on education grounded in real-world problems and issues in a region with 14 local governments, more than 20 First Nations, the provincial government, and all the issues inherent in planning for peoples and the environment in a complex, finite space.

Recommended Motion:

> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Community Planning program, as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

Stage 1 Review Template for BC Public Institutions

The purpose of Stage 1 is to determine the need for a new degree program and to evaluate how it complements other programs currently offered in the BC post-secondary education system. Stage 1 applies to all post-secondary institutions seeking authority to grant a new degree program in BC. It is a means to ensure that students are provided with high-quality education, and when developing new programs, that institutions avoid unnecessary duplication and consider government priorities for social and economic goods, such as principles of diversity and inclusion.

Stage 1 applications must be submitted using this template and **must not exceed 12 pages or 4,000 words**, excluding a three-page Program Overview and appendices. Please complete the following information.

Program Overview

Provide the following information (a to i) in no more than three pages. *(Shaded boxes will expand or contract to accommodate any length.)*

a) An overview of the organization's history, mission, and academic goals;

The University of Victoria (UVic) is a leading comprehensive research university in Canada, recognized for its commitment to academic excellence, community engagement, and global impact. Serving approximately 22,000 students and employing over 6,000 staff – including more than 900 full-time faculty – UVic is one of the largest employers in Victoria and has built a reputation for fostering innovation, sustainability, and reconciliation. Founded in 1903 as Victoria College, it gained full university status as UVic in 1963. Over the course of its history, UVic has evolved into a dynamic academic community that blends rigorous scholarship with a strong sense of social responsibility: the university offers a wide range of undergraduate and graduate programming, including bachelors, master's, and doctoral programs. UVic is guided by its Strategic Plan, *Distinctly UVic*, which calls on the campus community to live in right relationship with people, place, and the planet. UVic offers a wide range of academic programming and has one of Canada's largest university co-operative education programs, integrating academic studies with relevant paid work experiences. Organized around three key thematic pillars – enhancing the student experience, fostering innovation in scholarship, and advancing scholarly culture – UVic's Academic Action Plan is rooted in four core values: 1) academic excellence and quality; 2) ethical, intellectual, and scholarly integrity; 3) academic freedom and freedom of inquiry; and 4) equity, diversity, inclusion, and belonging.

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

Master of Community Planning (MCP)

c) Location of where the proposed degree program will be offered;

University of Victoria (UVic) main campus in Victoria, British Columbia.

d) Faculty or school(s) offering the proposed degree program;

The proposed Master of Community Planning will be offered by the Department of Geography in the Faculty of Social Sciences at the University of Victoria.

e) Anticipated program start date;

September 2027.

f) Anticipated completion time in years and semesters;

The anticipated completion time for the MCP program is 2 years (Year 1: Fall/Spring/Summer terms; Year 2: Fall/Spring/Summer terms). If students choose the Co-op option, they will complete their first Co-op term during the Summer session at the end of Year 1 and then a second Co-op term during the Summer session at the end of Year 2.

g) Expected number of students at launch and at steady state;

The anticipated number of students at launch is 30 students. Once the program is more established, we expect the annual cohort of new students entering the program to be 35 students per year, or 70 students combined (35 students in Year 1 and 35 students in Year 2 of their respective programs).

h) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

Aim

The aim of the Master of Community Planning (MCP) is to provide graduate-level certification for individuals aspiring

to be, or currently employed as, registered professional planners. As an accredited program, the requirements of the Professional Standards Board (PSB) will be fully met. In addition, to ensure that the program is sufficiently differentiated from existing accredited programs, the focus of the program will align with UVic's Strategic Plan and Academic Action Plan, be rooted in UVic's coastal and Island location, and will seek to address the issues important to local people and communities.

Goals
The graduates of the program will demonstrate knowledge and skills of "Planning" as described by the Canadian Institute of Planners (CIP), which defines the term to mean "the scientific, aesthetic, and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities." The proposed program will develop graduates who will demonstrate a broad interdisciplinary knowledge of the role of the planner in:

- balancing competing interests;
- understanding concepts of sustainability, from the small to the large scale, including changing demographics, climate change, peak oil, food security, and globalization;
- taking a wide-lens approach to integrating social, environmental, and economic perspectives into actions in planning;
- applying advanced research, data collection, and analysis to the "wicked problems" of planning; and
- situating themselves as active contributors to building better communities.

Objectives
We will ensure that our graduates:

- apply theory to practice in a field that is subject to constant change;
- possess excellent communication skills – written, spoken, and visual;
- retain a capacity for lifelong learning; and
- remain part of an enduring cohort who can serve as a resource to each other and for the program.

Our students will benefit from being part of an accredited planning program that meets the standards of the provincial and national organizations, allowing students to advance their personal and career goals.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

UVic's Strategic Plan, *Distinctly UVic*, holds "People, Place, and the Planet" as one of its core pillars, stating: "Our current social and environmental context clearly demonstrates the urgent need to solve the issues threatening the well-being of Earth and all beings living here. The teaching of S?eyəɬenxʷ | S,ÁEŁA'NW̱ | When things are in harmony reinforces what we know – that all life is interconnected, with individual and community choices having far-reaching impacts. Healthy communities depend on responsible stewardship." The proposed MCP program fully aligns with the spirit and intent of this pillar and the Strategic Plan. Additionally, the program supports the pillar of "Partnering for a Shared Future" ʔaẏnəẃəl ʔist | ÍY,NEUELIST | as foundational elements of the program support working together for the good of all, engaging as authentic partners through co-created, mutually beneficial relationships, and addressing the challenges facing society and the planet.

- Linkages between the learning outcomes and the curriculum design and whether a work-integrated learning experience is required for degree completion;

The curriculum integrates theoretical learning with practical, hands-on experiences, particularly through the optional (but strongly encouraged) Co-op program, as well as through the integration of community-based research and real-life learning into each course.

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

The MCP program is designed to primarily be an in-person program. The program consists of 25.5 units total, with 22.5 units of core courses and 3.0 units of electives. All of the core courses except for PLAN 513 (Project Development for Planners, 3.0 units) will be offered through an in-person delivery mode (19.5 units out of a total of 25.5 units of credit, or 76.5%). The remaining 6.0 units of credit will consist of one core course delivered online (PLAN 513, 3.0 units) and 3.0 units of interdisciplinary electives, some of which will be delivered in-person and others offered online. If a student opted to fulfill all their elective credits through online courses, this would result in a total of 6.0 units of online course units, or 23.5%. However, if a student selected all in-person electives, then the program could be completed with 22.5 units of in-person coursework and 3.0 units of online course offerings.

- Program strengths; and,

The MCP program at UVic is positioned to provide a comprehensive, hands-on education grounded in real-world problems and issues. The program will open a new opportunity to students interested in studying planning theory and practice centered within a region that contains 14 local governments, more than 20 First Nations, the provincial government, and all the issues inherent in planning for peoples and the environment in a complex, finite space. As a fully accredited program, students will be able to apply for full Membership status after obtaining the required professional experience with the Professional Standards Board for the Planning Profession in Canada.

The program also offers:

1) A cohort structure: the cohort model supports long-lasting professional linkages and the cross-pollination of ideas, as students from any undergraduate discipline can apply to the program.
2) Applied degree focus: the emphasis of the program is on Learning by Doing. The program will have a strong applied focus, with an emphasis on engaging in community-based research, field experiences, and the integration of the professional planning community as mentors, guest lecturers, and adjunct faculty.
3) Transferability: the degree will adhere to the requirements of the accrediting agency, but will also be of interest to students pursuing adjacent occupations in policy and community development.

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

The MCP program is included in CIP classification: 04. Architecture and related services, sub-code: 04.0301 city/urban, community and regional planning.

The Professional Standards Board (PSB) currently accredits undergraduate and graduate planning degrees that meet rigorous accreditation requirements. While both degree levels must meet the functional and enabling competencies as specified by the PSB, graduate programs offer expanded opportunities for advanced research and independent learning, along with greater complexity in course work and assignments.

Related CIPs are:
- Land use planning and development (03.0206)
- Recreation facilities development (31.0301)
- Transportation engineering (14.0804)
- Urban management (44.0401)
- Urban studies (45.1201)

i) Name, title, phone number, and e-mail address of the institutional contact person if more information is required.

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Standard 1 Benefits to Students

The institution must demonstrate that the proposed degree will provide benefits to students.

Criterion Question	Institution Response
Who is the targeted student population?	The targeted student population for the proposed program primarily consists of students who intend to become registered professional planners in Canada or pursue a related career path. A pilot survey was conducted of 32 undergraduate students enrolled in GEOG 340 (Cities and Planning) at UVic on November 19, 2025. In total, 87.5% of students surveyed indicated that they were either "somewhat interested" (59.4%) or "very interested" (28.1%) in the proposed program. We anticipate that students with undergraduate degrees in planning, geography, urban studies, or similar fields will be particularly interested in this program. However, students can hold an undergraduate degree in any discipline and apply to the program. It is anticipated that future cohorts will be comprised of students with a wide variety of undergraduate degrees and life experiences.
What specific need is there for the proposed program and how will it benefit the targeted student population?	The MCP program addresses the growing demand for registered professional planners to address various crises facing Canada's rural to urban areas in housing, health, environment, employment, and inequity. Graduates will acquire advanced, in-demand skills needed to address these issues. The Planning Institute of BC has offered full support for the proposed program. Summarized here, their letter (see Appendix A) notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. Planners are needed to address challenges with housing, climate resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC and beyond. Since 2020, nearly 1,527 planning jobs – from entry level to senior management – have been posted on the Planning Institute of BC's website. PIBC staff caution that this is an incomplete sample: planning employers may choose to post to other sites or conduct their own processes for hiring. However, staff have indicated that the number of postings annually has never been as high as it has been for 2023, 2024, and year-to-date 2025. Staff surmise that this is due to retirements and the ever-increasing need for skilled professionals to address the wicked and complex problems faced by Canadian communities. WorkBC forecasts 1,290 job openings in planning in British Columbia over the next 10 years. Based on 2021 Canada Census data, there are 2,935 people employed in the planning field in BC and 23% of these are located on Vancouver Island. A Community Planning program at the University of Victoria will support this region in attracting and retaining future employees and providing them with the opportunity to build meaningful professional connections with future employers while in school.

	The Government of Canada's Canadian Occupational Projection System (COPS) projects ongoing growth in the category of "urban and land use planners" from 156,000 in 2023 to 177,000 in 2033. The site also indicates that projected retirement rates for planners are expected to rise from 0.5 to 0.8 over the same time period (Canadian Occupational Projection System (COPS) – 2024 to 2033 Projections – Projections of Job Openings: Employment by Occupation – Open Government Portal). The program will benefit students in that it offers an accredited degree on Vancouver Island at a well-respected institution. It will also offer a new pathway for current UVic undergraduate students to pursue a graduate degree in the field of planning. On-campus expertise in engineering, geography, political science, and public administration will add depth to the planning program.
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	The Truth and Reconciliation Commission's Calls to Action (specifically, #7) call for the elimination of educational and employment gaps between Indigenous and non-Indigenous people. The program would address this by actively recruiting Indigenous students, offering bursaries or reserved seats, and building pathways to employment in planning that prioritize equity and community leadership. More than 200 First Nations are located on the lands that later became BC, and approximately 50 Nations are on Vancouver Island. Additionally, Metis and Inuit peoples also live in this province. Given that planning is a growing profession that relates to lands, waters, peoples, and communities, it is hoped that the MCP Program will be of interest to Indigenous students who wish to work with their home communities, other Indigenous organizations, or wherever their path may take them. The MCP Program application process includes a "Statement of Intent" that encourages students to tell their own story of why they are interested in planning as an area of study and a profession. This Statement is included as a requirement to encourage students who may not have followed a typical academic path to apply to the Program. Additionally, the curriculum includes PLAN 521 (Planning with Indigenous Communities), as well as Indigenous content in other core courses, to ensure that an understanding of Indigenous knowledges and practices is integral to the program's core learning outcomes. By integrating a focus on culturally appropriate planning with Indigenous communities into the MCP curriculum, the program will help prepare students who aim to work with Indigenous communities. Indigenous students in the MCP Program will be eligible for nomination to receive the Jim Ounsworth Graduate Scholarship for Indigenous Students ($15,000 CAD each) and the John Michael Brownutt Graduate Scholarships (amount varies). The Canadian Institute of Planners also offers an annual College of Fellows Indigenous Planning Student Award that "supports Indigenous students' part-time or full-time post-secondary studies at an accredited Canadian planning program" (CIP-ICU – Support That Starts in the Classroom). Additionally, the Faculty of Social Sciences will actively pursue donor funding for Indigenous graduate students in the MCP Program as part of its fundraising campaigns. More generally, UVic's efforts in reconciliation and building partnerships with Indigenous learners and communities will ensure that the program is welcoming to Indigenous students. The university has a robust support system for Indigenous students –

	including the Office of Indigenous Academic and Community Engagement (IACE) offering academic advising, Elders in Residence, tutoring, wellness circles, Co-op job support, scholarships, and culturally safe spaces like the First Peoples House.
Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.	The program will prioritize the recruitment of underrepresented groups through the inclusion of a Statement of Intent in the application requirements and the development of targeted scholarships. This Statement provides an opportunity for prospective students to speak to their interests in the program, and how that may have been influenced by their marginalized status. Historically, the profession has not been representative of diversity or welcoming to underrepresented students: the student's GPA was the determining criteria on admissions. The Statement of Intent will be given considerable weight in the determination of successful applicants.
What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.	In general, individuals choosing to complete an accredited graduate degree and become a Registered Professional Planner have not typically pursued PhDs or doctorates in Planning. Across Canada, the degree is considered an applied degree intended to prepare students for careers in planning or a related field and is therefore considered a terminal degree. The accrediting institution – the Professional Standards Board, working with the provincial and territorial planning affiliates across Canada – does not accredit PhD or doctorate programs, but limits accreditation to undergraduate and master's programs. However, the University of Calgary has recently advanced a Doctor of Design (DDes) degree as part of their planning/architecture programming. This is a distance-based, post-professional program for mid-career professionals in fields like architecture, planning, and landscape architecture, intended for working professionals interested in pursuing a doctorate. The proponents have confirmed that graduates from UVic's MCP Program could certainly be considered for the DDes degree once they have sufficient work experience (see Appendix A for a letter from Barry Wylant, Graduate Program Director, School of Architecture, Planning and Landscape, University of Calgary). The potential for a doctorate in planning at UVic will be investigated in the future, should the current proposal be successful.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	The anticipated tuition fees are $13,000 CAD per year for domestic students and $35,000 CAD per year for international students.
What are the tuition fees for similar programs at this degree level at other post-secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?	There are two other graduate-level planning programs in British Columbia at UBC and SFU: • UBC's Master of Community and Regional Planning has tuition fees of $11,667 CAD per year (domestic) and $27,448 CAD per year (international). • SFU's Master of Resource Management (Planning) has tuition fees of $6,449 CAD per year (domestic and international). SFU's program is targeted to students interested in a career relating to resource management, parks planning, and environmental policy development, so we have sought to align UVic's MCP tuition rates closer to that of UBC and other planning schools nationwide as these programs have greater comparability to the proposed UVic MCP Program.

	When reviewing tuition rates for planning programs across Canada, there is considerable variability. UBC's domestic tuition rate is on par with programs of similar quality across the country, while its international student tuition is lower than comparable programs at the University of Alberta ($31,870 CAD), University of Toronto ($31,870 CAD), and Queen's University ($38,201 CAD). We are therefore proposing international student tuition between UoA/UoT and Queen's University. To mitigate student tuition costs, the Faculty of Social Sciences will actively pursue donor funds for MCP-related scholarships.

Standard 2 System Coordination and Program Duplication

The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (Add as many lines as required.)

Institution offering similar program	Name of degree program	How the proposed program differs
Simon Fraser University	**Master of Resource Management (Planning)**	SFU's accredited graduate program is located within the Department of Resource Management. Graduates from the MRM (Planning) generally pursue employment in parks, natural resources, or senior levels of government with environmental responsibilities. The MCP program at UVic will be located within the Geography Department and will focus on community planning – that is, First Nations, local and regional governments, public sector and private sector planning, and ultimately the accreditation of graduates as registered professional planners. We do not anticipate focusing on the areas that are already well covered by MRM (Planning) at SFU.
University of British Columbia	**M.A./M.Sc. (Community and Regional Planning);** **Master of Community and Regional Planning (MCRP); and** **Master of Community and Regional Planning – Indigenous Community Planning**	UBC offers three separate graduate programs with a strong focus on international planning, metropolitan planning, research, experiential learning, and theory. There is also a well-established Indigenous Community Planning stream. UVic's program will be targeted toward communities and issues on Vancouver Island and beyond. The focus is on "learning by doing" with the inclusion of a Co-op (optional but strongly encouraged). The UVic program is designed with the intent of graduating students who are well-rounded generalists, capable of being employed in a wide range of communities (large or small).

B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (Add as many lines as required.)

Name, position, and institution of person consulted	Method of consultation and materials used	Feedback and applicant's response
Tom Gunton, Director of Resource & Environmental Planning Program, Simon Fraser University	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	***Feedback:*** Letter of Support attached. Highlights strong support for UVic building on VIU's legacy by developing a Community Planning master's program. Notes that the UVic's MCP program can help fill the gap left by the closure of the VIU program with an applied focus. ***Response:*** Confirms that UVic's MCP program will build on VIU's legacy and maintain an applied focus.
Heather Campbell, Director of the School of Community and Regional Planning, University of British Columbia	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	***Feedback:*** Letter of Support attached. Highlights strong support for UVic building on VIU's legacy by developing a Community Planning master's program. Notes the benefit of including elective courses in UVic's proposed program and recommends continuing to think through the phasing of courses over the 2-year program. ***Response:*** In response to feedback, we have revised the sequencing of courses, including the addition of a project development course, spreading out the capstone course over Fall and Spring terms of Year 2, and proposing a design studio course to conclude the program.
Tara Clapp, Chair of the School of Planning and Sustainability, University of Northern British Columbia Accredited undergraduate program	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	***Feedback:*** Requested that the summary proposal be revised to include clarification that the UNBC program is an accredited undergraduate degree. ***Response:*** This clarification was made as requested and recirculated to the directors of all undergraduate and graduate planning programs in BC.
Cherie Enns, Chair of the Planning Program in the Department of Planning, Geography, and Environmental Studies, University of the Fraser Valley Undergraduate program currently seeking accreditation	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	***Feedback:*** Inquired about: (1) whether the faculty from VIU will be integrated into the proposed UVic MCP program; (2) whether faculty hires would need PhDs since the master's is generally the terminal degree for many in the planning profession; (3) the need for GIS/Design/Studio courses as part of the degree; (4) whether students from smaller institutions such as UFV would be considered for admission; and (5) if a focus on international planning could be included. ***Response:*** The applicant responded by noting that (1) if UVic's MCP program is approved, it will meet the accreditation requirement for having sufficient faculty members to deliver the program, which will entail posting job listings to conduct an open search for those faculty and sessional positions. It was further noted that the applicant has been working extensively with faculty from VIU's MCP program in the development of UVic's program

		and that they may apply for the faculty/sessional positions to be posted should they wish to do so. (2) As noted previously, PhDs are generally not pursued by practicing planners as PhDs are not degrees that are accredited by the Professional Standards Board, and completing a PhD does not equate to hiring or salary benefits. It is anticipated that the job postings for the MCP Program will be "PhD preferred" but will be open to considering applications from individuals with master's degrees and sufficient professional experience. (3) We have added several Geography courses to the electives list (including GIS/spatial statistics) and many of the core courses will have an applied focus, including a new Planning Design Studio course added to the program. (4) On admissions, we are including a "Statement of Intent" which will be a critical component in encouraging applications from students who may have taken a non-traditional academic path or have other life experiences that would qualify them for entry into the MCP Program. Applicants may have an undergraduate degree in any discipline and could obtain that degree from any recognized post-secondary institution, including UFV. (5) We intend to weave international planning examples through the majority of the core courses and develop opportunities and connections as the program is established. We have also included an elective, PLAN 591 (Field Studies in Community Planning), which will focus on international examples of planning.

C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

All accredited planning programs (graduate and undergraduate) must meet the "functional and enabling competencies" as well as all other requirements of the Professional Standards Board and the provincial or territorial affiliate (the Planning Institute of BC for accredited programs in this province). As such, all programs are expected to offer a similar range of core courses (for example, planning history, law, ethics, community engagement). Each program then offers a unique range of experiences and course content based on location, approaches, and faculty expertise. With the closure of the accredited Master of Community Planning graduate program at Vancouver Island University, there is no other planning program on Vancouver Island. The Island is a distinct region in BC: home to BC's capital city and provincial government; rapidly growing population; distinct demographics in comparison to other BC regions with an older-than-average population; approximately 50 First Nation communities; and a unique coastal/alpine geography.

As finite places, islands offer a different perspective for students engaging in planning studies. The limits to growth, impacts of the climate crisis, issues relating to food security, transportation limitations, and the economy of Vancouver Island allow students to think about land, development, and the impact of humans on scarce resources differently.

Additionally, while there are other accredited graduate planning programs at UBC and SFU, the focus of these programs is significantly different than the proposed approach at UVic. The program at SFU focuses on natural resource management and the program at UBC includes thematic concentrations including Indigenous Community Planning in addition to a research-based degree option. The undergraduate planning programs at UNBC and UFV also differ in scope and content when compared to UVic's proposed degree.

UVic's program is intentionally titled "Community Planning" and is intended to address the wide range of issues that impact First Nation communities as well as local and regional governments, as shaped by policies and regulations

developed by provincial and federal agencies. The skills needed by planners working for both the public and private sector will also be a key component of the program. That is, the UVic program will take a more generalized approach to ensuring that students gain knowledge across a wide swath of topics, with opportunities for specialization through electives and individual research. This, combined with the opportunity for incorporating Co-op into the degree, offers a new adventure in community planning for prospective students.

D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

There is a high level of collaboration among BC's accredited planning schools. The schools meet monthly to discuss issues of shared interest and concern as well as actively work together to promote student engagement in planning. Additionally, all four schools (UBC, SFU, UNBC, and UFV, the latter two of which offer undergraduate planning degrees only) participate in the annual Planning Institute of BC Conference: student attendance and engagement in the conference is highly encouraged and supported through funding from PIBC. Beyond this, PIBC engages one student from each program as a student representative, and these students attend all PIBC Council meetings as active participants.

It is possible that a student may begin their accredited graduate planning degree at one BC post-secondary institution and then complete it at another, but this would be an unusual circumstance. The admissions process for all planning schools is highly competitive, and students may have difficulties in transferring from one school to another. That is, it is unlikely that collaborations will be engaged through articulation or laddering agreements. Instead, the current collaborative processes that benefit students will be maintained and supported by UVic.

Standard 3 Social and Economic Benefits

The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.

A. Social and Economic Benefits

Criterion Question	Institution Response
What social and economic benefits would the program offer the community, region, or province?	The broad focus of the UVic MCP Program will ensure that students understand the need to balance competing interests, address conflicts in land use, and decipher differing understandings of the public good. Students will graduate as highly skilled professionals able to "hit the ground running" as practicing professional planners, working with municipal governments, First Nations, the province, NGOs, and private industry. BC is a growing province that benefits from spectacular nature, rich resources, and access to the Pacific Rim economies. Planners with an understanding of the issues of this place and space – including housing, sustainability, the climate crisis, social inequities, and multiculturalism – are needed today and in the future.
Reference specific government and community initiatives, plans, and priorities that the proposed program supports.	The government of BC has initiated several recent planning-related amendments to legislation and regulations, including changes to housing density requirements and mandatory housing targets for local governments. The Local Government Act and the Community Charter provide specific regulations for official community plans, zoning, regional growth strategies, public hearings, and requirements for engagement. Additionally, regulations relating to the Agricultural Land Reserve, environmental protection, transportation, subdivision, and all forms of development will be taught and supported in the Program. The Declaration on the Rights of Indigenous Peoples Act also has direct impacts on planning in BC's communities.
What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed	The most relevant occupational code is 21202: Urban and Land Use Planners. Students will be qualified for a wide range of opportunities immediately following graduation. These will include any position requiring (or requiring the eligibility for) Registered Professional Planner status as well as related occupations in policy development, strategic

degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.	planning, or land development. A related occupation is 41403: Social policy researchers, consultants and program officers. This code would apply to graduates interested in policy development, employment with NGOs, or opportunities with provincial or federal governments. Employment postings for planners are increasingly calling for graduate degrees along with Registered Professional Planner status as the profession moves toward detailed standards and competencies.

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The proposed Master in Community Planning Program at the University of Victoria is intentionally designed to advance the UNESCO-endorsed United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation Commission (TRC) Calls to Action, and Canadian Institute of Planners' Policy on Planning Practice and Reconciliation by meaningfully embedding Indigenous rights, knowledge systems, and relationships throughout courses and research. Specifically, the program will meet the following objectives: **Aligning with UVic's Indigenous Plan and Institutional Supports** The program will be grounded in UVic's Indigenous Plan (2023) with a "cedar weaving" of students, staff, education, research, and governance. This ethos will be embedded into all layers of the program. Guidance from the Office of Indigenous Academic and Community Engagement (IACE) will be sought, ensuring alignment with institutional protocols for Indigenization, trauma-informed pedagogy, and community leadership. **Centering Indigenous Ways of Knowing, Being, and Doing in the Curriculum** Core courses will incorporate Indigenous planning paradigms, such as land-based learning, relational governance, and Coast Salish worldview frameworks, with guidance from Indigenous knowledge keepers, faculty, organizations, and Elders. In particular, Indigenous content will be incorporated into core courses in the program, especially PLAN 521 (Planning with Indigenous Communities), which will focus on right practices for engaging in planning with Indigenous Nations. The program's elective list also includes courses with an Indigenous focus such as ECON 526 (Economics and Indigenous Nations), GEOG 515 (Indigenous Environmental Relations and Resurgence), and POLI 563 (Violence to Indigenous Lands and Bodies). Key TRC Calls to Action that the program will advance: **<u>Education (Calls #6-#12, #62-#66)</u>** ***#7: Eliminate the educational and employment gaps between Indigenous and non-Indigenous people.*** The program would address this by actively recruiting Indigenous students, offering bursaries or reserved seats, and building pathways to employment in planning that prioritize equity and community leadership. ***#9 & #10: Develop culturally appropriate curricula and protect Indigenous languages in education.*** By centering Coast Salish knowledge systems, land-based learning, and Indigenous governance traditions in the curriculum, the program will align with these calls by creating culturally responsive academic content. ***#62-65: Ensure reconciliation education mandates and post-***

	secondary support. The program will deliver reconciliation-focused courses, fund Indigenous-led pedagogies, and train students (and faculty) to integrate Indigenous knowledge into professional practice – mirroring these educational directives. **<u>Reconciliation & UNDRIP (Calls #43-#44)</u>** ***#43: Adopt and implement UNDRIP as the framework for reconciliation.*** ***#44: Develop a national action plan to realize UNDRIP.*** The program itself embodies this by using UNDRIP principles – such as Indigenous self-determination and land rights – as foundational planning frameworks, and modeling how institutions can embed UNDRIP in governance and curriculum. **<u>Public Service and Professional Training (Call #57)</u>** ***#57: Provide public servants with Indigenous history and intercultural competency training.*** This call is aimed at public servants. Our goal would be to train future public service professionals with knowledge of and sensitivity to Indigenous history, anti-racism, and respectful collaboration.
How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?	We have consulted with our Office of Indigenous Academic and Community Engagement (IACE) throughout the development of this proposal. IACE has an Elders program and provides a bridge between UVic and local Indigenous Nations. Should this proposal be approved, we will look to IACE for direction on protocols and moving forward in a good way.

C. Engagement with Employers, Community Groups, and Professional Organizations

Criterion Question	Institution Response
Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	The proposal was first discussed with the Planning Institute of BC in March 2025 to determine their initial reaction to the Program, then with other accredited planning programs in BC through existing regularly scheduled meetings in Spring/Summer 2025. The 2000+ members of the Planning Institute of BC were informed of the proposal through a special e-newsletter in September 2025. The proponents also met with the Professional Standards Board to request direction on the new pre-accreditation process and to obtain an initial reaction to the proposed program. These discussions and notifications resulted in extensive feedback that was used to amend the proposed program. **Appendix A** contains the letters/emails provided in response to this request for feedback. In summary, respondents identified the following: • Support for a pragmatic approach as described • Highlight need for education grounded in economic realities • Support for work-integrated learning • Need for Co-op • Interest in hiring graduates of the program • Ensure students are engaged in real-world class projects • Located in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment • Adamantly agree the city of Victoria provides an excellent

	urban environment to foster education within the field of community planning • Support focus on Island-based communities and First Nations' governments/communities • Assists in addressing the shortage of planners • Need a program on the Island for students – especially for those from Vancouver Island, rural areas, and Indigenous communities – who want to pursue a graduate-level planning education without having to leave their region or take on massive costs. • Fully support opportunities to partner with First Nation communities. In response to the feedback: • Additional emphasis has been placed on the Co-op option, with wording changed to "strongly encouraged" in program materials. This also addresses comments relating to work-integrated learning. • A course in the economic/financial aspects of planning and development has been included in the curriculum. • The pragmatic approach recommended is now a clear foundational element in the program. • A new urban design component was added to the curriculum. • The Statement of Intent will be highlighted as a mechanism for highlighting life experiences and/or other information that would support the student's application to the program. • We will focus marketing efforts first on Vancouver Island to ensure local students are aware of the new program. • Should the proposal be successful, we will immediately begin to build the relationships and partnerships needed to engage students in practical, community-based applied research and projects.
If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changes in response to feedback. Provide documented evidence of engagement in an appendix.	See above and the responses in **Appendix A.**
If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".	The program relates to an **accredited** profession. While this does not strictly meet the definition of a **regulated** profession as it is not subject to provincial legislation, the accreditation process is rigorous and ongoing. Planning schools are evaluated through a pre-accreditation process prior to the first cohort, then full accreditation will be pursued in the first year of the program. All accredited programs are reviewed every five years and must meet all requirements to maintain accreditation. The Planning Institute of BC is the accrediting affiliate/professional body that operates along with other affiliates across Canada through the Professional Standards Board to accredit both planning programs and individual Registered Professional Planners (RPP). The Planning Institute of BC has offered full support for the proposed program. Their response notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. Planners are needed to address challenges with housing, climate

	resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC and beyond.

Standard 4 Institutional Resources

The institution must show it has access to sufficient resources to implement and sustain the program.

Criterion Question	Institution Response
Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.	The MCP Program aligns with the core values and themes of UVic's Academic Action Plan, including the pursuit of academic excellence and high-quality academic programming; fostering ethical, intellectual, and scholarly integrity; advancing academic freedom and freedom of inquiry; and the promotion of equity, diversity, inclusion, and belonging. The program also contributes to UVic's focus on sustainability and research excellence, advancing the mandate to address societal challenges through cutting-edge research and education, lifelong learning, and fulfilling the mandate to provide master's level degree programs.
Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.	UVic has a strong track record in the provision of professional graduate programs. These programs include the Master of Arts in Community Development, Master of Business Administration, Master of Management, and Master of Public Administration, among others. The program most related to the proposed MCP program is UVic's MA in Community Development (MACD), offered by the School of Public Administration. Three key metrics for the performance of academic programs at UVic are annual enrollment, admission, and graduation rates. Over the past four years (2021-2025), the MACD has had annualized graduate FTEs (enrollments) ranging from 50 to 63 per year. During this same period, its admission rate varied from a low of 13 students (2024-25) to a high of 23 students (2021-22), and its graduation rate ranged from a low of 6 students (2021-22) to a high of 15 students (2023-24). Enrollments in the MACD program have been steady during this period, yet admission and graduation rates could be further improved.
If the proposed program builds on existing programs, how will the existing programs be affected?	This is the first program of its kind at UVic: while several degree/discipline areas include courses on urban issues, planning, and community engagement, this is the first proposal for an accredited planning program. The program will build on existing courses and faculty expertise in Anthropology, Economics, Geography, and Public Administration, among others, and anticipate that students from these disciplines may be interested in pursuing an accredited graduate degree. Moreover, it is anticipated that synergies will develop over time that will mutually benefit the planning program and other disciplines at UVic. The program will complement UVic's existing Master of Arts in Community Development (MACD), offered by the School of Public Administration. A number of community development and public administration courses are included on the electives list for the MCP program, and we have co-developed a new elective on "Community Development and Planning in Action" (PLAN 540) for students in both programs to take together.
Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget.	The resources required to launch and maintain the MCP program include 2 regular faculty hires of accredited planners (1 full-time [1.0 FTE] faculty Director and 2 half-time [0.5 FTE] teaching-stream faculty) and sessional hires equivalent to 1 additional regular faculty position to meet accreditation requirements; a graduate program assistant; office space for MCP students and faculty/sessionals; classroom space available for MCP course use; and miscellaneous expenditures (i.e., advertising/promotion, software, office supplies, field trip transportation costs). These resources have been identified and approved for this program. See UVic MCP 5-Year Budget attached.

Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.	

	Projected Number of Students in MCP Program			
	Year 1	Year 2	Year 3	Year 4
Incoming 1st Year Students	30	30	35	35
Returning 2nd Year Students	0	30	30	35
Graduates Per Year	0	30	30	35
Total Graduates Since Start of Program	0	30	60	95

The intention is that all students in the MCP program will be full-time to maintain the cohort experience. Although there will not be a quota system for domestic vs. international students, it is estimated that ~70% will be domestic students and ~30% will be international students. In Year 1 (when there are only half the number of students as there is only one cohort in the program), the minimum number of students necessary for revenues to exceed costs in the first year of the Program's operation would be 8 international students and 22 domestic students (total of 30 students).

After Year 1, there will be two cohorts of students simultaneously in the Program. While costs increase due to the increased number of sessional instructors in Year 2 and moving forward, the Program maintains cost recovery due to the two cohorts of students and increasing the total number of students in each cohort to 35.

Appendix A: Documented Evidence of Engagement

Evidence of consultation is included in the attached letters of support and related correspondence.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW GRADUATE DEGREE PROGRAM

Master of Community Planning

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean or designate	Lois Harder, Dean, Faculty of Social Sciences	soscdean@uvic.ca
Academic unit, department, or school	David Atkinson, Acting Chair, Department of Geography, Faculty of Social Sciences	geogchair@uvic.ca
Name, title, and email of contact person	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2026 (calendar) September 2027 (first intake)

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	January 8, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	August 21, 2025
Departmental/School approval	Sept. 26, 2025
Resource requirements approval (by Dean)	Sept. 26, 2025
Faculty Curriculum Committee approval	Sept. 26, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	Oct. 8, 2025
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Nov. 3, 2025

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before GEC submission deadline).

Consultations must be initiated at least 6 weeks before GEC submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Oct. 1, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept. 11, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sept. 11, 2025	Y
External and Internal Consultation (letters of support as per section F)	Aug.-Oct. 2025	Y
Non-standard Tuition	**Yes* or N/A**	**Non-standard**

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW GRADUATE DEGREE PROGRAM

		form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template		Y

NOTE: You should first complete the Ministry of Post-Secondary Education and Future Skills stage 1 Review for New Degree Proposals Template before completing the UVic Supplemental Template

A. What are the admission requirements for the proposed graduate program?

MCP Admission Requirements

To be eligible for admission, applicants must:

- submit unofficial copies of all post-secondary transcripts. Official copies will be required before admission is finalized, should an applicant be accepted.
- provide a current resume.
- submit a 1-2 page Statement of Intent that speaks to your interest in community planning and how the degree relates to your career plans, personal values and goals.
- provide two reference letters that offer an assessment of the applicant's academic or professional abilities.

B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)
Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

MCP Curriculum Design

This degree will meet all requirements of the accrediting organization (the Professional Standards Board which operates on behalf of the Planning Institute of BC). These are specified at: https://psb-planningcanada.ca/university-accreditation/ and in part shape the degree requirements and curriculum. The program requires a minimum of 25.5 units, including 22.5 units of core courses and 3.0 units of electives. Students generally complete the program on a full-time basis. Co-op is strongly recommended for all students in the program. Courses labeled with an * below are new courses. All other courses already exist at UVic.

Students must complete:

Year 1 – Fall Term PLAN 500 – Histories and Futures of Planning (1.5)* PLAN 501 – Planning the Resilient City and Region (1.5)* PLAN 502 – Community Plans and Policies (1.5)*	**Year 1 – Spring Term** PLAN 510 – Urban Design (1.5)* PLAN 511 – Planning Law (1.5)* PLAN 512 – Methods in Planning and Community Engagement (1.5)*
Year 1 – Summer Term PLAN 513 – Project Development for Planners (3.0)* Optional Co-op Work Term	
Year 2 – Fall Term PLAN 520 – Planning Theory and Practice (1.5)* PLAN 521 – Planning with Indigenous Communities (1.5)* PLAN 596 – Planning Capstone (continues in Spring term)* Complete 1.5 units of Community Planning Approved Electives	**Year 2 – Spring Term** PLAN 530 – Financial Foundations of Planning (1.5)* PLAN 596 – Planning Capstone (3.0)* Complete 1.5 units of Community Planning Approved Electives
Year 2 – Summer Term PLAN 531 – Planning Design Studio (3.0)* Optional Co-op Work Term	

Community Planning Approved Electives:

ADMN 547 – Intergovernmental Relations in Canada (1.5)
ADMN 548 – Special Topics: Public Policy (1.5)
ADMN 550 – Strategic Communication and Engagement (1.5)
ADMN 577 – Strategic Planning and Implementation (1.5)
ANTH 511 – Advanced Research Seminar in Inequality, Culture and Health (1.5)
ANTH 520A – Themes in Sociocultural Anthropology (1.5)
ANTH 585 – Advanced Research Seminar in Space, Place, Knowledge and Power (1.5)
CD 501 – Setting the Foundations for Community Change (1.5)
CD 512 – Program and Project Design, Management and Evaluation (1.5)
CD 518 – Citizen Participation and Democratic Governance (1.5)
CD 526 – Communication and Engagement (1.5)
CD 530 – Systems Thinking, Innovation and Strategic Planning (1.5)
CIVE 511 – Resilient Smart Cities (1.5)
CIVE 513 – Urban Metabolism and Sustainable Cities (1.5)
CIVE 516 – Climate Strategy (1.5)
CSPT 501 – Contemporary Cultural, Social and Political Thought I (1.5)
CSPT 601 – Contemporary Cultural, Social and Political Thought II (1.5)
DR 509 – Dispute Resolution System Design and Public Interest Disputes (1.5)
DR 516 – Access to Justice and Dispute Resolution Systems (1.5)
ECON 516 – Cost-Benefit Analysis (1.5)
ECON 525 – Public Finance and Fiscal Policy (1.5)
ECON 526 – Economics and Indigenous Nations (1.5)
ECON 548 – Applied Econometric Modelling (1.5)
ES 580 – Seminar in Political Ecology (1.5)
ES 581 – Seminar in Ethnoecology (1.5)
ES 582 – Seminar in Ecological Restoration (1.5)
GEOG 506 – Sustainable Cities (1.5)* [new cross-listing to existing undergraduate course]
GEOG 511 – Co-creating Research for Sustainable Futures (1.5)* [new cross-listing to existing undergraduate course]
GEOG 515 – Indigenous Environmental Relations and Resurgence (1.5)* [new cross-listing to existing undergraduate course]
GEOG 518 – Advanced Spatial Analysis and Spatial Statistics (1.5)
GEOG 520 – Introductory GIS for Graduate Research (1.5)
GEOG 523 – Qualitative Methods in Human Geography (1.5)
GEOG 524 – Advanced Quantitative Methods (1.5)
GEOG 532 – Urban Development in the Global South (1.5)* [new cross-listing to existing undergraduate course]
GEOG 540 – Cities and Planning (1.5)* [new cross-listing to existing undergraduate course]
GEOG 559 – Disaster Management and Community Resilience (1.5)* [new cross-listing to existing undergraduate course]
IGOV 520 – Foundations of Indigenous Governance (1.5)
IGOV 530 – Indigenous Research Methods (1.5)
PHSP 550 – Perspectives in Social Policy and Public Health (1.5)
PHSP 551 – Social Values, Ideologies and Policy Analysis (1.5)
PHSP 552 – Healthy Public Policy Strategies (1.5)
PLAN 540 – Community Development and Planning in Action (1.5)* [to be cross-listed with new CD course]
PLAN 541 – Current Issues in Planning (1.5)*
PLAN 560 – Urban Transportation Planning (1.5)* [to be cross-listed with CIVE 560]
PLAN 590 – Directed Studies in Community Planning (1.5)*
PLAN 591 – Field Studies in Community Planning (1.5)*
POLI 505 – Problems in Political Analysis (1.5)
POLI 509 – Political Theory (1.5)
POLI 516 – Canadian Politics (1.5)
POLI 558 – Topics in Environmental Politics (1.5)
POLI 563 – Violence to Indigenous Lands and Bodies (1.5)
SOCI 525 – Current Issues in Gender, Racialization and Ethnicity (1.5)
SOCI 535 – Current Issues in Ecology, Global Sociology and Social Movements (1.5)
SOCI 545 – Current Issues in Health, Aging and Society (1.5)

Program notes

- Some elective courses listed may have discipline-specific prerequisites or require considerable background knowledge and therefore permission of the department offering the course may be required. Please consult with the Community Planning director and course calendar entries carefully when planning your program.
- Some additional graduate and upper-level undergraduate courses may have a significant relevance to planning and can also be included in the MCP program as electives with the permission of the Community Planning director and the department offering the course. No more than 3.0 units of credit can be from 300-level and 400-level undergraduate courses.
- Students will only receive a total of 3.0 units for PLAN 596 with credit granted for the academic term in which the capstone project is completed.

- *Does the proposed program involve places for integration of teaching and research (e.g., non-thesis graduate programs)? If yes, please provide details.*

Yes. The Master of Community Planning is a course-based professional program primarily delivered on UVic's campus. The program includes a capstone project and design studio related to the professional field of community planning as well as a cross-listed elective course (PLAN 540/CD 540: Community Development and Planning in Action), which will involve a community-engaged learning group project.

- *Does the program include opportunities for experiential learning (e.g., practica, co-op, work terms) or other forms of community-engaged or research-enriched learning? If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.*

  Yes. The MCP program will strongly encourage students to complete a Co-op (at least two work terms). We have consulted with Co-op regarding a joint resource request to support a Co-op Coordinator position to support students in the Community Planning program. Building from a "Learning by Doing" model, planning courses will, wherever relevant and possible, integrate community-based research and projects into the curriculum, particularly in PLAN 512 (Methods in Planning and Community Engagement), PLAN 521 (Planning with Indigenous Communities), PLAN 540 (Community Development and Planning in Action), and PLAN 591 (Field Studies in Community Planning).

- *Does the program design include plans for online delivery? If yes, provide details.*

  The MCP program is designed to primarily be an in-person program. The program consists of 25.5 units total, with 22.5 units of core courses and 3.0 units of electives. All of the core courses with the exception of PLAN 513 (Project Development for Planners, 3.0 units) will be offered through an in-person delivery mode (19.5 units out of a total of 25.5 units of credit, or 76.5%). The remaining 6.0 units of credit will consist of one core course delivered online (PLAN 513, 3.0 units) and 3.0 units of interdisciplinary electives, some of which will be delivered in-person and others offered online. If a student opted to fulfill all of their elective credits through online courses, this would result in a total of 6.0 units of online course units, or 23.5%. However, if a student selected all in-person electives, then the program could be completed with 22.5 units of in-person coursework and 3.0 units of online course offerings.

C. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity and inclusion (maximum 2 pages)

- *How does the proposed program provide opportunities to include Indigenous perspectives and decolonization? Please provide details.*

  The MCP program includes a required course (PLAN 521: Planning with Indigenous Communities) that will be taught by faculty with a solid grounding in Indigenous perspectives, understandings of knowledge systems, decolonization, reflexive planning approaches, trauma-informed community engagement practices, and two-eyed seeing. This will comply with the spirit and intent of the Canadian Institute of Planners' recently adopted Policy on Planning Practice and Reconciliation. This policy speaks to Indigenous planning approaches, reconciliation, UNDRIP, the TRC's 94 Calls to Action, the Rights and Title of Indigenous peoples and communities, and the role of the planner in all aspects of practice. We hope there will be many opportunities to involve Indigenous peoples as instructors, co-instructors, guest lecturers, and field-based knowledge holders in PLAN 521 and across other courses within the program. For example, PLAN 511 (Planning Law) will include the evolution of Canadian laws as they relate to peoples, lands, and waters, and necessarily must trace the evolution and impact of laws on First Peoples. The Modern Treaty process is also a key component of this course. A second example is PLAN 512 (Methods in Planning and Community Engagement). Students will be presented with a wide array of consultation and engagement practices and will begin to build their "toolkit" for use as a community planner. This will include methods and techniques that are adaptable to a wide range of communities –

rural to urban, small to large, remote to central – as well as to the unique aspects of each community. The proponents acknowledge the inherent biases in planning knowledge as it has traditionally been taught at planning schools and will make every effort to foreground decolonizing and Indigenous perspectives across all courses as well as include a range of opportunities for Indigenous scholars and community members to participate in the delivery of the program's course offerings.

- *How does the proposed program design provide opportunities for global engagement or international perspectives? Please provide details.*

  Based on the experiences of the accredited graduate planning programs across Canada, it is anticipated that the MCP program will be of interest to international students: while we are not proposing a quota system, it is anticipated that a third of each cohort will be international students. As a cohort model, all students work closely together across the array of courses and assignments, and benefit from the international perspectives and experiences of their colleagues in the program. Additionally, the proponents have discussed dovetailing with existing international opportunities for students such as the Europe Sustainability Field School currently hosted by Dr. Cameron Owens in the Geography Department (listed as PLAN 591: Field Studies in Community Planning in the program's electives list). Students who are interested in the Co-op option may also pursue international placements. As a profession that is found in every corner of the globe, planning is necessarily informed by international perspectives, best practices, and lessons learned. International examples are an integral part of learning in the program.

- *How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details.*

  JEDI will be promoted in the following aspects of the Master of Community Planning Program:

  1. **Curriculum**
     The curriculum integrates Indigenous planning perspectives as much as possible in the design and delivery of the program. We hope to emulate the excellent partnerships that have been formed by other accredited planning programs, such as UBC's collaboration with the Musqueam Nation. We have not yet initiated these partnerships but hope to work with existing relationships and create opportunities that benefit both communities and students: we know this will take time and will endeavor to proceed in ways that fit protocols both for Indigenous communities and UVic. Within the university, we hope to work with the VP-Indigenous office and IACE office to ensure we are moving forward in a good way. Additionally, contemporary planning occurs within multicultural communities, and the issues and approaches that relate to diversity, equity, inclusion, and justice will be core elements across the curriculum design.

  2. **Spatial Justice Framework**
     Thinking around spatial justice – how planning decisions affect the equitable distribution of resources and power across communities and peoples – is a foundational element of the program. Students will gain critical tools to analyze and reshape urban environments through justice, equity, diversity, and inclusion lenses.

  3. **Inclusive Course Materials and Design**
     As an academic area of study, planning has recognized the inequities inherent in much of the course materials that are typically used in the accredited graduate planning programs across Canada. The MCP program will adopt practices to address this, including the incorporation of diverse authors and case studies into assigned readings and applying anti-oppressive design principles into assignments and projects. Additionally, there will be a strong focus on ableist practices that create unnecessary barriers for students with accessibility issues or neuro-diverse approaches to learning.

4. **Applications to the Program**
   The inclusion of a "Statement of Intent" in the required application materials is intended to reduce the reliance on only traditional metric tools (e.g., GPA) and offer students the opportunity to highlight their own approaches, experiences, and reasons for pursuing planning as a profession. The Statement of Intent will be given equal weight along with the more traditional application requirements.

5. **Professional Development with a JEDI Focus**
   We will embed JEDI principles in mentorship, career preparation, workshops, and project opportunities, encouraging students to apply these principles both in their academic work and in their practice as planners. Additionally, we hope to engage with the extensive resources available at UVic on JEDI.

- *How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.*

  The promotion of JEDI in all aspects of the MCP program includes addressing accessible and inclusive pedagogical design in readings, assignments, and assessment. Additionally, the program will draw on well-established frameworks and strategies rooted in universal access and equity. Examples include:

  - Delivering assignments through multiple methods: visuals, text, audio, and video;
  - Encouraging students to engage in diverse opportunities for expression: presentations, community advocacy, podcasts, and social media;
  - Ensuring courses offer a variety of settings and options for learning: field experiences, community engagement, and other activities that break away from traditional three-hour static lectures with a one-way flow of information;
  - Creating diverse assignments beyond traditional papers: engage students in the development of policy briefs, drafting legislation, creating proposals, developing storyboards;
  - Adopting multi-modal technical supports: incorporating auditory assistance devices into the classrooms and enabling automatic captioning on presentations;
  - Building a welcoming, inclusive learning environment for MCP students;
  - Taking care with language and materials: operating at the highest levels of inclusion in both what is said and how peoples/places are portrayed;
  - Encouraging ongoing feedback and check-ins that allow for learning by both students and faculty;
  - Ensuring that assessment rubrics are clear, unambiguous, and fair.

  Ideally, these actions and principles will empower the students to succeed both in the program and as registered professional planners.

D. Describe the learning outcomes of the proposed program.

The curriculum integrates theoretical learning with practical, hands-on experiences, particularly through the optional (but strongly encouraged) Co-op program, as well as through the integration of community-based research and real-life learning into each course where relevant and appropriate.

The graduates of the program will demonstrate knowledge and skills of Planning as described by the Canadian Institute of Planners (CIP), which defines the term to mean "the scientific, aesthetic, and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities." The proposed program will develop graduates who will demonstrate a broad interdisciplinary knowledge of the role of the planner in:

- balancing competing interests;
- understanding concepts of sustainability, from the small to the large scale, including changing

demographics, climate change, peak oil, food security, and globalization;
- taking a wide-lens approach to integrating social, environmental, and economic perspectives into actions in planning;
- applying advanced research, data collection, and analysis to the "wicked problems" of planning; and
- situating themselves as active contributors to building better communities.

The **Learning Outcomes** that develop from this foundation reflect the core competencies planners need to thrive – incorporating theory, ethics, technical mastery, community engagement, and a deep commitment to equity and sustainability:

- Demonstrate a comprehensive understanding of key planning concepts – e.g., justice, equity, inclusion, sustainability, resilience – and the historical and theoretical traditions that underpin community planning;
- Apply critical thinking to analyze, critique, and challenge the policies, institutional drivers, power structures, historical legacies, and social inequities that shape planning as a profession;
- Demonstrate proficiency in both qualitative and quantitative research methodologies, including participatory digital tools, spatial data analysis, and participatory techniques;
- Know how to translate planning research and community engagement into coherent project proposals, recommendations to elected officials, policy briefs, and plans;
- Develop planning approaches based in spatial justice;
- Practice reciprocal, community-centered engagement through models that bridge theory with real-world action while respecting each community's unique context;
- Become a reflective practitioner capable of understanding multiple perspectives;
- Uphold professional ethics grounded in transparency, inclusivity, and accountability;
- Understand and analyze the socio-political and environmental systems in which planning unfolds, enabling adaptive and equitable responses to complex community challenges – such as climate impacts, demographic shifts, and emerging futures.

E. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

The anticipated number of students at launch is 30 students. Once the program is more established, we expect the annual cohort of new students entering the program to be 35 students per year, or 70 students combined (35 students in Year 1 and 35 students in Year 2 of their respective programs).

F. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

Appendix A: Consultation with Internal Units at UVic

Evidence of consultation with internal units at UVic is included in Appendix A (see attached).

Appendix B: Consultation with Other BC Post-Secondary Institutions and Relevant Professional Bodies

Evidence of consultation with other BC post-secondary institutions, relevant professional bodies, potential employers, and professional planners is included in Appendix B (see attached).

Appendix A:
Consultation with Internal Units at UVic

Below is a summary of how we have incorporated feedback from internal units into the program proposal. Evidence of consultation with internal units is attached.

Internal Unit	Response to Feedback
Anthropology	Confirmed inclusion of ANTH 511 and ANTH 585 on electives list. Also added ANTH 520A on electives list on recommendation of unit. Have also incorporated more Indigenous content into the MCP curriculum and will promote the program to Indigenous learners.
Art History	Have not included any Cultural Resource Management courses on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
Civil Engineering	Confirmed inclusion of CIVE 511, CIVE 513, and CIVE 516 on electives list and removal of CIVE 546, CIVE 550, and CIVE 561 from list. Created new cross-listing (PLAN 560: Urban Transportation Planning) to be cross-listed with CIVE 560. Revised course description of PLAN 510 (Urban Design) to include reference to 'infrastructural systems' on recommendation of the unit. Confirmed that once the MCP program is established, we will continue discussions about a potential interdisciplinary Urban Systems program in the future.
Co-op	No concerns raised by Co-op. Confirmed that we have now included a new Co-op Coordinator position in the program budget.
Continuing Studies	Have not included any Cultural Resource Management courses on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
CSPT	Confirmed that CSPT 501 and CSPT 601 will be added to the electives list and CSPT 600 will be removed from the list.
Economics	Confirmed that ECON 516, ECON 525, ECON 526, and ECON 548 will be added to the elective list, but that students can only enroll in them if they have sufficient background knowledge of Economics. Also added a program note indicating that some electives require background knowledge in the subject areas and that students should consult with their advisor or the program director for guidance.
Environmental Studies	Confirmed that ES 580, ES 581, and ES 582 will be included in the electives list. Have incorporated more Indigenous content into course descriptions in core courses based on verbal feedback at Faculty Council.

Humanities	Have not included IS 391B or IS 391D on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
IACE	No concerns raised by IACE.
Indigenous Governance	Confirmed inclusion of IGOV 520 and IGOV 530 on electives list, but removed IGOV 510 from list as recommended. Also added a program note indicating that some electives require background knowledge in the subject areas and that students should consult with their advisor or the program director for guidance. Have incorporated more Indigenous content into course descriptions in core courses based on verbal feedback at Faculty Council.
Law	Followed their recommendation to include IGOV courses on the electives list. Didn't include LAW 383 on the electives list but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
Libraries	If Libraries is not able to provide space for the full set of books from the VIU Community Planning program when the UVic program is approved, then we will coordinate with UVic Libraries to see how many books they can support. The remaining set of books will either be stored in the Geography Department's student office space or will not be transferred to UVic.
OREM	Confirmed that this will be a Master of Community Planning rather than an MA or MSc program, which is a new degree type. Followed recommendations to only refer to unofficial transcripts. Updated the letters of reference from 3 to 2 in the Admission Requirements sections of the proposal based upon feedback and further consideration. Deleted reference to the application deadline. Added program note to clarify how many units the MCP program is in total to avoid confusion about how many credits the capstone course is.
Political Science	Confirmed inclusion of POLI 505, POLI 509, POLI 516, POLI 558, and POLI 563 on electives list and removal of POLI 524 from list.
Public Administration	Confirmed inclusion of ADMN 547, ADMN 548, ADMN 550, ADMN 557, CD 501, CD 512, CD 518, CD 526, CD 530, DR 509, and DR 516 on electives list, and removal of ADMN 504, ADMN 507, ADMN 509, CD 506, CD 510, CD 524, CD 525, and PADR 505 from list. Also jointly created new cross-listed course PLAN 540/CD 540 (Community Development and Planning in Action) based on consultation with Public Admin.
Public Health and Social Policy	Confirmed inclusion of PHSP 550, PHSP 551, and PHSP 552 on electives list, and removal of PHSP 504 from the list.
Sociology	Confirmed inclusion of SOCI 525, SOCI 535, and SOCI 545 on electives list.

See evidence of consultation with internal units attached.

Appendix B:
Consultation with Other BC Post-Secondary Institutions and Relevant Professional Bodies

Below is a summary of how we have incorporated feedback external parties into the program proposal. Evidence of consultation with external parties is attached.

The attached letters provide substantial support for the proposed Master of Community Planning. In summary, respondents noted the following:

- Planning is a growing profession with good employment prospects
- More planners are needed to address widespread social, environmental, cultural, and economic issues
- The location of UVic on southern Vancouver Island offers extensive opportunities for students to engage with First Nations communities, local governments, provincial departments, private industries, and not-for-profit entities
- Support for a pragmatic approach as described
- Highlighted the need for education grounded in economic realities
- Agree with need for co-op
- Maintenance of real-world class projects
- Locating in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment
- Adamantly agree the city of Victoria provides an excellent urban environment to foster education within the field of community planning
- Highlighting importance of maintaining a program on Vancouver Island
- Support focus on Island-based communities and First Nations' governments/communities
- Assists in addressing the shortage of planners
- Need a program on the Island for students—especially those from Vancouver Island, rural areas, and Indigenous communities—who want to pursue a graduate-level planning education without having to leave their region or take on massive costs
- Fully support ongoing opportunities to partner with First Nation communities.

The Planning Institute of BC is the accrediting affiliate/professional body that operates with other affiliates across Canada through the Professional Standards Board to accredit both planning programs and individual Registered Professional Planners (RPP): the Institute has offered full support for the proposed program. Their response notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. They confirm that planners are needed to address challenges with housing, climate resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC, and beyond.

Respondents also identified the following issues with the proposed program:

- A greater focus is needed on justice, equity, diversity, and inclusion aspects, both for students and for developing new professional planners

- The role of planners in creating inequities must be understood and addressed

In response to the feedback, the program proposal has been amended to include:

1. A substantially increased focus on JEDI principles and actions
2. Additional emphasis has been placed on the Co-op option, with wording changed to “strongly recommended” and “strongly encouraged” in program materials.
3. We will work to develop a strong relationship with PIBC and will ensure that all requirements of the accrediting institute are met through the application process and post-program establishment.
4. We will focus marketing efforts first on Vancouver Island to ensure local students are aware of the new program. Should the proposal be successful, we will immediately begin to build the relationships and partnerships needed to engage students in practical, community-based applied research and projects.

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Department of Geography/Faculty of Social Sciences

Name of Program: Master of Community Planning

Credential Level:
☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:
☒ New Degree ☐ New Program ☐ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

We are proposing a new Master of Community Planning (MCP) Program housed in the Department of Geography to provide graduate-level certification for individuals aspiring to be a Registered Professional Planner (RPP) or seeking to apply the degree to a related career field. The MCP will be an applied degree and will provide students with the skills, abilities, and knowledge to be an exceptional contributor to the planning profession. The program will meet all requirements of the Professional Standards Board (PSB), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIP), and accreditation of the program will be pursued following the completion of the UVic degree review process. Graduates will then be eligible to apply for their Registered Professional Planner (RPP) designation.

UVic's MCP program is designed around strong experiential and community-based learning activities, offering students the opportunity to learn "what planners need to know" in a stunning coastal environment on Vancouver Island, British Columbia. The geography of the region – a landscape of over 20 First Nations, 14 local governments, and the provincial capital – provides the program with a density of potential partnerships where students can engage with elected officials, citizens, and knowledge-holders on community-defined planning issues. Additionally, the program will build strong ties to

professional planning networks through mentorships with RPPs, field experiences, site-based learning, and a variety of core and elective course offerings. These opportunities, in combination with a strongly recommended Co-op, will ensure that graduates are ready to contribute to a changing world.

Rationale for the proposal (approximately 200 words)

This proposed two-year Master of Community Planning (MCP) program at UVic is intended to replace the MCP program that is closing at Vancouver Island University (VIU). VIU started a Master in Community Planning program in 2015, and it was successful until 2024 when VIU decided to eliminate its graduate studies programs. The faculty team from the MCP program at VIU subsequently approached UVic to establish a new program to replace and expand the VIU program, building on UVic's interdisciplinary strengths and institutional capacity.

The closure of VIU's program has created a significant gap in planning education in British Columbia, especially amid a housing crisis and a shortage of professional planners. UVic's MCP will not compete with existing programs but will fill the void left by VIU, ensuring continued access to planning education on Vancouver Island.

UVic offers a rich academic environment for an interdisciplinary planning program, attracting both domestic and international students. The Greater Victoria Region provides a dynamic setting for experiential learning, with a high concentration of planners, agencies, and organizations that support internships, Co-op placements, and community partnerships.

The region's diverse urban and ecological landscape serves as an ideal living laboratory for planning education, with proximity to major urban centres in Canada and the U.S. This program will prepare graduates to meet pressing community challenges through innovative, inclusive, and place-based planning approaches.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

N/A. This would be a new program at UVic.

For new programs, how many Indigenous students do you envision enrolling?

We hope that the Community Planning program will be of interest to Indigenous students from Canada and around the world. Currently, Indigenous graduate students compose 8.8% of students in the Faculty of Graduate Studies at UVic (PowerBI UVic Student Factbook – Student Headcount Demographics). As a starting point, we would envision that approximately 8-10% of each cohort (3-4 students) would be Indigenous students in the MCP program.

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The MCP program will actively recruit and retain Indigenous students through outreach and scholarships. Indigenous students in the MCP program will be eligible for nomination to receive the Jim Ounsworth Graduate Scholarship for Indigenous Students ($15,000 CAD each) and the John Michael Brownutt Graduate Scholarships (amount varies) at UVic. The Canadian Institute of Planners also offers an annual College of Fellows Indigenous Planning Student Award that "supports Indigenous students' part-time or full-time post-secondary studies at an accredited Canadian planning program" (CIP-ICU – Support That Starts in the Classroom). Additionally, the Faculty of Social Sciences will actively pursue donor funding for Indigenous graduate students in the MCP program as part of its fundraising campaigns. Moreover, the program will promote pathways for Indigenous learners into planning careers, addressing TRC Call to Action #7 by reducing educational gaps and fostering leadership opportunities for Indigenous students in community planning.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The MCP program at VIU actively engaged in community-based applied research with Indigenous communities. Over 10 years, 16 Nations engaged students in a wide range of projects including from site-specific concept plans to large-scale comprehensive community plans. The students also provided support for a wide range of community engagement activities, from short-term pop-up tables to multi-day events. It is anticipated that the same level of "Learning by Doing" will be a critical feature in the UVic program and faculty will actively work to provide support for Nations, communities, and governments interested in working with the students.

- Attracting or retaining Indigenous faculty? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Indigenous faculty will be required for courses and activities relating to planning with Indigenous communities as well as other courses that address modern planning approaches and practices. It is recognized that Indigenous planners are in high demand and attracting faculty may be challenging, but it is hoped that the UVic program will be of interest due to the applied nature of the program, the location of UVic within the territories of the Coast Salish peoples, and the potential partnerships with other programs, departments, and opportunities at UVic.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The Canadian Institute of Planners acknowledges the role that planners have played in Canada's colonial history in relation to First Peoples, wildlife, lands, and waters. CIP is actively engaging members in the development of a Reconciliation Action Plan that will address training, policy development, advocacy, and relationship-building. This includes Two-Eyed Seeing (with credit to Elder Albert Marshall), collaborating in Ethical Spaces, decolonizing planning approaches, and valuing a diversity of knowledges

and approaches to community engagement. Embedding these guiding epistemic approaches is foundational to the program, as is moving forward in new ways that recognize the requirements of UNDRIP, the TRC's Calls to Action, and BC's DRIPA. Students will also engage in land-based learning where land is the primary teacher, not a passive resource. Community-based research will only be conducted through partnerships where questions and approaches are defined by the Nations and communities. Information on CIP's current activities is available at: https://www.cip-icu.ca/reconciliation

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The "Learning by Doing" ethos of the program is best met by being out of the classroom and engaging in real-life issues important to peoples and communities. We hope to develop partnerships with the Nations and organizations of southern Vancouver Island that will provide useful deliverables while helping UVic students become better citizens and planners. Any engagement with Indigenous territories, lands, and waters will be proceeded by the development of collaborative partnerships and the identification of questions/outcomes by the Nation or organization. Ideally, students will become a valuable resource that can assist in addressing problems or building out new opportunities through these partnerships.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☒ Yes ☐ No

We do not anticipate the proposed MCP program drawing heavily on IACE resources. However, it is possible that the following may be involved:

- Indigenous students in the MCP program visiting and studying at the First Peoples House;
- Possibly delivering the proposed course, PLAN 521: Planning with Indigenous Communities, in a classroom space in the First Peoples House if space is available;
- Occasionally requesting assistance with booking Elders for special program events and consulting with IACE related to community engagement with Indigenous partners.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

The MCP program will advance UVic's Indigenous Plan (Xʷkʷənəŋistəl | W̱ȻENEN̲ISTEL) and Strategic Plan (*Distinctly UVic*) by embedding reconciliation, sustainability, and equity as core values of the program. Guided by the teaching of ʔetalnəẇəl̓ | ÁTOL,NEUEL – respecting the rights of one another and being in right relationship with all things – the program aligns with institutional priorities to uphold Indigenous rights, honour local laws, and integrate Indigenous ways of knowing and being across teaching, research, and governance.

The curriculum will include PLAN 521: Planning with Indigenous Communities, emphasizing land-based learning, relational governance, and Indigenous worldviews, supporting DRIPA Action 4.5a and TRC Calls to Action on culturally appropriate education. Partnerships with Indigenous nations will foster community-led projects, mentorship, and research, advancing goals to work together (ĆȺNEUEL OL) and prepare for the work to come (S,HOL E̱T̲ MEQ EN ENÁ SE SĆȺ).

Aligned with the Strategic Plan's "People, Place, and the Planet" priority, the MCP program will promote social and environmental sustainability through planning practices that respect Indigenous territories and stewardship principles. By creating pathways for Indigenous students and faculty, and embedding accountability measures, the program will contribute to UVic's vision of a university that is inclusive, responsive, and transformative, thereby helping to move each other forward in a good way.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



01-Oct-25

Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

As the IACE resources identified are part of our regular scope and responsibilities, a formal letter of support is not required. -RH

Senate Committee on Planning
Required Internal Consultations

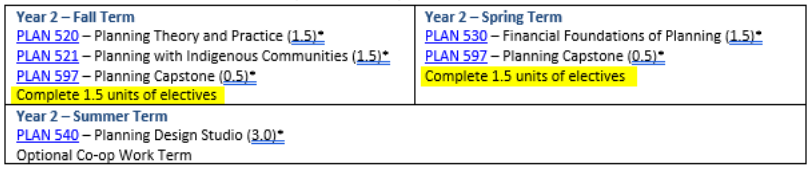
Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences	
Consultation date: **Oct 15, 2025 (OREM)**	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager,	Proposal	Question about the degree: Is this a new degree, or is it a Master of Arts/Science in Community Planning? Admission requirements: - Only unofficial transcripts are required at the time of application, not official. - FGS requirement is for two references, not three. In addition, it is not possible to update the Online Admission Application to require 3 references.

Curriculum and Calendar), Ashley de Moscoso (Assoc. Registrar), Marc Bavin (Associate Registrar), Rachel Strandquist (Director, Graduate Admissions & Records)		Also in Section A, in the deadline section (page 2), the sentence should be updated to "The application deadline is December 1 each year for September entry in the following year". In Section B (on page 3), Fall and Spring term electives • Should they specify 'Community Planning-approved Electives" or any other qualifier?  **Year 2 – Fall Term** PLAN 520 – Planning Theory and Practice (1.5)* PLAN 521 – Planning with Indigenous Communities (1.5)* PLAN 597 – Planning Capstone (0.5)* Complete 1.5 units of electives **Year 2 – Spring Term** PLAN 530 – Financial Foundations of Planning (1.5)* PLAN 597 – Planning Capstone (0.5)* Complete 1.5 units of electives **Year 2 – Summer Term** PLAN 540 – Planning Design Studio (3.0)* Optional Co-op Work Term - Recommend that the program totals match between SCP and Kuali. The last time we checked, they were not the same (although this may have changed since our last review).

Signature: _____

Date: _____Oct 15, 2025_____

Senate Committee on Planning
Required Internal Consultations

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- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
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- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 11, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrea Giles, Executive Director, Co-operative Education Program and Career Services	Emailed SCP Proposal and Kuali Proposal	Thank you for forwarding your proposal to me for consultation. Having read through your attached document, I have no concerns with respect to the Co-op program. As noted in our consultation meeting, I indicated that I am extremely enthusiastic about this new Master of Community Planning. The inclusion of a Master level optional Co-op program with at least two work

		terms is strongly supported. That the Co-op work terms will be clearly encouraged by the academic unit is gratifying. I anticipate that your new program will have a positive impact on Co-op and will offer opportunities for new employer and student engagement. We discussed resourcing requirements briefly and we are in agreement on our next steps. Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: _____

Date: September 16-25

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

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- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 11, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Daniel Brendle-Moczuk on behalf of Jonathan Bengtson, University Librarian	Emailed SCP Proposal and Kuali Proposal	UVicLibs fully supports the Master of Community Planning proposal…but with the caveat that until we know exactly what VIU has in terms of resources they are willing to give UVic…don't know yet 'IF' we currently have enough resources to fully support the program.

Signature: _____

Date: WedOct15, 2025

Senate Committee on Planning
Required Internal Consultations

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Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

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- Libraries – bengtson@uvic.ca
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Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Brian Thom, Chair, Department of Anthropology	SCP and Kuali proposals	I'm glad UVic is picking up the planning issue. It is particularly important that we offer these pathways for Indigenous communities who are actively engaged in these issues. From my point of view, it would be fine to have those two classes [ANTH 511 and ANTH 585] listed as electives. They will certainly give someone working in community planning contexts at a graduate level some excellent 'big picture' and 'philosophical' kind of

		grounding. I can't think of other graduate courses in our curriculum that also does this except perhaps for Anth 520a (Ethnographic Mapping and Indigenous Cartographies) where we actually talk about Indigenous land use planning explicitly, and work through methodologies of data collection/management/analysis that relates to land use planning. The only trick is that 520a has at times in the past been taught in other themes (Feminist Theory, etc) but generally it is used for this course.

Signature: _____

Date: 06 Oct 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Erin Campbell, Chair, Art History & Visual Studies	SCP and Kuali proposals	This program will make a tremendous contribution to creating liveable cities. It is a wonderful way to continue to offer the credential in light of VIU discontinuing the program. Since AHVS students include in their programs Cultural Resource Management courses that have the course code AHVS I would defer to Tania and Miranda on the question of the CH course. I wish AHVS had courses at the graduate level that we could contribute but it is something to potentially aspire to as we continue to develop our graduate curriculum. A course on public art, urban art, design, and placemaking, and the role of artists in urban planning and creating liveable cities would be a great addition. I wish you all the best as you

		work your way through the curriculum process.

Signature: Erin J. Campbell

Date October10, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: August-October, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Thomas Froese, Chair, Department of Civil Engineering	SCP and Kuali proposals, email exchange, and meeting.	Based on our discussion, below are the key points we have agreed to: 1. CIVE 511, CIVE 513, and CIVE 516 can be kept on the Community Planning electives list, while CIVE 546, CIVE 550, and CIVE 561 should be removed from the list. 2. Create a new cross-listing, PLAN 560 (Urban Transportation Planning), that will be cross-listed with CIVE 560 (Urban Transportation Planning). This would be offered by one of the new hires in the planning program and would be open to both planning and civil engineering students.

		3. Revise the course description of the core course, PLAN 510 (Urban Design), so that it includes reference to 'infrastructural systems' as one of the key themes in the course. CIVE would like to see the PLAN 510 course open to Civil Engineering students in some form (details to be determined, and understanding that the requirements for the Planning program need to take precedence on this). 4. Once Geography's planning program is approved by the province, we can continue the discussion about further collaboration related to a possible interdisciplinary graduate program related to Urban Systems or related themes.

Signature: _____ Thomas Froese 2025.10.15 18:12:33 -07'00'

Date: _____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Tania Muir, Director of Languages, Arts and Culture, Division of Continuing Studies	SCP and Kuali proposals	I am in agreement that this will be an incredible opportunity for UVic to provide continuity of learning for those interested in professional and community planning following the closure of the VIU program. I am so pleased to hear that the Department of Geography is taking the lead on this! CH 562 course was part of the Graduate Professional Certificate in Cultural Heritage Studies. While this program was sunset at the graduate level, we do still offer the course at the 400-level under the same course title (please note that the 500-level course is being retained in the graduate calendar at this time solely for the purpose of supporting the one remaining learner who will be participating in the equivalent AHVS 488X at a graduate level in 2026 to complete her credential).

		As you are likely aware, the Cultural Resource Management Program (CRMP) has been working in collaboration with the Department of Art History and Visual Studies for over 30 years to offer education and training to emerging and mid-career professionals working in the museum, heritage and cultural sector. Combining theory and practice, our courses and programs support those working within the field, as well as providing access to undergraduate and graduate learners in related disciplines. While the CRMP currently only has courses offered at the 400-level, our learners are primarily degree holders, many with graduate credentials, who also bring professional experience working within the field. Based on the quality of our courses and relevance to graduate learners, the Department of History at UVic have built their Public History MA with our CRM courses as core and electives to the program (AHVS 486A-489L). Please see below that in alignment with the requirements of the Faculty of Graduate Studies they indicated that while 400-levele courses are permissible, at least 12 units must be at the graduate level. In addition to the Curatorial Planning and Practice course that you have suggested, you may be interested in our AHVS 489L Heritage Conservation Planning. This course provides an overview of heritage planning in the context of urban (and rural) planning and

		development. Considering both individual and collective historic places (e.g., buildings, historic districts, cultural landscapes, archaeological sites) in a wide variety of geographical and physical contexts, the course approaches heritage planning within the larger framework of community planning and sustainability. I know these, as well as our other heritage offerings we provide, are of great interest to the Canadian Association of Heritage Professionals (CAHP), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIB). Apologies for the long message. Happy to chat further if that is helpful! Public History **Admission requirements** Admission requirements are the same as for the MA in History Stream, however a candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above. **Program requirements** 1. Complete all of the following 1. Complete 3 units of: Cultural Heritage Courses, selected from AHVS 486A-489L 1. Complete all of: ▪ HSTR515A - Public History (1.5) ▪ HSTR597 - Public

		History Stream Research Project (6.0) 1. Complete 4.5 units of: graduate History courses. Students are strongly encouraged to take HSTR 500. The 4.5 units of graduate History courses may include only 1.5 units of field school courses. The department will accept GMST 589 in lieu of 1.5 units of graduate History courses. Students are also required to complete a final project (HSTR 597) and a work-experience component. In certain cases, because of student background or course availability, one or more of the above courses (except HSTR 515A and HSTR 597) may be replaced by a different course with approval of the Graduate Adviser and the Faculty of Graduate Studies. This may include a language course, a relevant graduate course in History or another department, or a 400-level course in Cultural Resource Management. At least 12 units must be at the graduate level.



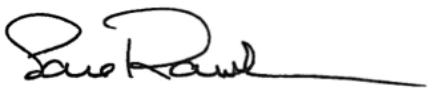
Signature:

Date: October 2, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Sara Ramshaw, Director, CSPT Program	SCP and Kuali proposals	This is a great idea. However, the CSPT 600 course is the course that is cross-listed with courses in other CSPT units and is not itself a standalone course. You may be thinking of the CSPT core course that the CSPT Director teaches: CSPT 501 (MA)/601(PhD): Contemporary Cultural, Political and Social Thought I & II. As non-CSPT students are able to take this course with the Director's permission then this could work for your proposed program.

Signature: 

Date: 30 Sept 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
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Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Martin Farnham, Graduate Advisor (Fall 2025), Department of Economics Marco Cozzi, Incoming Graduate Advisor (Spring 2026), Department of Economics	SCP and Kuali proposals	Feedback from Marco Cozzi: "Overall, I think that the proposed master would be a nice addition to the UVic graduate programs. Here are my two cents, but Martin might have a deeper understanding of these issues, and perhaps a different opinion: 1. Usually, our Graduate courses are fairly small (apart from Econ 516, which tends to be popular). From a logistical perspective, having a few more students should not be an issue. 2. Econ 526 is not offered every year; sometimes to make it viable it is taught jointly with the

		undergraduate students. 3. Econ 525 and 526 do require some prerequisite knowledge in both math and stat (Econ 516 only in math). The prospective students in the Master of Community Planning would need to have those skills to succeed in these courses. If their technical academic background were to be weak, we would ask (require?) them to attend the Graduate Math/Stat "refresher" course that is usually taught by an Econ prof in late August/early September. 4. An additional course that you may want to consider including in the list of Econ courses is Econ 548, Applied Econometric Modelling. I think that the techniques taught there might be useful for the students in the proposed program. However, for this course, the stat knowledge prerequisite would be even more binding." Feedback from Martin: "None of these courses has a graduate pre-requisite, but all of them require a very strong background in economics. I

		can't speak for 526 but 516 and 525 are quite technical. I would say they would only make sense for students to take if they were the equivalent of a strong BSc student in economics prior to joining the planning program. Otherwise they'll be lost. So I don't know whether there's an asterisk approach one can take to this, or a subsidiary list of courses available depending on a student's academic background. But I'd definitely be cautious about listing these ECON courses as ones that *any* planning student might take." SOLUTION PROPOSED BY APPLICANT: "Thanks for your feedback about the ECON courses on the Community Planning electives list. What I would propose is to keep the courses on the list – and add ECON 548, as Marco suggested – since when planning students enter the program, they will discuss their elective options with an advisor who can help direct them to electives that they are prepared to take based on their undergraduate background. If they don't have a solid background in ECON, then they would be advised against taking these courses. I'll also add a program note indicating that some electives require background knowledge in the subject areas and that students

		should consult with their advisor or the program director for guidance." Solution above supported by ECON.

Signature: _____ _____

Date: ____2 Oct 2025_____

Senate Committee on Planning
Internal Consultations

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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Deborah Curran, Director, School of Environmental Studies	SCP and Kuali proposals	This is great news! I have often noted over the years that our community work from campus misses the expertise of planning professionals so this will be a wonderful addition to UVic. Thanks for your efforts on this front. While Natalie and I will delve into the proposal once this term launches, we can confirm that we welcome our 500-level topic courses being open to students in this new program.

Signature: _____

Date: 9 October 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Lisa Surridge, Associate Dean Academic, Faculty of Humanities	SCP and Kuali proposals	Adrienne and I have consulted, and we suggest IS 391B or 391D as possibilities [for electives]. They both allow registration with permission of the department. I have not yet consulted IS about whether they would agree to have them included.

Signature: Lisa Surridge

Date: 29 Sept. 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Hōkūlani K. Aikau, Director, School of Indigenous Governance	SCP and Kuali proposals	IGOV 510 is restricted to IGOV students in part because the land-based opportunities integrated into the course are paid for out of our small operations budget. If we had external funds to support more students, then we might consider it. We also like to keep it small because the course is designed to provide students with the space and time to develop a personal framework for how to be a good visitor on these lands and waters. The course is not designed to be overtly academic. IGOV 530 & 520 do that work. We find that students from other disciplines get a lot out of IGOV 530 Indigenous research methods, and IGOV 520 Foundations in Indigenous Governance. These courses might be more appropriate for the Master's in Planning. Please be advised,

		students who enroll in our Master's level courses need some kind of background in Indigenous studies (broadly conceived). We find it challenging to welcome students into our graduate level courses who have never taken an Indigenous focused course or who do not have any life experience working with Indigenous nations or community organizations.



Signature: _____

Date: September 29, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrew Newcombe, Associate Dean Academic and Student Relations, Faculty of Law	SCP and Kuali proposals	This is a great proposal. Having a community planning program at UVic fits so well with the university's overall academic strengths and mission, in particular the community and sustainability focus. I'm pleased to see that there is a required courses on Planning with Indigenous Communities. In terms of approved electives, I am wondering about whether any of the indigenous governance program courses might be considered as relevant, for example, IGOV520 Foundations of Indigenous Governance. With respect to LAW 383, Municipal Law, it could be an elective but it would be restricted to grad students

		who have at least some legal training as it is an advanced course that requires knowledge of statutory interpretation and constitutional law.

Signature: 

Date: 9 October 2025

Senate Committee on Planning
Internal Consultations

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Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Simon Glezos, Graduate Advisor, Department of Political Science	SCP and Kuali proposals	This sounds like an exciting opportunity. The list of Poli sci courses you have is generally good, and it shouldn't be a problem accommodating non-poli sci students (within reason, I'm not sure how large a program you're envisioning). The only exception is POLI 524 Politics of Colonialism, which probably won't be offered going forward as the primary instructor for it is on long-term leave.

Signature: _____

Date: _October 1, 2025_____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Jill Chouinard, Director, School of Public Administration	SCP and Kuali proposals	Responses below from Marlowe Morrison (Program Manager) on behalf of Public Admin: Thank you so much for the chat today! It is so interesting to hear what is happening with the new Community Planning program, it sounds like there might be some great opportunities for our schools to work together. Below is the edited list of electives, removing MPA core courses (these are typically full) and courses that are not currently offered. The two highlighted courses will be revised as part of our MACD program change, but should still be applicable as possible planning electives. For all courses, there would be limits on non-program student seats

		available, so unit permission would be required. ~~ADMN504 - Government and Governance (1.5)~~ o ~~ADMN507 - Public Sector Leadership (1.5)~~ o ~~ADMN509 - Economics for Policy Analysis (1.5)~~ o ADMN550 - Strategic Communication and Engagement (1.5) o ADMN577 - Strategic Planning and Implementation (1.5) o CD501 - Setting the Foundations for Community Change (1.5) o ~~CD506 - Enterprise Development for Community Benefit (1.5)~~ o ~~CD510 - Leadership, Management and Governance within Organizations (1.5)~~ o CD512 - Program and Project Design, Management and Evaluation (1.5) o CD518 - Citizen Participation and Democratic Governance (1.5) o ~~CD524 - Leadership and Organizational Development for Communities (1.5)~~ o ~~CD525 - Managing Organizations, Systems and Community Transformations (1.5)~~ o CD526 - Communication and Engagement (1.5) o CD530 - Systems Thinking, Innovation and Strategic Planning (1.5) o DR509 - Dispute Resolution System Design and Public Interest Disputes (1.5)

		o DR516 - Access to Justice and Dispute Resolution Systems (1.5) o ~~PADR505 - Policy-making and Policy Communities (1.5)~~ Other Grad courses: ▪ ADMN 548 - Special Topics: Public Policy (Example topics: Sustainability Transitions, Governance for Planetary Health, Indigenous Governance in Canada) ▪ ADMN 547 - Intergovernmental Relations in Canada Related courses that you might want to take a look at just out of interest, and/or for consideration for the elective list are: ○ ADMN423 - Local Government and Governance (1.5) ○ ADMN445 - Urban and Regional Development (1.5) ○ ADMN446 - Local Government Land Use Planning (1.5) ○ ADMN452 - Local Government Law (1.5) My understanding is that upper-level undergraduate courses can be included in a graduate program elective list (e.g. our MPA on-campus), if desired. Please reach out if any other information would be helpful, or the above is not clear!

		— Over the course of the conversation [at our August 29, 2025 meeting], we discussed how a shared/cross-listed elective course could be an opportunity for students in both programs to work together, given professionals are very likely to work alongside one another! We discussed the possibilities of the MACD residency potentially connecting with an intensive course, or some sort of case-study based and/or community-engaged project…

Signature:

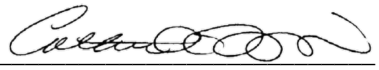
Date: September 30, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: October 9, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Catherine Worthington, Director, School of Public Health and Social Policy	SCP and Kuali proposals	Thanks very much for those clarifications. I took the request to our school council meeting last week. Consensus is that the MPH Social Policy area of focus courses (those coded PHSP 550, PHSP 551, PHSP 552) may be included on the Community Planning approved electives list. The core course for MPH students, PHSP 504, should be removed from the list, at least until we get a sense of the potential demand for the course(s). (The rationale was two-fold – there was concern about diluting the MPH cohort experience in a core course, and 504 is already typically at/over registration cap so has little

		room for additional students.) I look forward to hearing/seeing more about the new program.

Signature: 

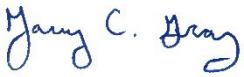
Date: 14 October 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: October 9, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Garry Gray, Graduate Advisor, Department of Sociology Steve Garlick, Chair, Department of Sociology	SCP and Kuali proposals	Feedback from Garry Gray: I will note that I am mostly fine with what you have proposed below (re: the inclusion of the three SOCI courses). One caveat: Graduate students normally need permission from both our department and the instructor for our graduate courses if they are not a sociology graduate student. Thus, it's fine to include them but if they wish to take the course they will still need to gain individual permission to take the course (so, I cannot speak for Steve, but I think it's fine to include the three SOCI courses as part of the electives for the new Master's Program but for a student to take any one of those three courses the student will still

		need individual permission of the instructor - which, I suspect in most cases will not be an issue). Perhaps this is the normal process anyway (for what you envision) but just thought I would mention it. Feedback from Steve Garlick: I don't see any problem with this proposal.

Signature: 

Date: 14 October 2025

Signature: 

Date: 14 October 2025

PIBC PLANNING INSTITUTE OF BRITISH COLUMBIA
FORWARD THINKING SHAPING COMMUNITIES

September 5th, 2025

VIA EMAIL

University of Victoria
PO Box 1700 STN CSC
Victoria, BC, V8W 2Y2

Attention: Dr. Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, University of Victoria

RE: Proposal for a Master of Community Planning Program at the University of Victoria

On behalf of the Planning Institute of British Columbia (the Institute), I am pleased to offer our full support for the proposal to establish a Master of Community Planning (MCP) program at the University of Victoria (UVic). The PIBC is the professional association of planners in British Columbia and Yukon and has been dedicated to the advancement of the planning profession for more than 65 years.

The Institute has had a long-standing relationship with the Vancouver Island University (VIU) Master of Community Planning program as well as other university planning programs across the province. Many graduates of VIU's planning program are valued members of the Institute and the planning profession and the closure of the program creates a significant shortfall in planning education within the province and across Canada.

The demand for qualified professional planners is continuing to grow, driven by the urgent need to address challenges such as the housing, climate resilience, reconciliation, and sustainable community development. With an increasing shortage of planners across the British Columbia and elsewhere in Canada, the proposal to establish a Master of Community Planning (MCP) program at UVic is critical to addressing these challenges and helping communities meet the needs of the future.

Establishing the program will directly support the planning profession and help address the gap in planning education following the closure of the valued VIU Master of Community Planning program. Without expanded access to planning education, the province will continue to face a significant shortfall in the number of qualified planning professionals.

The Institute wholeheartedly supports this proposal and recognizes its potential to contribute to the strength of the planning profession and the communities it serves. We are confident that the establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC, and beyond.

1750 – 355 Burrard Street, Vancouver, BC, V6C 2G8 Tel: 604.696.5031 Toll Free: 1.866.696.5031 www.pibc.bc.ca

PIBC PLANNING INSTITUTE OF BRITISH COLUMBIA
FORWARD THINKING SHAPING COMMUNITIES

Thank you for the opportunity to provide our support. Should you require any further information please contact the PIBC Office.

Regards,



Kenna Jonkman RPP, MCIP,
President,
Planning Institute of British Columbia

1750 – 355 Burrard Street, Vancouver, BC, V6C 2G8 Tel: 604.696.5031 Toll Free: 1.866.696.5031 www.pibc.bc.ca

From: PIBC South Island <pibcsouthisland@gmail.com>
Date: Thursday, September 11, 2025 at 3:02 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support - Master of Community Planning (MCP) program

Dear Dr. Rose-Redwood,

On behalf of the Planning Institute of British Columbia – South Island Chapter (PIBC-SI), I am writing to express our strong support for the establishment of a Master of Community Planning (MCP) program at the University of Victoria.

The South Island Chapter represents over 275 professional planners, candidates, and student members across the Capital Region, Cowichan Valley, and Gulf Islands. Our members work within 13 local governments, numerous First Nations, provincial ministries, consulting firms, and non-profit organizations – all of which are facing unprecedented demand for professional planning expertise in the midst of a housing crisis, climate change adaptation, and reconciliation with Indigenous communities.

The closure of Vancouver Island University's MCP program leaves a significant gap in graduate-level planning education in British Columbia, particularly on Vancouver Island. The proposed program at UVic is well-positioned to fill this gap. With its emphasis on applied learning, community-based research, and experiential education, the UVic MCP program will prepare graduates to address real-world challenges while advancing the professional standards of planning practice.

The South Island is uniquely suited to host such a program. The presence of multiple levels of government, First Nation communities, and a wide range of urban and rural communities provides an exceptional laboratory for applied planning education. Embedding Co-op work placements within the program will further strengthen the connection between students and employers, ensuring that graduates are job-ready and responsive to community needs.

Our Chapter sees significant potential for UVic MCP graduates to contribute meaningfully to the planning profession in our region. Within the Capital Region and surrounding communities, there are dozens of current and anticipated planning positions that could be filled by MCP graduates. The demand for skilled planners will only continue to grow in the years ahead.

For these reasons, PIBC-SI strongly endorses the establishment of the UVic MCP program and urges its approval. We are confident that this program will become a cornerstone of planning education in British Columbia and play a critical role in addressing the province's current and future planning challenges.

Sincerely,
Stirling Scory and Kelsey Tyerman
Co-Chairs, PIBC South Island Chapter

VANCOUVER ISLAND UNIVERSITY

September 10, 2025

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
By email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

I am delighted to provide a letter supporting the proposed Master of Community Planning (MCP) Program at the University of Victoria.

The discontinuation of the Master of Community Planning Program at Vancouver Island University will result in the loss of an accredited graduate program in planning on Vancouver Island. The proposal forwarded by UVic builds on the foundational aspects of the VIU program – applied experiences, community-based research, and student engagement in practical academics – then layers in new opportunities that will, I am certain, ensure the success of the proposed program.

Specifically, the option to complete a co-op opens doors to professional experiences and potentially future employment. The wide range of electives available through other programs at the university encourages students to expand their knowledge in related areas. The geographic location of UVic in southern Vancouver Island creates opportunities for projects with First Nations, local governments, and provincial agencies. And finally, the stellar reputation of the university in research and community involvement will attract highly qualified students seeking an accredited graduate degree.

As a UVic alumna, Registered Professional Planner, and as the Director of VIU's sunsetting MCP Program, I fully support the proposal as presented and commend the Department of Geography and the University of Victoria for moving forward on this important initiative.

Sincerely,

Pamela Shaw, PhD RPP FCIP FRCGS
Director, Master of Community Planning Program
UNESCO Chair, Indigenous Protected and Conserved Areas: Research and Action
Research Director, Mount Arrowsmith Biosphere Region Research Institute

SFU

School of Resource & Environmental Management
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TASC 1, Room 8405
Simon Fraser University
8888 University Drive
Burnaby BC V5A 1S6
Canada

Dr. Reuben Rose-Redwood
University of Victoria
September 10, 2025

I am pleased to provide a letter supporting the proposed Master of Community Planning (MCP) program to be housed in the Department of Geography at the University of Victoria.

I am familiar with the Vancouver Island University (VIU) Master in Community Planning (MCP) program created in 2015, which this proposal seeks to reestablish at the University of Victoria. The VIU program was highly successful and was well regarded by both academics and planning practitioners. The program provided academic training in planning combined with applied training based on collaborative projects with community and Indigenous partners supervised by academics and leading practitioners.

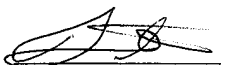
Unfortunately, the program was discontinued in 2024 due to budget constraints.

I have reviewed the MCP proposal to reestablish the highly successful VIU program in the Department of Geography at the University of Victoria. This proposed program will result in an even stronger MCP program by utilizing the extensive resources and electives available at the University of Victoria.

The proposed MCP program will fill an important gap in planning training in British Columbia by focusing on applied community and Indigenous planning on Vancouver Island and the Victoria region.

The demand for planners is very strong and reestablishing a previously successful program with an excellent track record at the University of Victoria will make a much needed contribution to the training of planners in BC.

For these reasons I strongly support the proposal.



Dr. Thomas Gunton
Professor and Director
Resource and Environmental Planning Program
Simon Fraser University

a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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16 September 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

via email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Re: Proposal for new Master of Community Planning – University of Victoria

Thank you for sharing your proposal for a new Master of Community Planning (MCP). In light of the recent closure of the Master of Community Planning program at Vancouver Island University, the proposed program provides welcome additional capacity.

We, at the School of Community and Regional Planning (SCARP) at the University of British Columbia, find strong demand for planning professionals within the Lower Mainland and beyond. The knowledge, skills and capacities of planners are highly valued in finding practical ways forward in the face of key societal challenges including the housing crisis, inequalities, climate change, intolerance, reconciliation and more.

It is good to see how the proposed program will build on the established track record of the planning program at Vancouver Island University. I can also see how students will benefit from the wide range of elective courses which will be available. As you continue to develop the program, it might be worth thinking about the precise phasing of the courses over the two years.

In your proposal you refer to UBC's Master of Community and Regional Planning (MCRP) program as having a "broad-based focus and a strong theoretical orientation." I am not sure whether you are aware that we reviewed and significantly revised the MCRP program four years ago. The program provides a strong all-round planning education, and reflects of the School's tag-line of "Knowledge in Action: Planning in Partnership." We are centrally concerned with how to equip students with the capacity to translate ideas into workable actions. Requirements of the program, for instance, are that all students complete an internship, and during the second year students work in small teams for two terms on live client-based Studio or Practicum projects. We reserve 20% of the places on our program for students taking the Indigenous Community Planning (ICP) concentration. This concentration results from a partnership between SCARP and the Musqueam Indian Band. It is the only known program where the content is co-designed, co-delivered and co-taught by the First Nation on whose lands the University is located, and has received national and international acclaim.

Thank you once again for sharing the proposal. We wish you every success as you develop and refine the program. I'm sure the MCP will be a worthwhile addition to the current complement of accredited planning programs in British Columbia.

Yours sincerely,

Heather Campbell
Professor and Director
School of Community and Regional Planning

Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Sept 15, 2025

Dear Reuben Rose-Redwood, Ph.D.

Please accept this letter as support for the proposed Master of Community Planning Program at the University of Victoria (UVIC). The University of the Fraser Valley (UFV) would encourage students in the undergraduate regional and community planning program to apply for acceptance into UVic's proposed program. A graduate program on Vancouver Island that integrates a critical and applied focus is needed in British Columbia, given the challenges facing community and regional environments, as well as the recent loss of a program at Vancouver Island University.

Sincerely,

Cherie Enns

Dr. Cherie Enns, RPP

Chair, UFV Bachelor of Regional and Community Planning

From: Tara Clapp <Tara.Clapp@unbc.ca>
Date: Thursday, August 28, 2025 at 1:22 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: David Atkinson - Geography Chair <geogchair@uvic.ca>, Pam Shaw <pam.shaw@viu.ca>, Lindsay Chase <lindsay.chase@saanich.ca>, Mark.Holland@viu.ca <Mark.Holland@viu.ca>
Subject: RE: Consultation Request: Proposed Master of Community Planning Program at UVic
Hi all –

A request for **correction** in the request:
Can you please address the misrepresentation of the UNBC accredited undergraduate degree in professional planning as 'one of several general undergraduate degrees in Planning' in the province?

I would really appreciate this correction, and would ask that you resend this letter to the other Schools once it is corrected.

If you or any of the co-authors would like to learn a bit more about the UNBC accredited programs in Planning in particular, and the role of professional undergraduate education in Planning in North American, I would be happy to arrange a meeting to discuss.

In the meantime, UNBC offers one of the now three fully accredited professional degrees in Planning, which is a distinct degree from the 'general undergraduate' planning degree.

On the proposal:
I am pleased to hear that UVic is interested in discussing the potential for the continued opportunity for accredited planning education outside the Lower Mainland, and would be interested in discussing eg. ideas about collaboration that could be pursued.
I'm sure that the Province is sensitive to the fact that there are 'seats' available in the Province for the education of professional planners – it would be great if you were open to discussing some creative ideas where we might work together on this.
We do have seats available in graduate planning classes, taught by accredited professional planners/academics, and would be interested in exploring the potential for some cross-pollination, as our areas of focus have been very similar to VIUs in the past.

Thanks!
Tara

Dr. Tara Lynne Clapp, RPP, MCIP
Associate Professor and Chair
School of Planning and Sustainability
University of Northern British Columbia
(236) 792-4460
On the unceded territory of Lheidli T'enneh First Nation

From: Barry Wylant <bwylant@ucalgary.ca>
Date: Monday, September 15, 2025 at 11:22 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: John Brown <brownj@ucalgary.ca>, Enrica Dall'Ara <enrica.dallara@ucalgary.ca>
Subject: Fwd: Query about U of C's Doctor of Design

Dear Dr. Rose-Redwood,

Thank you kindly for your email and inquiry about our SAPL doctoral programs. For your reference, I am the SAPL Graduate Program Director, responsible for our thesis degrees and our Dean, Dr. Brown has kindly forwarded your email to me as the the appropriate respondent.

Please note that we have two doctoral programs, the Doctor of Design (https://sapl.ucalgary.ca/future-students/graduate/doctor-design-ddes), and the PhD in Environmental Design (https://sapl.ucalgary.ca/future-students/graduate/phd-environmental-design-phd).

As a quick reference, the DDes program is an executive degree targeting mid-career professionals, where residency is not required, and students continue to work in their professional practice while completing the degree. Graduates from your proposed MCP program would be eligible for the DDes after several years of professional practice (our recruiting page indicates 7 years as a targeted threshold), but not immediately after graduation from UVic. The focus of the DDes is practice-based research, targeting candidates' research interests arising from their professional practice. The DDes requires 3 years to complete. The nature of DDes research is to develop innovation in practice, where students can actually act upon their research as an effective career step either within their existing professional role or in more entrepreneurial ventures.

An alternative is our PhD in Environmental Design. This is a more traditional doctoral program requiring residency at UCalgary and targets completion within 4-6 years. Admission is contingent upon the quality of the applicant's research proposal, available supervision and funding. SAPL must meet minimum levels of funding to successful PhD applicants, as directed by our Faculty of Graduate Studies. MCP graduates may be eligible for this program, allowing for the conditions noted and it does lead to more academic opportunities for graduates.

Lastly, as the proposed MCP is a course-based program, and as another option, we have a thesis-based research degree that targets recent graduates of course-based professional masters programs. The Master of Design Research (https://sapl.ucalgary.ca/future-students/graduate/master-design-research-mdr) is a 16 - 24 month thesis-based degree, which allows students to explore research interests that may emerge during their professional program. It allows students to explore a shorter term research pathway as a stepping stone to more targeted career development, and/or as a potential pathway to doctoral studies. Effectively, the MDR allows students to explore research as a potential career path without committing to the extended timeframe required of a PhD. Further, we've had success with MDR graduates finding novel career placement and leadership roles in professional firms given their research focus.

We thus have multiple potential pathways for graduates of your proposed MCP program, allowing for certain conditions with each pathway. I hope this is helpful and please reach out if additional questions arise.

Lastly, I wish you every success with the proposed new program. Given so many impactful forces on our urban systems/cities regarding housing, rural to urban migration, decolonization, and sustainability, programs like the MCP are needed in so many jurisdictions across the country.

With Kind Regards,
Barry

Barry Wylant MEDes (ID)
Graduate Program Director
School of Architecture, Planning and Landscape
The University of Calgary
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(p) 403-220-8456
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Planning and Development

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khoese@victoria.ca | 250.361.0576

September 11, 2025

Dr Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic,
Faculty of Social Sciences

Via Email to soscasdn@uvic.ca

Dear Dr. Rose-Redwood:

On behalf of the City of Victoria Planning and Development department, I am pleased to offer our enthusiastic support for the proposed Master of Community Planning (MCP) program at the University of Victoria.

As a department dedicated to fostering sustainable and inclusive urban development, we recognize the critical need for well-trained and innovative planners to address the complex challenges facing our communities today.

The closure of Vancouver Island University's MCP program has left a significant gap in planning education within our province. The proposed MCP program at UVic promises to fill this void by providing a comprehensive and applied education that aligns with the Professional Standards Board (PSB), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIP) standards.

We are particularly impressed by the program's emphasis on applied learning, community-based research, and experiential education, which are essential for preparing graduates to be effective and impactful professionals. The program's integration of UVic's strengths and its strategic location in the Greater Victoria Region will provide students with unparalleled opportunities for hands-on learning and professional development.

We believe that the UVic MCP program will play a vital role in addressing the shortage of professional planners in British Columbia. Our department currently employs 70 staff members, and we anticipate that graduates from the UVic MCP program will be well-equipped to contribute to our team. We foresee the potential to employ both co-op students and graduates from this program to fill positions within the Planning and Development department.

Additionally, we suggest considering a downtown Victoria presence for the program, which would offer numerous benefits such as proximity to key municipal offices, access to diverse urban planning projects, and opportunities for students to engage directly with the community and local stakeholders.

In conclusion, we wholeheartedly support the establishment of the MCP program at UVic and look forward to collaborating with the university to create a pipeline of skilled and dedicated planners who will shape the future of our communities.

Thank you for considering our letter of support. Please do not hesitate to contact us if you require any further information.

Sincerely,



Karen Hoese
Director Planning and Development
City of Victoria

From: Miko Betanzo <mbetanzo@victoria.ca>
Date: Monday, September 15, 2025 at 4:10 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: RE: Request for a Letter of Support: Proposed Master of Community Planning Program at UVic Planning Program at UVic

Hello,

I am writing to offer my wholehearted support for the University of Victoria's (UVic's) goal to create a Master of Community Planning Program (MCP). As a practicing scholar, former faculty member of the Vancouver Island University's (VIU) Community Planning program and senior planner and urban designer with the City of Victoria, I've seen firsthand the benefits the VIU MCP program offered, and I am very excited to see how that program could be developed and grow at UVic.

VIU's legacy of nimble, creative, practical and practicing students is a testament to the success of the program, and its potential continuation at UVic seems almost critical in this new era of heightened crises. Housing affordability, sustainable land development, health and wellness, and economic and democratic stability are all influenced and affected by how and where we build our cities. And small to medium size cities will continue to be at the forefront of addressing these crises. This means that we'll need the kind of planners that came from the kind of program that VIU pioneered, with broad skill sets, strong theoretical underpinnings and an entrepreneurial disposition to take on these huge challenges.

UVic's existing research strengths, values and setting all fit well with the applied theory requirements of a contemporary community planning program. Land use planning as a discipline itself continues to be refined and, as cities around the world struggle with addressing their shared city making challenges, there is an opportunity to be a leader in this field, right here in the capital of BC. It's exciting, I'm excited, and I see bringing the VIU MCP program to UVic as a tremendous stroke of luck, and an opportunity that should be leapt at.

Kind Regards

Dr. Miko Betanzo, PHD, MArch
Senior Planner, Urban Design
Planning and Development
City of Victoria
1 Centennial Square, Victoria BC V8W 1P6
T 250.361.0604

CITY OF VICTORIA

The City of Victoria is located on the homelands of the Songhees Nation and Xwsepsum Nation.

From: Aaron Dixon <ADixon@victoria.ca>
Date: Wednesday, September 3, 2025 at 9:47 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVic MCP

Dear Dr. Reuben Rose-Redwood,

I am writing to you in full support of a proposed Master of Community Planning (MCP) program at the University of Victoria (UVic).

Being a 2019 graduate of the MCP, I fully believe the program provided me the fundamentals of community planning and prepared me for many opportunities to apply my knowledge on Vancouver Island and beyond.

I believe Dr. Pam Shaw wouldn't sign off on moving the MCP to UVic if she didn't think UVic was a stellar environment to nurture future planning professionals. As a planner in the Transportation Department within the City of Victoria, I adamantly agree the city of Victoria provides an excellent urban environment to foster education within the field of community planning.

Thank you for your time and best of luck with shifting the MCP to UVic.

Cheers,

Aaron Dixon, MCP
Transportation Coordinator
Engineering & Public Works
City of Victoria
1 Centennial Square, Victoria BC V8W 1P6
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The City of Victoria is located on the homelands of the Songhees and Esquimalt People

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Saanich PLANNING

September 15, 2025

Dr. Reuben Rose-Redwood
Associate Dean Academic, Faculty of Social Sciences
University of Victoria
3800 Finnerty Road
Victoria BC V8P 5C2

Attn: Dr. Reuben Rose-Redwood
soscasdn@uvic.ca sent via email

Dear Dr. Rose-Redwood,

I am writing in response to your email of August 28, 2025, describing the closure of the VIU Master of Community Planning Program, and the desire to start a new accredited planning program at the University of Victoria within the Department of Geography. With the imminent prospect of no graduate planning programs on Vancouver Island, it is much more difficult to attract qualified applicants. Having a planning school here is essential.

The District of Saanich is the largest municipality on Vancouver Island, with a total staff complement of over 1200 people. More than 35 Professional Planners are embedded within the Planning Department, the Engineering Department and the Parks, Recreation and Community Services Department. Saanich currently employs 4 graduates of the VIU Master of Community Planning program, and we've found the calibre of graduates to be exceptional. In the coming years I anticipate having multiple planning positions to fill, some of which will be suitable for recent graduates or co-op placements.

The growth in demand for planners is not met by the number of graduates from all accredited schools in Canada. An additional school on Vancouver Island is much needed and supports the attraction and retention of professionals to this region. The program as proposed seems to emphasize the practical aspects of being a planner, and I support this approach.

A new accredited planning program at the University of Victoria fills a critical need both locally and provincially. I fully support the proposal and look forward to engaging with future students.

Sincerely,

Lindsay Chase, RPP, FCIP
Director of Planning

DISTRICT OF OAK BAY

September 9, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria BC, V8P 5C2

Dear Dr. Rose-Redwood,

On behalf of the Community Building and Planning Department at the District of Oak Bay (District) we are pleased to offer our support for the proposed Master of Community Planning (MCP) program at the University of Victoria (UVic). UVic is an ideal landing spot for this program, located in the provincial capital and in a region with so many local governments and countless businesses that are contributing to the planning world.

The Capital Region offers a real-world laboratory for hands-on education and opportunities to apply course work, research and major projects towards making great places more resilient and sustainable for future generations. The idea of having a master's level planning program located within the district is an exciting opportunity for the District. Oak Bay's Council project list is extensive with land use planning related priorities and we anticipate that there would be meaningful opportunities to collaborate with the MCP program and its students as part of their planning-related projects.

There is also the opportunity to continue the direction of the MCP in support of reconciliation and the integration of indigenous knowledge into contemporary land use planning. UVic's existing programs and facilities like the First Peoples House and the Office of Indigenous Academic and Community Engagement, and the Indigenous Law programs present exciting opportunities to collaborate for greater understanding of indigenous peoples and support planners to play an integral role on the path of reconciliation.

UVic has a beautiful campus which in itself is an ideal environment for learning and on ongoing planning for the campus. The opportunities are countless to work with the campus planning office, research on land use impacts on climate change and resiliency, building sustainable communities, housing, and addressing infrastructure and social needs for the community in the future. We look forward to working with individual students for research on specific topics, that may be relevant to the District, and in team projects where Oak Bay can be a case study for the program.

Thank you for the opportunity to lend our support for the MCP program. Please let us know of the next steps and how we may continue to support this effort. We look forward to working with the future MCP program as it evolves.

Regards,

Community Building and Planning Department
District of Oak Bay

Andre Boel MCIP, RPP
Director

Brian Green MCIP, RPP, MRTPI
Deputy Director

Julie Cooke
Senior Planner
Housing Delivery and Implementation

Meghan Woods
Senior Planner
Climate Action

Colin Brown MCP
Senior Planner
Housing Policy

Kyle McStravick
Planner

Sam Hadfield
Planning Technician

DEVELOPMENT SERVICES

Township of ESQUIMALT

August 29, 2025

Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria

Dr. Rose-Redwood,

I am writing in response to your email of August 28, 2025, describing the impending dissolution of the Master of Community Planning program at Vancouver Island University, and a desire to start a similar program within the Department of Geography at the University of Victoria.

In this letter I will briefly describe my background, my own systemic struggle with obtaining my Planning education, and my current issues as a Department Manager with needing, hiring and retaining Planners in the current employment market.

The Department of Geography at UVic, of which I am a proud alumnus, was where I first learned of the discipline of Planning. Dr Larry McCann and his tireless love of the discipline encouraged me, and what feels like hundreds of others, to switch focus and pursue a career in Planning. I am forever in his debt for introducing me to my chosen career, to my profession, and to a lifelong passion.

When it came time for me to attend an accredited Planning school, there was no option for me at UVic. I dreaded leaving, having built community, professional connections, close personal relationships and countless friendships during my undergraduate degree.

I ultimately attended the Faculty of Environmental Design at the University of Calgary, choosing that school for the simple reason that it was the closest available with a curriculum that interested me. Moving out of province was not an easy choice, and it resulted in me working for a significant amount of time in Calgary after my convocation. I imagine many British Columbian graduate students today are making similarly difficult choices, heading further afield and developing personal and professional relationships elsewhere rather than here in our province, on the island, and in our city.

The Master of Community Planning program at VIU was a tremendously positive step for Planning on the island. Having worked under Lindsay Chase at the Town of View Royal for a decade, I gained an opportunity to engage with many of the students at VIU through her professorship at VIU and eventually hired a student from that program in 2022.

Due to the scarcity of qualified applicants, she was the only candidate we interviewed. We were relieved that she took the position when it was offered. Unfortunately, she left two years later to

pursue a focus in Housing with the City of Victoria. There are far too many opportunities for excellent people in our current employment environment, and too few people to fill them.

Within our department at the Township of Esquimalt we have five Planners: a Director, a Manager, a Senior Planner, a Policy Planner II and a Development Planner II. We hope to acquire another Development Planner in the next year, with little hope that we will find a suitable applicant that has any experience in a British Columbian municipal context, either through education, internship, co-op program, or employment experience.

None of our three unionized Planning staff have degrees from accredited graduate programs in Canada, and as a result none have yet obtained the MCIP or RPP designations typically expected of professional Planners practicing in a Canadian Municipal context. With the closure of the VIU program I expect that this problem will only get worse in the future.

In this political, environmental, societal and cultural time in Victoria, in British Columbia, and in Canada in general, we need Planners more than ever. We have a crisis in housing, in environment, in demographics, and in public health (to name but a few) that we as Planners play critical roles in addressing. The loss of accredited professional programs at such a time is a significant blow to addressing these issues.

In hearing of a potential Master of Community Planning program at UVic, and in reviewing the proposed curriculum and program structure, I am incredibly excited and hopeful that this becomes a reality for all my stated reasons. I have no doubt that the Planning positions within my department could be immediately filled by a student completing the proposed program, especially as the program proposal includes Co-op placements and has an emphasis on experiential learning. These practical learning opportunities are critical for Planners entering a workplace and practicing with confidence and competence. We seek them out.

I wholeheartedly endorse this proposal and ask that you do not hesitate to reach out should any assistance with its implementation be required. I wish you and your colleagues all the best with the next steps in this critical endeavour.

Warmest regards,



James Davison, RPP, MCIP
Manager, Development Services
Township of Esquimalt

Cc David Atkinson, PhD
Pam Shaw, PhD, FCIP, RPP, FRCGS
Lindsay Chase, RPP, MCIP
Mark Holland, RPP, FCIP

From: Kerri Clark <Kerri.Clark@csaanich.ca>
Date: Thursday, September 25, 2025 at 10:54 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVIC MCP Program

Dear Dr. Reuben Rose-Redwood,

I am writing to express my strong support for the creation of the UVIC MCP Program. I've had the opportunity to observe the profound impact the VIU MCP program has on its students, the District of Central Saanich as an employer of two past students, and the broader community.

In my role with the District of Central Saanich I've had the privilege of working directly with students who were enrolled in and graduated from this program, and I can say without hesitation that they are among the most talented, dedicated, and thoughtful individuals I've encountered. They have demonstrated a high level of critical thinking and genuine passion for their fields as they are engaged, community-minded, and eager to apply their learning in meaningful ways.

What stands out is the strong sense of purpose these students bring to their work. The MCP program not only equips them with technical skills and knowledge but also fosters a culture of inquiry, collaboration, and integrity. Based on my direct experience, I can confidently say that the MCP program is cultivating the kind of graduates our communities and the planning profession need – individuals who are prepared to lead, innovate, and make a positive impact in the world.

Personally, as a Victoria-born and raised Planner I had to leave the province to seek a graduate degree in planning and feel strongly that the MCP program at UVIC would be well positioned to be recognized as a highly sought-after post-secondary school for planning studies and further supplement the other spectacular educational programs available locally. Moving the program to UVIC would retain this superior program and faculty who have proven to have a key role in the development of incredibly capable next generation of planners.

Please feel free to contact me if further insight or information is helpful.

Sincerely,

Kerri

Kerri Clark, MCIP RPP (she/her)
Manager of Planning/Approving Officer
District of Central Saanich
C: 250-812-4891 | P: 250-544-4219 | CentralSaanich.ca

Central Saanich

2025 09 15

Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
VICTORIA BC V8P 5C2 Via email: soscasdn@uvic.ca

RE: **Proposed Master of Community Planning Program at UVic**

To Dr. Rose-Redwood,

I write in support of the proposal for a new Master of Community Planning (MCP) program under the Department of Geography at the University of Victoria. I understand that the course of study would emphasize applied learning, community-based research, and experiential education.

The southern tip of Vancouver Island offers a unique governance environment for students to see urban and regional planning in action. This setting means that the proposed program will be able to provide great opportunities for students to begin to practice in the field with specific course-work, capstone projects and co-op work terms.

I would look forward to having a nationally accredited planning school in our backyard and seeing the region's public and private sector professionals engage with the students and faculty to develop a strong, effective next generation of planners.

Sincerely,
Sarah Jones
Sarah Jones, MCIP
District of Highlands CAO

From: Madeleine Koch <Madeleine.Koch@nanaimo.ca>
Date: Monday, September 15, 2025 at 4:57 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for Master of Community Planning program at UVic

Dear Dr. Reuben Rose-Redwood,

I am writing to express my strong support for the establishment of a Master of Community Planning program at the University of Victoria.

As someone who grew up on Vancouver Island and later moved to Manitoba in 2013 to complete my Master of City Planning degree at the University of Manitoba, I can personally attest to the value of a locally offered program. I began my graduate studies shortly before VIU began offering their MCP program. And while I was fortunate to have the lifestyle and means to relocate for my education, I know many aspiring planners with tremendous potential do not have the same opportunity.

Since working at the City of Nanaimo, I've had the pleasure of working alongside many talented graduates from Vancouver Island University's planning program. Even with a planning program at our local university, our organization continues to face challenges in filling planning positions, demonstrating the significant demand for planners. At a time when the planning profession is rapidly evolving to meet the demands of a changing world, the need for newly trained planners in positions of influence is greater than ever.

I recognize that universities today face increasing pressure to ensure financial sustainability. Still, I believe there's room for decisions to be shaped by a commitment to the public good and a sustainable future. A community planning program at UVic would not only align with these values but also complement the university's already impressive range of post-secondary offerings—making a meaningful contribution to both the region and the planning profession.

Thank you for considering this proposal.

Sincerely,

Madeleine Koch, RPP, MCIP *(she/her)*
Active Transportation Project Specialist
Engineering and Public Works
City of Nanaimo

CITY OF NANAIMO
THE HARBOUR CITY

MUNICIPALITY OF NORTH Cowichan

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September 15, 2025

Dr Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences
University of Victoria Via email: soscasdn@uvic.ca

Re: Letter of Support – Proposed Master of Community Planning (MCP) Program

Dear Dr Rose-Redwood

On behalf of North Cowichan Council, we would like to offer our strong support for the creation of a new MCP program at UVic in response to the closure of the Vancouver Island University MCP program.

The VIU MCP program is very highly regarded, with its strong focus on applied planning and links with planning practitioners "in-the-field". Having become an integral part of the character of the planning profession on Vancouver Island, its demise is a huge loss to us all. Many planners on the Island - including staff within North Cowichan - have been involved with the program in various ways. The experience they gain from this is enriching for both their careers and their municipal work projects, providing opportunities for growth, mentorship, and gaining continuous professional learning credits.

MCP students and alumni find employment at many Island municipalities, and we are no exception; we have hired 6 VIU MCP students or alumni over the past three years, including our last three planning department summer student placements. The program operates effectively as a feeder system for graduates to gain entry positions as junior planners at municipalities, non-profit organizations and private sector firms across Vancouver Island and beyond. The program also offers a valuable career path for Vancouver Island locals who would otherwise have to travel farther from home, with all the barriers that this creates. Recruiting professional planners to central Vancouver Island can be a challenge, and the loss of an on-island MCP program will exacerbate this considerably.

It is with great enthusiasm therefore that the Municipality of North Cowichan offers its support to UVic in creating an MCP program. We look forward to forging a new relationship with UVic, working with its future students and graduates, to the benefit and betterment of both our organizations.

Sincerely

Chris Istace
Acting Mayor

chris.istace@northcowichan.ca

cc: Pam Shaw, Director, Master of Planning VIU
Rob Douglas, Mayor, North Cowichan

ALBERNI-CLAYOQUOT
REGIONAL DISTRICT

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

September 15, 2025

Re: UVic MCP Program Letter of Support

Dear Dr. Rose-Redwood,

On behalf of the Alberni-Clayoquot Regional District (ACRD) Planning team, this letter is to express strong support for the newly proposed Master of Community Planning (MCP) program at the University of Victoria (UVic).

As a local government on Vancouver Island, with its office building situated in Port Alberni, the ACRD relied on Vancouver Island University (VIU)'s MCP program to provide local, qualified graduates with practical, community-based skills. With British Columbia facing a housing crisis, climate adaptability challenges, and an increased demand for planning expertise, there is a pressing need for more qualified graduates to enter the workforce.

The proposed UVic MCP program is a significant opportunity to help increase the number of qualified planners on Vancouver Island and will help ensure that communities across the province have access to the planning expertise they require. This program would provide the opportunity for local governments and agencies to secure workers that are prepared for the practical realities of planning in BC.

The previous MCP program at VIU provided well-prepared graduates that positively impacted the communities in which they worked. The ACRD has hired five (5) MCP alumni in the Planning Department over the past years, all of whom are still working on Vancouver Island helping to shape the communities in which we live. Based on our experience with VIU MCP graduates, I can attest that the ACRD would continue to hire the high-quality graduates that come out of the proposed UVic MCP program.

We strongly support the proposal and look forward to the benefits it will bring to the students and communities.

Sincerely,

Alex Dyer
_____

Alex Dyer, MCIP, RPP, General Manager of Planning and Development
Alberni-Clayoquot Regional District

September 15, 2025

RE: Letter of Support for Master of Community Planning Program at University of Victoria

Dear Dr. Rose-Redwood,

I am writing this letter in support of the proposed Master of Community Planning (MCP) program at the University of Victoria. I am a graduate of the VIU MCP program, a registered professional planner, and the Manager of Planning for the City of Port Alberni. I also sit on the Vancouver Island North Chapter Committee of the Planning Institute of British Columbia.

The discontinued MCP program at Vancouver Island University has been a tremendous benefit to the planning profession in our region. Students participate in professional events, undertake small contracts for municipalities, and upon graduation start careers in planning with local governments and consulting organisations on Vancouver Island.

The City of Port Alberni has over 150 full time employees, including five positions that could be filled by MCP graduates. Currently, two of our five planning staff are graduates of the MCP program at VIU. In the past five years, our number of planning positions has increased by 60%, and we expect to continue growing to meet the demands of the housing crisis, climate change, and increasing development interest. As a hiring manager, I've found it challenging to find qualified entry-level candidates for our planning positions, but the MCP program always produces locally-trained graduates who are willing to relocate to small communities where they are in-demand.

The proposed MCP program at the University of Victoria is crucial to supporting the planning profession on Vancouver Island, and there is a high-demand for these graduates in our municipalities.

Sincerely,



Brian McLoughlin, MCP MCIP RPP

City of Courtenay
830 Cliffe Avenue Courtenay, B.C. V9N 2J7
Phone: 250-334-4441 | Email: info@courtenay.ca
courtenay.ca

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Sent via email only:
soscasdn@uvic.ca

Subject: Support for the Creation of a Master of Community Planning Program at the University of Victoria

Dear Dr. Rose-Redwood,

As a group of practicing professional planners based in the City of Courtenay, we are writing to express our strong collective support for the establishment of a Master of Community Planning (MCP) program within the Department of Geography at the University of Victoria.

Our combined experience spans multiple sectors—municipal and regional government, Indigenous governance, the non-profit housing sector, development consulting, and academic research. Despite our varied professional paths, we are united by a shared recognition: our communities urgently need more well-prepared, interdisciplinary planners who can respond thoughtfully and effectively to the interwoven crises we are facing.

From our vantage point on Vancouver Island, we see daily how housing unaffordability, climate vulnerability, infrastructure pressures, and social fragmentation are playing out in real time—not as abstract issues, but as urgent, lived realities for individuals and families. These challenges are deeply interconnected, and addressing them requires a new generation of planners trained not only in technical competencies but in systems thinking, inclusive engagement, and equity-driven policy development.

We believe that UVic's Department of Geography is ideally suited to host such a program. Geography already offers an integrative lens on place, space, and community—bringing together environmental understanding, social analysis, and spatial planning. An MCP program grounded in geography at UVic could equip students with the critical, collaborative, and place-based skills needed to plan effectively across urban, rural, and Indigenous contexts.

The recent closure of the MCP program at Vancouver Island University (VIU) has left a significant gap in planning education in the region. For many students, VIU provided a crucial pathway into the planning profession—especially for those from Island communities, Indigenous nations, and non-traditional educational backgrounds. With that program no longer available, there is an urgent need for a new institutional home that can carry forward and evolve this vital work. UVic is well-positioned to meet this need, not only by filling the gap but by advancing planning

education through a research-informed, community-engaged, and sustainability-focused approach.

Importantly, we need to maintain skills training opportunities close to home to remove barriers to entry into the profession and talent drain away from the Island. A UVic-based MCP program would provide an accessible, locally relevant educational pathway that supports community-connected practitioners who are more likely to remain and contribute meaningfully to the region.

Vancouver Island is undergoing rapid population growth, and we expect this trend to continue in the coming decades. This growth brings both serious challenges and enormous opportunities. With the right educational infrastructure in place, UVic has the chance to be a national and global leader in sustainable community planning—showcasing how regions outside major metropolitan centres can respond to 21st-century challenges with innovation, inclusivity, and resilience.

We urge you and the Faculty of Social Sciences to support the development of a Master of Community Planning program at UVic—one that reflects the university's values and academic strengths, while directly responding to the needs and aspirations of communities across Vancouver Island, British Columbia, and beyond.

Sincerely,



Geoff Garbutt, RPP MCIP
CAO, City of Courtenay



Nancy Gothard, RPP MCIP
Manager of Community and Sustainability Planning



Andrew Stewart-Jones, MCP
Planner 2, Development



Dana Beatson, RPP, MCIP
Planner 1, Development

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Sent via email only:
soscasdn@uvic.ca

Good Morning Dr. Rose-Redwood,

I am writing to you today as a recent graduate of the Master of Community Planning (MCP) at Vancouver Island University program and practicing planner at the City of Courtenay to voice my heartfelt support for the proposed new MCP program at the University of Victoria's Geography Department.

I just began my career as a planner, having just graduated from the penultimate cohort of the previous MCP program in April. Over the last two years I anxiously awaited to test what I was learning in school. Like many new grads I worried if I would be up to the task that the real world would present me with. Thanks to my time in the MCP program, I was not only prepared, but I was confident, competent, and fully ready to step into the shoes of a practicing professional.

The MCP program was more than just training, more than education, more than a degree. MCP is a community: a family. As I've stepped into my career it has been a tremendous comfort to know that I am surrounded by other professionals that I can count on. A question about how to apply planning law? There's a former classmate. Navigating professional requirements? A former professor. Need advice about navigating a tricky situation or advice about career path? A mentor. Everywhere I turn, there is a friend of the MCP program. I have never been more grateful or prouder to belong to a community.

Given the amazing network of people that I have been introduced to through the MCP program, when the news came that the program was being cancelled at VIU I was crushed. We were all crushed. Immediately everyone wanted to find a way for the program to continue. UVIC, for many of us, was an obvious choice. I moved from Victoria after living there for ten years to attend the MCP program in Nanaimo. I always thought that Victoria would have made an excellent city to learn about planning practice.

The CRD has so much to offer planning students personally, and professionally. As a planning student the variety of urban settings is a dream. In the same day you can look at excellent examples of place-making in Cook Street, appreciate how tourism affects local communities in James Bay, appreciate the historic architecture of downtown, all while considering the impact that planners have had as settlers on the communities that existing before Victoria came to be. Victoria holds a significant place in the collective settlement and birth of planning on this side of the Country. It would be a wonderful opportunity for students to get everything the MCP program has to offer in such a prime planning locale.

Lastly, it can't be over emphasized that BC and the Island need planners. While UBC and SFU offer planning programs, the MCP program is the only program in BC offering a practical

planning education for professionals working in small communities. Without the MCP program our profession, and so all our communities, will be left without enough planners. Of the planners we will have, an even smaller proportion who understand planning for small communities. Not enough planners mean not enough development, not enough housing, not enough community spaces, not enough economic development. Without planners our cities will not be able to meet the rising tide of challenges we face; we'll just be treading water. I want communities in BC to be leaders in addressing housing, climate change, equity, and reconciliation. We can't do it without planners. We can't do it without MCP. We can't do it without UVIC.

MCP and UVIC are a natural match that could very well provide the best planning education in Canada. I implore you and the Faculty of Social Sciences to ensure we can continue to nurture the futures of our profession and our communities by supporting the Master of Community Planning Program at UVIC.

Sincerely,



Syd Bergeron,

Planning Technician at the City of Courtenay.

From: Brandon Djordjevich <bdjordjevich@kamloops.ca>
Date: Monday, September 15, 2025 at 3:50 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: UVic MCP support

Good Afternoon, Dr. Rose-Redwood,

I am writing this letter of support for a Masters of Community Planning program at the University of Victoria.

As a former UVic Bachelor of Arts – Geography graduate, I can attest to the level of expertise already in the program relating to engagement, critical thinking, demographics, land use, natural resources, climate, and many more directly related subjects.

Currently, the province lacks continued Island representation for this important educational field in one of the province's fast-growing regions (the same can be said about the Interior). Given the limited masters options at the time when I was in Victoria, neither BC option was on the Island, I chose to pursue my masters in planning in Toronto followed by a career in the Lower Mainland then the Interior. Should there have been a school on the Island, I am sure my career path would have kept me closer to Victoria. My professional program in Toronto was filled with recent undergraduate students and more mature students with full-time professional jobs that were adding onto their existing credentials and maintaining their current positions. A masters program in planning is more than just attracting and growing talent, it is also about maintaining it.

The City of Kamloops currently employs 12 employees: three planning technicians (including landscape), six planners, and three managers. Education requirements can reduce the required experience needed for more senior roles such as Planner 2 and higher.

I wish the University of Victoria the best in its pursuits of obtaining the MCP program.

With regards,

Brandon Djordjevich MPl, RPP, MCIP
Planner II | Community Planning | City of Kamloops
P: 250-828-3502 | 105 Seymour Street, Kamloops BC, V2C 1A2
Kamloops.ca | LetsTalk.Kamloops.ca | Twitter | Facebook | YouTube | LinkedIn

Canada's Tournament Capital

MAKING KAMLOOPS SHINE

The City of Kamloops acknowledges that we are located on Tk̓emlúps te Secwépemc territory, situated within the unceded ancestral lands of the Secwépemc Nation. We honour and respect the people, the territory, and the land that houses our community.

THE CITY OF TERRACE

PUBLIC WORKS \ DEVELOPMENT SERVICES
5003 GRAHAM AVENUE
TERRACE, B.C. V8G 1B3
PH. 250-615-4000
FAX 250-635-3467

September 22, 2025

University of Victoria
Department of Geography
Victoria, B.C.

VIA EMAIL

RE: Support for the new Master of Community Planning (MCP) Program at the University of Victoria (UVic)

Attention: Dr. Reuben Rose-Redwood, Professor of Geography and Associate Dean Academic, Faculty of Social Sciences
soscasdn@uvic.ca

I am writing to express my strong support for the proposed new Master of Community Planning (MCP) Program at the University of Victoria (UVic). Maintaining a master of community planning program in BC is critical following the decision made by Vancouver Island University (VIU) to cease it's MCP program as part of a restructuring. The initiative by the UVic Department of Geography to build on the legacy of the VIU program and continue the excellent and valuable contributions the graduates have made throughout BC, the Yukon and across Canada over the past decade is welcomed.

This decision has come at a time when knowledgeable, skilled and competent planning graduates are in demand. Over the past 20 plus years working as a Registered Professional Planner in B.C. with a local government I have experienced the increasing need for skilled educated planning students. The public and private sectors are facing increasingly complex challenges in delivering the wide range of services BC residents need to enjoy a quality of life in communities across this province. Establishing a Master of Community Planning program at UVic will help meet this need in coming years.

Sincerely,

David Block, MCIP, RPP
Director of Development Services
City of Terrace
PIBC Past-President (2023-2025)

District of Lantzville
PO Box 100, 7192 Lantzville Road
Lantzville, BC V0R 2H0
Tel 250.390.4006
Fax 250.390.5188
district@lantzville.ca
lantzville.ca

Dr. Reuben Rose-Redwood, PhD
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
Via email: soscasdn@uvic.ca

September 15th, 2025

Hello,

I wanted to write a letter of support for the proposed new Master of Community Planning (MCP) program at the University of Victoria.

I was saddened to hear that the Master of Community Planning program at Vancouver Island University was being closed due to financial troubles at VIU. This program fills a niche role in providing highly qualified professional planners to local governments, First Nations, and local land development companies.

Two of my staff are graduates of this program, and they entered my office with a diverse skill set that speaks to the quality of education that was provided at VIU. I also recently hired two summer students who are in the final cohort of MCP students at VIU to assist us in the development of Official Community Plan amendments to comply with changes to Provincial housing legislation. We would have struggled to complete this project on schedule if it were not for the skilled students we were lucky to hire.

The University of Victoria is in a unique position to create a new graduate program to provide students an opportunity to further their education in a rewarding career, while solving a key skills shortage in British Columbia. Other planning schools in the province at UBC and SFU are focused on planning theory, environmental planning, and research. These are valuable and set their students up for success, but smaller municipalities in particular need applied skills planners, who can address a broad range of practical, day-to-day problems as well as develop good long-range policy. For example, our planner administers the building permit system at our municipal office, as well as assists with keeping our Official Community Plan and Zoning Bylaw up to date. Smaller local government offices need planners who are skilled in reading blueprints and turning their minds to research and policy development.

As an alumni of UVic (BFA ‘08), I would be proud to see my alma mater host a new planning program.

If you have any questions please let me know.

George Robinson, MCIP, RPP
Director of Planning and Community Services
District of Lantzville
grobinson@lantzville.ca

URBAN SYSTEMS

November 12, 2025

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

Attention: Reuben Rose-Redwood, Ph.D.

RE: Letter of Support – Proposed Graduate School of Planning, University of Victoria

Urban Systems is pleased to offer our strong support for the University of Victoria's initiative to establish a graduate-level School of Planning. We understand that this proposal will advance through internal university approvals and, ultimately, through provincial and professional accreditation review. We commend UVic's commitment to strengthening planning education in British Columbia and believe this initiative arrives at an important time for the profession and for communities across the province. *Community growth and development are in flux, and planners sit at the front of the room when it comes to shaping adaptation and stability*.

We expect that the recent closure of Vancouver Island University's planning program will create a noticeable gap in regional planning education and training. While we recognize that such program decisions are complex, we see real value in maintaining a strong planning presence on Vancouver Island. Regionally grounded programs help connect graduates to the places where they live and work, improving recruitment, retention, and long-term community impact.

We are particularly encouraged that UVic's proposed program emphasizes applied, experiential learning through co-operative education and capstone projects. Embedding co-op as a core component and culminating study through capstone-based work reflects the way professional learning truly happens in our field—through collaboration, engagement, and problem-solving in real community contexts. These design elements mirror the applied nature of consulting practices like ours; where planners work alongside local governments, Indigenous partners, and community organizations to turn planning ideas into action. We have come to learn that graduates who learn this way will be ready to contribute meaningfully from day one.

We also appreciate UVic's intent to build curricular linkages to infrastructure, planning economics, transportation design and applied project delivery, and to integrate Indigenous and community planning perspectives as part of its approach. These areas of focus align closely with the evolving realities of practice and with the values we see shaping the next generation of planners.

Urban Systems works with communities across Western Canada, and we are consistently reminded of the importance of well-prepared planners who can bridge local knowledge and interdisciplinary practice. We have even been told—somewhat to our surprise—that we may now employ more professional planners than any other single organization in British Columbia. This gives us a clear stake in the future of planning education and reinforces our commitment to supporting initiatives like UVic's.

For these reasons, we are pleased to support the University's proposal and look forward to collaborating as the program develops. We welcome opportunities for co-op placements, capstone projects, guest lectures, and applied research that connect students directly with communities and practitioners. We also see opportunities

URBAN SYSTEMS

DATE: November 12, 2025 FILE: [File No.] PAGE: 2 of 2
ATTENTION: Reuben Rose-Redwood, Ph.D.

to begin working together now—identifying students from related disciplines who are interested in planning and helping them gain early experience through our co-op pathway. In time, we hope to see graduates of UVic's planning program working with us, serving clients, and making a lasting impact across Canada.

Sincerely,

URBAN SYSTEMS LTD.

Shaun Heffernan, RPP, MCIP
Partner, Senior Planner

Ehren Lee, P.Eng, CMC
Partner, Consultant

Brittany Tuttle, RPP
Partner, Community Planner

Therese Zulinick, RPP
Chair, Community Planner

/el

Abstract DEVELOPMENTS
301-1106 Cook St.
Victoria, BC
V8V 3Z9

September 2, 2025

Re: Support for the Proposed Master of Community Planning Program at UVic

Dear Dr. Rose-Redwood,

I am writing to express my strong support for the University of Victoria's exploration of a Planning program within its Department of Geography. My own professional career has its roots in a geography and planning education, having completed a Geography degree at Western and Planning degrees at both Toronto Metropolitan University (formerly Ryerson) and the University of British Columbia. Those programs provided me with the foundational skills, perspectives and practical experiences that have guided my career in real estate development.

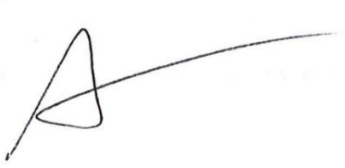
I know first-hand the value of a high-quality planning education and the positive impact it has on shaping resilient, livable communities across British Columbia. In my role at Abstract Developments, where I have worked for the past eight years, I have had the privilege of employing and collaborating with graduates of planning programs (some of the best came from Vancouver Island University). Over the past decade, planning graduates have been an integral part of our team, bringing practical skills, policy expertise, and a strong sense of community responsibility—qualities that make them indispensable to both the private and public sectors.

The closure of Vancouver Island University's Master of Community Planning program has created a gap in the training of planners who are connected to Vancouver Island. A new program at UVic which mirrors the positive attributes of the former VIU program would provide students with the opportunity to study within the unique context of the Capital Region and southern Vancouver Island, where pressing challenges around housing supply, climate resilience, infrastructure, and sustainable development demand thoughtful, well-prepared planners.

The establishment of a Planning program at UVic would not only benefit students but also strengthen the capacity of municipalities, non-profits, and private sector organizations across the region. It would help ensure a new generation of professionals is equipped to lead the way in building thriving, inclusive communities.

I strongly encourage the University of Victoria to move forward with this important initiative. Its benefits will be long-lasting for students, employers, and communities throughout British Columbia.

Yours sincerely,



Adam Cooper, MCIP, RPP
Director of Community Planning and Development
Abstract Developments

CONTACT:
+1 250 883 5579
ABSTRACTDEVELOPMENTS.COM

From: Alastair Moore <alastairmoore1@gmail.com>
Date: Tuesday, September 16, 2025 at 5:00 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for UVic MCP Program

Dear Dr. Reuben Rose-Redwood,

I wish to express my strong support for the establishment of a new Master of Community Planning program at UVic. The closure of VIU's planning program could not have come at a worse time and UVic's efforts to pick up the torch and run with it are appreciated.

The many challenges facing communities across Vancouver Island, British Columbia and the rest of Canada are daunting. Principal among these are affordability and homelessness, climate change, rapid economic restructuring, resource limits and major geopolitical shifts. Planners have much to contribute to our collective response to these and other crises.

As a Professional Planner myself and graduate of SFU's School of Resource and Environmental Management I understand and support the pedagogical and professional aims embodied in the Proposal for a Master of Community Planning Program at the University of Victoria.

I wish you and your colleagues the very best as you move forward with your proposal.

Sincerely,

Alastair Moore PhD | RPP | LEED AP | CEM
Principal, Big Bad Wolf Resilience

From: Alison Garnett <Alison.Garnett@cvrd.bc.ca>
Date: Tuesday, September 2, 2025 at 10:23 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>, Mark.Holland@viu.ca <Mark.Holland@viu.ca>
Subject: Support of a new MCP program at the UVic

RE: Support of a new Master of Community Planning program at the University of Victoria.

Dr. Rose-Redwood

I write as an alumna of both UVic and VIU. In 2006 I completed my undergraduate degree from UVic (double major environmental studies and women's studies) and began work as an entry level planner for the Cowichan Valley Regional District. At this time, a graduate level planning program did not exist on Vancouver Island.

In 2018 I was accepted into the VIU MCP program. This program filled a gap in my career, as it provided a graduate planning program right here on Vancouver Island. My experience in VIU's MCP program was excellent, with committed and highly experienced faculty, amazing community connections that allowed for experiential learning, and opportunity to study my area of interest – local government and First Nations collaborative governance.

Since completing the MCP program, I have continued working for the Cowichan Valley Regional District in long range policy planning. This career advancement was made possible by VIU's MCP program. More importantly, I am a better professional planner able to contribute to my community.

The closure of the VIU MCP program leaves a gap in graduate level research, learning and new graduates capable of carrying on the profession. It also provides an opportunity for UVic to step in and build on the legacy that VIU's program started. I encourage UVic to do so.

Thank you
Ali

Alison Garnett, MCP, RPP, MCIP (she/her)
Planning Coordinator, Planning – Strategic Initiatives
Land Use Services
Cowichan Valley Regional District
175 Ingram Street, Duncan, BC V9L 1N8
Email: Alison.Garnett@cvrd.bc.ca
Tel: 250.746.2500 Toll Free 1.800.665.3955 Fax: 250.746.2543

I am thankful to live and work in the unceded lands of the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, Lyackson, Pauquachin, Ditidaht & Pacheedaht Peoples.

From: Alison McNeil <alisonmcneil01@gmail.com>
Date: Sunday, September 14, 2025 at 10:01 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Alison McNeil <alisonmcneil01@gmail.com>
Subject: Letter of Support for Proposed Master of Community Planning

To: Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic,
Faculty of Social Sciences
University of Victoria

From: Alison McNeil, former MCIP (retired) and PIBC retired member
Former Chair and Instructor, Public Administration, Capilano University (2008-2021)
Graduate of UBC School of Community and Regional Planning (MA, 1993)

Re: Support for Proposed Program at University of Victoria: Master of Community Planning (MCP)

I am writing to express my strong support for the proposed Master of Community Planning Program at the University of Victoria.

This program as described in the proposal, is critically important to replace the program that is closing at Vancouver Island University. I completely concur with the stated rationale that the closure of the VIU's successful and distinct Community Program leaves a significant gap in planning education in BC.

UVic's strength and experience in offering first rate graduate programs, including the highly regarded Master of Public Administration, is well known. VIUs well structured, conceived and delivered MCP program would be an excellent addition to UVic's programming and I believe would be a strongly successful one.

inform PLANNING
300 - 420 W Hasting St. Vancouver, BC V6B 1G8
1824 Store St. Victoria, BC V8T 4R4
778 237 0049
informplanning.com

September 09th, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Re: Letter of Support for the Proposed Master of Community Planning Program at the University of Victoria

Dear Dr. Rose-Redwood,

On behalf of Inform Planning Inc., we want to express our strong support for the creation of the Master of Community Planning (MCP) program at the University of Victoria.

As professional planners in British Columbia, we see a growing need for skilled planners to tackle urgent issues like the housing crisis, climate change, reconciliation with Indigenous communities, and sustainable development. The closure of the MCP program at Vancouver Island University has left a significant gap in graduate-level planning education in our province. This is especially important now, as the demand for qualified planners continues to rise. Aishwarya, an alumna of the VIU MCP program, can share her personal experience on its impact and how vital it is to have a graduate planning program on Vancouver Island that effectively prepares students for professional work.

The proposed MCP program at UVic can fill this gap. Being in the provincial capital and surrounded by a diverse mix of local governments and First Nations, UVic offers an excellent environment that blends academic strength with hands-on experience. We are particularly excited about the program's focus on community research, hands-on education, and possible Co-op placements. These will equip graduates with the practical skills they need to succeed in the planning field.

Currently, Inform Planning has a team of five planners, and we plan to expand as the need for planning services grows. We see future graduates from the UVic MCP program as strong candidates for our positions, mainly due to the program's practical focus and its connection to the professional accreditation pathway.

We believe that re-establishing an accredited planning program on Vancouver Island is essential for maintaining a strong pathway of future planners in British Columbia. We commend the Department of Geography at UVic for leading this proposal, and we fully support its approval and implementation.

Sincerely,

Allison Savigny, Principal Facilities Planner

Inform Planning Inc.

Aishwarya Thabitha, Facilities Planner & Designer

Inform Planning Inc.

September 15, 2025

ATTN: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences, University of Victoria

Re: Proposal for a Master of Community Planning Program at the University of Victoria

I am writing in support of the proposal by the University of Victoria (UVic) to establish a Master of Community Planning (MCP) program housed in the Department of Geography.

As a proud graduate of UVic's geography program and now a practicing registered professional planner, I am pleased to say that my degree in geography provided a clear pathway into pursuing a career in planning. As part of the program, I was fortunate to take several foundational as well as specialized urban geography courses, many of which were taught by Dr. Reuben Rose-Redwood and colleagues throughout the department.

My desire to continue studies in geography and planning led me to complete the University of Toronto's Master of Science in Planning program, housed within a combined geography and planning department. Having an opportunity to take graduate geography classes and to learn from and alongside geography students and faculty, greatly enhanced my planning education and the ways in which I practice planning today.

Today, I work at a governmental organization who employs over 60 planning staff, including approximately seven student and assistant planners. We are located within a rapidly growing region and rely on the continuation of planning education programs and their talented graduates to fill these critical roles.

As such, I support the proposal for a Master of Community Planning program at the University of Victoria and the many benefits it would bring in serving the planning sector on Vancouver Island and the surrounding metropolitan regions within western British Columbia and beyond.

Sincerely,

Andrew Picard, RPP MCIP, BA (University of Victoria)
Senior Planner, TransLink
andrew.picard@translink.ca

From: Angela Letman <aletman@telus.net>
Date: Wednesday, September 3, 2025 at 2:58 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for UVic MA Planning program

To Whom it May Concern:
I am in full support of a Planning Masters programme being developed at the University of Victoria. A programme that is recognized by the PIBC (Planning Institute of BC) and CIP (Canadian Institute of Planners).
I am also very much in favour of it being apart of coop work experience programme. This is a valuable way for students to receive on-the-ground, real-world, and practical experience.
Our neighborhoods, villages, towns and cities need help and guidance to grow in a sustainable and vehicle-optional manner. New BC land laws, national housing programs, and climate change, mean the profession is ever changing and becoming more vital.
Additionally, as a professional planner in private practice, who is about to retire, I can tell you there is a shortage of planners both in the public, private and non-profit sectors.
I hope you will consider my support with a favourable decision to begin the programme in 2026.
Regards,
Angela Letman, MCIP, RPP
Very Coast Planning and Design

September 2, 2025

To:
Dr. Reuben Rose-Redwood
Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Via Email: soscasdn@uvic.ca

Re: Letter of Support for UVic's Proposed Master of Community Planning Program

Dear Dr., Reuben Rose-Redwood,

I am writing to offer my full support for the University of Victoria's proposal to launch a Master of Community Planning (MCP) program. As someone who has been a part of the program from its initiation and seen how it has developed on the ground, I know how urgently we need planners who understand the real-life challenges people are facing—especially around housing, climate change, transportation, and meaningful relationships with Indigenous communities. Planning should not just be about policies and zoning. It should be about people, places, and justice. That is why I am so encouraged to see UVic proposing a program that is rooted in **applied learning**, **community engagement**, and **decolonization**. This kind of training is long overdue.

The program has helped me be what I am today in the planning world, and I am extremely excited that UVic is taking this opportunity to continue this program and provide planners not only in BC but all of Northern America. Being an accredited program and having accreditation through said program is critical in these modern times. With the VIU program now closed, there is a real gap for students—especially those from Vancouver Island, rural areas, and Indigenous communities—who want to pursue a graduate-level planning education without having to leave their region or take on massive costs. The need for professional planners is growing and UVic is in a strong position to carry forward and expand what VIU started, with even more opportunities for collaboration, co-op placements, and partnerships with First Nation communities like ours.

I also appreciate that the program is being designed to meet national accreditation standards. But just as importantly, it sounds like it will center values that matter on the ground—**equity, sustainability, cultural respect, and accountability to the**

communities' planners serve. The VIU program offered that and now it will be UVic which will help grassroot level approach to the planning profession.

We need more planners who listen before they act, who work alongside—not above—community members, and who are willing to challenge the status quo when needed. I believe UVic's proposed MCP program can help shape that kind of planner.

Please count this as a strong letter of support.

Sincerely,
Benafshaw Dashti, RPP, MCIP, MCP
VIU MCP Cohort of 2015-2017
Senior Planning Officer, Leq'á:mel First Nation

From: Cheryl Wirsz <cawirsz@gmail.com>
Date: Tuesday, September 2, 2025 at 9:07 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of support for a Masters of Planning in the Department of Geography at UVIC.

Hello please accept this email as my support for UVIC to become the premier school of community planning in Canada

As a retired MCIP, I sincerely wish that UVIC was an option for me, as an islander. Honestly, nobody wants to go to Winnipeg in the winter! I have an MPA (2005) from UVIC and know how widely esteemed this degree is. An MCP from UVIC will have at least the same relevance and the draw of Victoria and UVIC will mean a large waiting list with a wide range of applicants from all over Canada Plus, Dr Pam Shaw is the penultimate professional planner with real life experience coupled with her extensive education; a big draw, and the ability to produce professional planners who are highly sought after.
This is nothing but good news for future planners, who could now get a masters in planning at one of the best schools in Canada , stay to work in BC and be entirely relevant
Yours truly, Cheryl Wirsz
Retired professional planner (MCIP and PIBC)
1709 Glen Road, Cowichan Bay, BC.
Sent from my iPhone

Christopher Bjorgan
Planner I, District of Kitimat
Master of Community Planning, Vancouver Island University
Kitimat, British Columbia
t: 306-551-4037 e: Christopher.Bjorgan@Kitimat.ca

Dr. Reuben Rose-Redwood August, 27 2025 Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

Re: UVic MCP Letter of Support

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, pragmatism, and community engagement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice, focusing on missing elements from other schools.

During my time in the program I found much common ground and diversity in the opinions of professors leading to a well rounded education. I believe the foundation the program provided led to me integrating with little difficulty into a variety of planning positions, such as at Cowichan Valley Regional District and the District of Kitimat. The loss of this program would be substantial and create a void in not only British Columbia but the Canadian educational landscape of planning where development oriented, pragmatic, planning is on the backburner. Most planning educations delve heavily into theory while neglecting the importance of zoning, land use economics, and development cycles, professors like Mark Holland make an enormous impact in building planners fit to play their role in city development.

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community, work with local, regional, provincial, and Indigenous governments, and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumni of the MCP program and for that, I am proud.

Sincerely,

Christopher Bjorgan

Planner I, District of Kitimat
VIU MCP Alumni, 2025

From: Chris Larson <clarson@salmonarm.ca>
Date: Tuesday, September 2, 2025 at 2:30 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: letter of support - UVic MCP

This is a letter of support for the University of Victoria (UVic) proposal to establish a Master of Community Planning (MCP) program housed in the Department of Geography to provide graduate-level certification for individuals aspiring to be a Registered Professional Planner (RPP) or seeking to apply the degree to a related career field.

I work within a small municipal government which employs 5 planners, potentially 5 positions that could be filled by UVic MCP program graduates.

My personal experience through the UVic Geography program assures me that the UVic MCP will emphasize applied learning, community-based research, and experiential education, with the option to include Co-op work placements as part of the degree to great success.

Much appreciated,

Chris Larson, MCIP, RPP | Senior Planner

Box 40, 500 - 2 Avenue NE, Salmon Arm BC V1E 4N2

P 250.803.4051 | **E** clarson@salmonarm.ca

CITY OF SALMON ARM

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From: Chris Oberg <cobergviu@gmail.com>
Date: Monday, September 15, 2025 at 11:52 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Email of support for Proposed Master of Community Planning Program at UVic

Hello,

I am writing an email to express my individual support for the proposal to establish a Master of Community Planning (MCP) housed in the Department of Geography at the University of Victoria.

I am an alumni of the Master of Community Planning Program at Vancouver Island University (VIU) and a practicing regional park planner with the Capital Regional District. I worked on a master's project with VIU and the IISAAK OLAM Foundation to pitch, fund, develop and launch Canada's first advanced planning certificate in Indigenous Protected and Conserved Areas (IPCA's), (PIBC Student Award, 2022 with funding from the Real Estate Foundation of BC, the Conservation through Reconciliation Partnership at the University of Guelph and the former Canadian Mountain Network, now Braiding Knowledges Canada). The practical focus of the program at VIU and the championship by Director Pam Shaw made the launch, on-going delivery and success of the IPCA Certificate a reality.

The IPCA certificate and the larger VIU Master of Community Planning program fill a much needed gap of accredited planning programs on Vancouver Island and I would be thrilled to see the program find a new home at the place of my undergrad (BSc Geography), the University of Victoria. I found my BSc in Geography from UVIC was a natural fit and jumping off point for an advanced degree and career in planning and agree that the Department of Geography is a good fit for the program.

Additionally, there are staff at my organization that were admitted to VIU for the 2026 program and I've had early discussions with my leadership team about supporting them through co-op placements and identifying grants and external funding to support their education journey. This is something I would professionally like to explore and support if I remain in my role at the CRD and the program moves to UVic.

Please accept this email as my formal letter of support and reach out if you have any further questions or concerns.

Warm regards,
Chris (Crystal) Oberg
778-679-5231
Park Planner

From: Claire Lee <cilee@cmhc-schl.gc.ca>
Date: Tuesday, September 2, 2025 at 3:21 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVic MCP Proposal

Hi Dr. Rose-Redwood,

My name is Claire Lee and I am a Planner currently working with CMHC-Granville Island, but recently relocated to Victoria. I would like to express my support for the UVic MCP Proposal.

I am a UVic BA Geography grad (2015-19) and I completed my Master's in Planning at Queen's University (2019-21).

While I enjoyed my education at Queen's, I would have much preferred to stay in Victoria and would have loved to do my Master's at UVic. UBC's program is very competitive and there is definitely demand for more graduate planning programs in BC. I am also very supportive of the co-op program and would highly encourage working with local partners in the CRD to offer summer co-ops between semesters. Having that first job opportunity in the field definitely kick-started my career, and I really appreciated how Queen's Master's program was geared towards developing the professional skills to work in the field (vs. theoretical knowledge).

Thank-you and please let me know if you need a more formal letter.

Best,

Claire Lee *(She/Her)*
Planner, Planning & Development
cilee@cmhc-schl.gc.ca

Granville Island

CMHC-Granville Island
1661 Duranleau St, 2nd Floor
Vancouver, BC V6H 3S3
www.granvilleisland.com

CMHC-Granville Island would like to acknowledge that we are located on the traditional territory of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and Sḷilwətaʔ/Selilwitulh (Tsleil-Waututh) First Nations.

Colin Brown MCP
203-2515 Dowler Place
Victoria BC, V8T 4H7
colinbrownnanaimo@gmail.com

September 5, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria BC, V8P 5C2

Dear Dr. Rose-Redwood,

This is an exciting opportunity, and I pleased to offer my support for the proposed Master of Community Planning (MCP) program at the University of Victoria (UVic). While the news from Vancouver Island University (VIU) was disappointing, the transition to UVic offers many possibilities for the program to grow into its next chapter.

I graduated from VIU's MCP program in 2018 and can attest to the quality of instruction, practical experience, and preparation for the real world that the program offers. It is encouraging that UVic looks to build upon the legacy of applied learning, experiential education, and opportunities to work on real world projects as part of the curriculum. After graduating, I knew after the first day in my first planning job that I was fully prepared to exceed expectations. The program's success is evident from nearly 10 years of MCP alumni who are leading the planning profession around the province, across North America, and around the world.

UVic is an ideal landing spot for this program in a region with so many local governments, the provincial capital, and countless businesses that are contributing to the planning world. The area offers a real-world laboratory for hands-on education and opportunities to apply course work, research and major projects towards making great places more resilient and sustainable for future generations. There is also the opportunity to continue direction of MCP in support of reconciliation and the integration of indigenous knowledge into contemporary planning. UVic's existing programs and facilities like the First Peoples House and the Office of Indigenous Academic and Community Engagement present exciting opportunities to collaborate for greater understanding of indigenous peoples and how planning can lead the way on the path of reconciliation.

In my current role as Senior Planner – Housing Policy at the District of Oak Bay, the idea of having a master's level planning program in our backyard is intriguing. My mind immediately goes to the list of projects that are priorities for the District and do not have the capacity and resources to complete. There would be opportunity to collaborate with

the MCP program and its students as part of individual major projects and with all students when we need extra people to execute planning processes on behalf of the District. I am sure that my colleagues throughout the region would be in similar positions.

Finally, UVic has a beautiful campus which in itself is an ideal environment for learning and on ongoing planning site. From the opportunity to work with the campus planning office and participating with the upcoming planning work with the university, there are so many possibilities.

I look forward to working with UVic and hopefully the approved new MCP program going forward.

Regards,



Colin Brown MCP

From: Courtney Simpson <simpsonplan@gmail.com>
Date: Sunday, October 5, 2025 at 11:14 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: Letter of support for Master of Community Planning

To Dr. Reuben Rose-Redwood,

Please accept this letter of support for the Master of Community Planning program at UVic. Your deadline of September 15 for letters has passed, but I am sharing my support in the event that it may still be helpful.

I am currently the Director of Development and Bylaw at the Village of Cumberland, a municipality of just under 5,000 people on mid-Vancouver Island. I am a Registered Professional Planner, and we employ three other planners at the Village. A received my BSc hons in Geography from UVic in 2004, and went on to receive my MSc in planning at UBC School of Community and Regional Planning (SCARP) shortly after. I have volunteered with the Planning Institute of BC as a member of the local Vancouver Island North chapter for 8 years, two of which I was Chair.

The MCP program at VIU has made many important contributions to the professional planning practice on Vancouver Island. Through its internship program, students have made positive contributions to many local governments. At the Village of Cumberland, we have had several MCP students undertake projects that have benefited our work. For example, students have prepared "statements of significance" for heritage properties in the Village, and presented them to our Heritage Committee. Students have also prepared design guidelines for the historic Village core, which have contributed to our new Official Community Plan.

Last year, we hired a student of the MCP program who was near graduation, for a temporary position as an entry level planner. Their work was outstanding, as the MCP program had prepared them well for professional work. This student was not looking for a permanent position yet, and we hired a new graduate from UBC SCARP permanently.

Our Planner 2 (one step above entry level) is a VIU MCP graduate and has been with the Village for two years. They are an outstanding planner and employee, the MCP program having prepared them well also. The Village currently have one entry level planning position that is suitable for a recent graduate, and another position suitable for someone with at least 2 years experience. We also have hired summer students in the past, and may do so in future years.

I have been involved with the VIU MCP program since it began, through guest speaking, on a student's thesis panel, and as a mentor. I think there is a real opportunity for UVic to continue the legacy created by Pam Shaw and her team. This will benefit the profession on Vancouver Island, who will continue to support the program through volunteering, and providing internship and employment opportunities to students and recent graduates.

Please feel free to reach out to me if you have any questions.

Thank you,
Courtney Simpson

Diana Jerop
Master of Community Planning graduate (Class of 2018)
September 10, 2025

Letter of Support – Master of Community Planning Program Relocation

I am writing as a proud graduate of the Vancouver Island University - Master of Community Planning (MCP) program to express my enthusiastic support for the proposal to relocate this vital program to the University of Victoria (UVic).

The MCP program has been more than an academic experience—it has been a transformative force in my life and in the communities it serves. Through its unique blend of Indigenous perspectives, sustainability principles, and hands-on community engagement, the program has cultivated planners (including myself) who are not only technically skilled but deeply rooted in values of equity, reconciliation, and resilience.

During my time in the program, I had the opportunity to work directly with local governments, First Nations, and grassroots organizations. These experiences didn't just shape my career—they shaped my worldview. I've seen firsthand how the program's graduates go on to lead meaningful change in housing, transportation, land use, and climate adaptation across British Columbia and beyond.

The cancellation of the MCP program would be a profound loss. But its relocation to UVic offers a powerful opportunity: to embed community planning within a university that already champions sustainability, Indigenous scholarship, and civic engagement. UVic's interdisciplinary strengths and location make it an ideal home for the next chapter of this program.

I urge you to consider the legacy and future potential of the MCP program. It has built bridges between academia and community, and it deserves a place where it can continue to thrive. I would be thrilled to see future students benefit from the same transformative education I received—this time, under the banner of the University of Victoria.

Thank you for your consideration and for your commitment to education that makes a difference.

Warm regards,

Diana Jerop
MCP Graduate, Class of 2018
Housing Planner, City of Burnaby
250 8845346

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Dear Dr. Rose-Redwood

I am writing this letter in support for the development of a new Master of Community Planning (MCP) to be offered by the Department of Geography at the University of Victoria.

I graduated from of the Master of Resource and Environmental Management program at Simon Fraser University in 1999 and became a full member of PIBC/CIP in 2009.

Our society needs more community planners. Community planners are responsible for planning and designing projects that maintain or improve the quality of life in a community. And with the current 'poly crises' developing around the world, community planners are more important than ever to help make our communities more resilient, safe, and affordable in these challenging times.

My husband (Alastair Moore) and I are both RPPs with PhDs in Geography. We have a small consultancy business (Big Bad Wolf Resiliency) which focuses on climate resiliency in the built environment. As our business grows, we except to hire more community planners to join our team. For this reason, we hope University of Victoria will continue to legacy started by Vancouver Island University in training and educating a new generation of community planners.

I urge the University of Victoria approve a Master of Community Planning program. I strongly believe that this institutional effort will benefit our students and our community at large.

Sincerely,

Dominica Babicki

Dominica Babicki, PhD, RPP, MCIP
Principal, Big Bad Wolf Resiliency
1350 William Street
Vancouver, BC
V5L 3K7

778 877 3609 | dbabicki@bigbadwolf.ca

Dr. Don Alexander, retired professor of
Geography and MCP; retired RPP/ MCIP
don.alexandfer@viu.ca
1-778-441-3232

Attn: Dr. Reuben Rose-Wood, professor of Geography
Associate Dean Academic, Faculty of Social Sciences
University of Victoria
soscasdn@uvic.ca

Dr. Rose-Wood,

Beginning in 2007, I was part of a group that began discussing how to establish a Masters of Community Planning program at Vancouver Island University. Ultimately, Pam Shaw and Mark Holland emerged as the pre-eminent leaders of this effort, but I remained involved throughout.

I taught the first cohort in the fall of 2015 in a course called "Theory and Policy of Planning" (PLAN 502), which I taught until the spring of 2021. I also taught a course I developed called "Planning and Sustainability" (PLAN 602) which ran for two semesters. Teaching in the MCP program was the highlight of my teaching career. The students were bright, engaged, and passionate, and I learned as much from them as they did from me.

They were a diverse group – some fresh out of their B.A./ B.Sc. programs, and some older or mid-career. About 50% were domestic (including Indigenous) students and half international. Every year I was there we graduated 20 to 25 students who went on to illustrious careers in the public and private sectors, and who stood out for their broad knowledge, practical skills and experience, and resourcefulness.

MCP was, initially, one of two master's programs in planning in B.C. (itself and a longer established one at UBC), until it was finally joined by one at Simon Fraser University, which I played a minor role in helping to initiate. One thing that has set MCP apart is that it is not only academically rigorous but is largely taught by practitioners who are strongly rooted in the current world of planning in all of its aspects. As a result, MCP has developed a nation-wide reputation for the quality of its graduates, and has also attracted students from South Asia, China, Africa, Belize, and elsewhere in the Americas.

MCP has also offered stand-alone credits on a variety of topics that serve as electives, while providing additional opportunities for specialization and, in 2020, launched the *Professional Indigenous Lands Management Certificate* program that is still running

currently. It also offers an Orientation Week, before formal classes start, where students are given a planning challenge based on an actual site – with a local government or First Nation – and are asked to present a plan after a few days of research, consultation, and deliberation. The client in each case has found these to be very useful, and the students build teamwork and learn useful hands-on skills.

As has been suggested, the Masters of Community Planning program is a good fit with U.Vic's emphasis on interdisciplinarity, its policies of sustainability, and programs on ecological restoration and cultural heritage protection. Its presence would make a contribution to the Capital Region community, to its member municipalities, and to the wider population. Many of its instructors and alumni already live and work in Greater Victoria. I hope this transfer can be made to happen. If I can be of any further assistance, please don't hesitate to contact me.

Yours sincerely,

Don Alexander

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6 Booth Street,
Ottawa, Ontario
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DIALOG

September 19, 2025

Delivered electronically via email

Dr. Reuben Rose-Redwood
Professor of Geography & Associate Dean Academic
Faculty of Social Sciences, University of Victoria
soscasdn@uvic.ca

Re: Letter of Support — Proposed Master of Community Planning at the University of Victoria

Dear Dr. Rose-Redwood,

On behalf of DIALOG, we are pleased to offer our strong support for the University of Victoria's proposed Master of Community Planning (MCP) program, to be housed in the Department of Geography. We recognize the urgent need to restore applied graduate planning education in British Columbia following the closure of Vancouver Island University's MCP and to do so in a way that squarely addresses the province's housing, infrastructure, climate, and reconciliation imperatives. The University of Victoria's MCP—by design—does exactly that: it replaces the Vancouver Island University program's applied focus, aligns with the Planning Institute of British Columbia's and Canadian Institute of Planners accreditation pathways through the Planning Standards Board, embeds experiential learning (including a Co-op option), and leverages the University of Victoria's interdisciplinary strengths and location in a complex multi-jurisdictional region that includes local governments, First Nations, and the Province.

Why This Program Matters to DIALOG and Our Clients

DIALOG's purpose is to meaningfully improve the wellbeing of communities and the environment we all share. Across our Canadian studios, municipal, private, and Indigenous clients are accelerating work on housing supply and affordability, 15-minute communities, climate adaptation, resilient infrastructure, mobility, and healthy community design. Delivering these outcomes requires practice-ready planners who can pair rigorous planning theory with hands-on skills in engagement, policy and bylaw drafting, financial and implementation tools, urban design, planning law, GIS/analytics, and intergovernmental collaboration.

The University of Victoria's MCP's applied core (e.g., Community Plans and Policies; Financial Foundations of Planning; Planning Law; Methods in Planning & Community Engagement; Urban Design; Planning & Professional Practice; Capstone), its meaningful incorporation of Indigenous knowledges and community-engaged learning, and its interdisciplinary electives (spanning engineering, public health, dispute resolution, economics, and more) align directly with the competencies we hire for and mentor in practice. Graduates who have already worked in communities through Co-op and applied capstones will reduce onboarding time, strengthen project teams from day one, and improve project delivery for our public- and private-sector partners.

Our Needs and Proposed Collaboration

To meet current and forecast demand, DIALOG anticipates sustained hiring for community planners across junior and intermediate levels into the future, with needs in policy planning, development approvals, urban design, housing and growth management, climate resilience, mobility, and Indigenous/community engagement.

Beyond hiring, we propose opportunities to collaborate with UVic in the following ways:

1. **Co-op & Practicum Placements:** Offer Co-op terms and applied studio/practicum projects tied to live municipal, private, and Indigenous-led initiatives (housing action, corridor

planning, complete communities, climate adaptation and resilience planning, public realm and mobility integration).

2. **Guest Instruction & Mentorship:** Provide guest lectures, critiques, and career mentorship on professional practice, ethics, equity-centred engagement (IAP2-aligned), implementation finance, and inter-disciplinary delivery.
3. **Capstone Sponsorship:** Sponsor capstone projects aligned to real-world client briefs (e.g., housing needs & acceleration strategies, zoning modernization, infrastructure-ready growth scenarios, climate-risk informed land use).
4. **Curriculum Feedback:** Be an external stakeholder for curriculum review, ensuring competencies remain aligned with evolving Planning Institute of British Columbia and Canadian Institute of Planners standards and private sector needs.

Sector and Societal Benefits

Re-establishing an applied graduate planning program on Vancouver Island will help address the global planner shortage, strengthen the talent pipeline inside and outside the Lower Mainland, and support communities across the province, as they implement aggressive housing and infrastructure agendas. The program's location and partnerships—with 14 local governments, over 20 First Nations, and the province—offer a uniquely rich learning laboratory where graduates gain the place-based, reconciliation-informed, and implementation-ready skills that British Columbia needs now.

DIALOG strongly encourages approval of the University of Victoria's MCP and looks forward to partnering on Co-ops, capstones, and graduate recruitment. Please feel free to contact us with any questions.

Sincerely,

Eleanor Mohammed, RPP (PIBC), FCIP, MTCP, EP
Partner – Urban Governance & Planning
emohammed@dialogdesign.ca

Antonio Gómez-Palacio, Arq MES, FCIP, FRAIC
Partner – Planning, Urban Design, and Architecture
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Partner – Architecture
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Emilie K Adin
Immediate-Past President, Planning Institute of British Columbia and Yukon
and Adjunct Professor, UBC School of Community and Regional Planning
1316 Cotton Drive, Vancouver BC, V5L 3T7
778.228.6767
Emiliekadin@gmail.com

Date: September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography & Associate Dean Academic, Faculty of Social Sciences
University of Victoria
Email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Subject: Letter of Support – Proposed Master of Community Planning Program at the University of Victoria

I am writing to express my strong support for the proposed Master of Community Planning (MCP) program at the University of Victoria. As a Registered Professional Planner, an elected Fellow of the Canadian Institute of Planners, a fellow educator, and a former municipal planning director, I recognize the urgent need for graduate-level planning education in British Columbia, particularly in light of the housing crisis and the closure of Vancouver Island University's MCP program.

The proposed UVic MCP program—emphasizing applied learning, community-based research, and experiential education—aligns perfectly with the skills and competencies required of today's professional planners. The inclusion of potential Co-op placements, and the setting within a region that includes the seat of provincial government, fourteen local governments, more than 20 First Nations, provides an exceptional environment for hands-on, practice-oriented education.

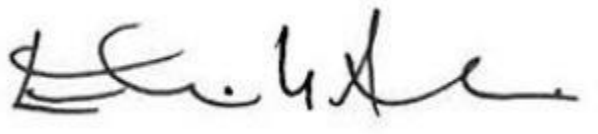
Graduates of this proposed MCP program will be well positioned to pursue full membership with the national Professional Standards Board for the Planning Profession, and to contribute immediately to the pressing planning challenges faced by communities across BC.

From the perspective of workforce development, the shortage of planning practitioners is dire in this country. Some provinces—like the Provinces of Ontario and New Brunswick—have instituted workforce strategies to increase the number of professional planners available for hire; and hopefully BC will follow suit. In the meantime, a number of employers would be strongly interested in hiring your graduates.

I fully endorse the University of Victoria's proposal to add an MCP program to your offerings, and I encourage its approval. A strong, locally based, and professionally accredited planning graduate program is essential to sustaining and strengthening the planning profession in British Columbia.

Thank you for the opportunity to provide this letter of support.

Sincerely,



Emilie K Adin, RPP, FCIP, LEED AP, MLAI
Consultant | Writer | Speaker

Cc. David Atkinson, PhD
Professor and Acting Chair, Department of Geography
University of Victoria
geogchair@uvic.ca

Pam Shaw, PhD, RPP, FCIP, FRCGS
Professor and Director, Community Planning Program
Vancouver Island University
Pam.Shaw@viu.ca

Lindsay Chase, RPP, FCIP
Professor, Vancouver Island University
Director of Planning, District of Saanich
Lindsay.Chase@saanich.ca

Mark Holland, RPP, FCIP
Professor, Vancouver Island University
Principal, Westplan Consulting Group
Mark.Holland@viu.ca

From: Eric Post <epost@cnv.org>
Date: Friday, September 5, 2025 at 9:44 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for UVic Master of Community Planning Program

Hello,

I would just like to express my support for the Proposal for a Master of Community Planning Program at the University of Victoria.

I believe the proposal outlines a clear rationale for the development of the program, ensuring students are able to pursue a planning degree on the Island and differentiating the program from existing programs on the mainland. I also believe the structure of the proposed program is sound and offers a wide variety of electives, allowing students to pursue the topics that are of most interest to them.

Best of luck and looking forward to seeing expanded options for students interested in pursuing a degree in community planning.

Regards,
Eric

Eric Post (he/him) | **City of North Vancouver**
Planning Assistant (Transportation)
Engineering, Parks & Environment
T: 604-983-7708 | C: 778-580-7539 | E: epost@cnv.org

141 W 14th Street, North Vancouver, BC | V7M 1H9
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Erik Morden
Planner II, Village of Pemberton
Master of Community Planning, Vancouver Island University
Pemberton, British Columbia
t: 778-859-4667 e: erikmorden@gmail.com

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

August, 27 2025

Re: UVic MCP Letter of Support

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, collaboration, and community involvement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice.

Throughout my experience at VIU, I found the MCP program to be engaging, relevant, and dynamic. Compared to other program offerings throughout the province, the MCP program provides the opportunity to work on real world projects and build connections with the local planning community. As a result of such positioning, students are well suited to transition directly into the planning workforce at a time where well-equipped planners are in high demand. During my own time in the program, I was able to obtain direct planning experience with the Village of Cumberland and upon graduation transitioned directly into a senior level planning position with the Village of Pemberton. If not for the hard and soft skills acquired through the MCP program, such a seamless transition into the planning field would not have happened.

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community, work with local, regional, provincial, and Indigenous governments, and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumni of the MCP program and for that, I am proud.

Sincerely,

Erik Morden (*he/him*)

Planner II, Village of Pemberton
VIU MCP Alumni, 2025

To: Dr. Reuben Rose-Redwood
Professor and Associate Dean, Academic Faculty of Social Sciences,
University of Victoria 3800 Finnerty Road
Victoria, BC
V8P 5C2
Re: UVic MCP Letter of Support

Hello Dr. Rose-Redwood

We are the current (and now final) cohort of Vancouver Island University's Master of Community Planning Program. Having completed our first year last April, we are excited to begin our penultimate semester in a few days. However, even the thrill of a new semester is tinged with a bit of sadness: there are no incoming students to our program.

We say 'our program' instead of 'this program' because the VIU MCP program has granted all of us the opportunity to shape our own education and thereby shape our futures. Our program has been engaging and rewarding, and challenging all at the same time. We have been given opportunities for practical hands-on learning, cooperation, critical analysis, applying our knowledge and new contextual frameworks. Throughout the past year, we have completed site visits, practiced presenting to large groups, engaged with community members, attended public hearings, worked with stakeholders, and gained mentorship from industry leaders. We have learned about our cities and the world around us, we have learned about working with and for others, and we have also all learned about ourselves.

These are all opportunities that should continue to be available to future students at the University of Victoria. UVic is an exemplary school and has such a well-established and respected geography department that we believe it would be the perfect home for the Master of Community Planning program.

The combination of our program and your school is a match made in heaven. Accepting the program would mean an opportunity for future students to experience the same magic our cohort has at VIU. Where future students can enjoy vibrant campus culture, maybe visiting Mystic Vale, Fel's Pub, or Finnerty Gardens. Where future students can grow in their planning knowledge and expand their minds. And where future students can follow in our footprints and become the next group of early-career planners, ready and excited to improve our cities, towns, and municipalities.

Please accept our letter of recommendation and contact us if you have any further questions or would appreciate any additional insight into our time in the Master of Community Planning Program.

VIU MCP Graduating Class 2026
Bernard Asamoah, Haniya Ashfaque, Sophia Barr, John Christoffersen, Brie Dinsdale, Brooke Euloth, Holly Faithfull, Anna Irwin-Borg, Kiran KC, Angus Keen, Shealyn Kenny, Achilles Sophia Madhi Gnanaprakasam, Manuel Meier, Deraek Menard, Sai Deepthi Poshala, Nicholas Rae, Freya Selander, Otuo Serebour Boatin, Megan Turcato, Amanda Van Hulsen

From: Gary Buxton <gbuxton@salmonarm.ca>
Date: Wednesday, September 3, 2025 at 2:09 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Proposal for a Master of Community Planning Program at the University of Victoria

> You don't often get email from gbuxton@salmonarm.ca. Learn why this is important

Dr. Reuben Rose-Redwood

Please accept this message as my letter of support for the establishment of a Master of Community Planning Program at the U of Vic. The pending closure of VIU's Community Planning program will leave a significant gap in planning education in the province, very likely resulting in decreasing numbers of students entering the profession in the near future. While the pace of growth and development in the Lower Mainland area may have moderated in the last year or so, there remains a very strong demand for planning professionals from the municipal government sector. Some communities continue to see robust growth, and are also trying to encourage and facilitate continued residential development to meet the objectives of the Province's small scale multi unit housing legislation.

While the City of Salmon Arm may be a small organization, we continue to experience difficulty in recruiting new staff in our department of six. Outside of hiring two new planning graduates, fresh from the conclusion of their studies in the last few years, we have had considerable difficulty recruiting new staff. If the supply of new students entering the profession in the province was to decrease, I would be concerned that this situation would only worsen. Having a new and continued option to supply planning graduates from the U of Vic would be a very welcome addition, or at least compensatory action to offset the loss of the VUI program.

Yours truly,

Gary Buxton | Director of Planning & Community Services

P.O. Box 40, 500 2 Avenue N.E., Salmon Arm, B.C., V1E 4N2

P 250.803.4015 | **E** gbuxton@salmonarm.ca | **W** www.salmonarm.ca

CITY OF SALMON ARM

â€œWe acknowledge that the City of Salmon Arm offices are located on the traditional territory of the Secwepemc people, with whom we share these lands and where we live and work togetherâ€.
All communications with the City are considered City records and may be subject to disclosure through the Freedom of Information and Privacy Act. Please consider the environment before printing this e-mail.

GLENN MORRIS

6219 Selkirk Terrace, North Cowichan BC | 250 710 4478 | cipollini@me.com

September 8, 2025

Reuben Rose – Redwood, PhD
Professor and Associate Dean Academic, Faculty of Social Sciences
University of Victoria
soscasdn@uvic.ca

Dear Reuben Rose – Redwood, PhD:

I was surprised and disappointed to learn that the Masters in Community Planning offered through Vancouver Island University (VIU) was to be shut down. Thus, I write to you this morning to express my support for the establishment of a Master of Community Planning program with the University of Victoria's Faculty of Social Sciences.

This letter also provides an opportunity to thank Dr. Pam Shaw, Lindsay Chase and Mark Holland for their contributions made to our Island communities and the Planning profession in general these past years. I had the good fortune to participate in the Planning Institute of BC (PIBC) Membership Exam Course for Professional Practitioners culminating with submission of a research paper and guided discussion at the 2016 PIBC conference in Kelowna. This program was administered by Dr. Pam Shaw and Lindsay Chase. Receiving their passion and energy for Planning was very welcome after months of thought and consideration in assembling the research to be presented. I was successful in achieving professional status, which changed the course of my career (very much for the better) in ways I could not have foreseen at the time.

Several students from VIU completed work terms in our Planning department at North Cowichan. These folks were some of the brightest and most inquisitive people I had met over the years and brought a sense of fun with them. Indeed, we hired more than one VIU program graduate to join us full time when the opportunity arose. All were strong contributors to our team / Local Government and by extension our community.

In closing, I reiterate that the contribution the faculty and students of the Masters of Community Planning (formerly offered through VIU) made to our Island communities and the profession itself is significant. The opportunity to re – establish the program in Victoria presents the opportunity for a big win for everyone

In appreciation

Sincerely,

Glenn Morris

MCIP RPP (Ret.)
Development Planning Coordinator,
Development and Engineering Services Division,
Municipality of North Cowichan

Copy:

David Atkinson, PhD
Professor and Acting Chair, Department of Geography
University of Victoria
geogchair@uvic.ca

Pam Shaw, PhD, RPP FCIP, FRCGS
Professor and Director, Community Planning Program
Vancouver Island University
Pam.Shaw@viu.ca

Lindsay Chase, RPP, FCIP
Professor, Vancouver Island University
Director of Planning, District of Saanich
Lindsay.Chase@saanich.ca

Mark Holland, RPP, FCIP
Professor, Vancouver Island University
Principal, Westplan Consulting Group
Mark.Holland@viu.ca

From: Heike Schmidt <frauschmidt@me.com>
Date: Friday, September 12, 2025 at 12:01 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for Proposed Master of Community Planning Program

Dear Dr. Rose-Redwood,

As a planning professional with 25 years of experience in both government and the private sector in British Columbia (currently with the Ministry of Housing and Municipal Affairs), I strongly support the proposed Master of Community Planning (MCP) program at UVic. Urban and community planning has never been more important, offering a valuable opportunity for much needed interdisciplinary learning across planning, political science, environmental studies and Indigenous law. Located in the provincial capital city, the program will provide a rich learning environment that equips students to address complex, real-world planning challenges.

Sincerely,

Heike Schmidt, RPP, MCIP
2605 Roseberry Ave,
Victoria BC, V8R 3T8

CAPILANO UNIVERSITY

Date: September 4, 2025
To: Dr. Reuben Rose-Redwood,
Professor of Geography and Associate Dean Academic, Faculty of Social Sciences
Re: Master of Community Planning (MCP) Program at UVic
From: Capilano University School of Public Administration

Capilano University's School of Public Administration is pleased to provide this letter of support for the Master of Community Planning Program and the University of Victoria.

Our program serves local government employees across British Columbia. Our undergraduate courses cover a variety of topics including corporate administration, leadership, law, and becoming a successful chief administrative officer. In any given year, we deliver 17 courses and learn alongside over 350 local government employees from across the Province. Our instructor team comes from a variety of professional backgrounds, with three of us being designated Planners.

Throughout our courses, we strive to foster an environment of co-learning between instructional teams and students. This frequently leads to discussions about pressing and tangible issues for local governments. Right now, more than ever, we are hearing about issues of succession planning. Coupled with this multi-generational, cross-sector challenge, our students are telling us about the increasing complexity of issues that their local governments are tackling: climate change, community resilience and emergency preparedness, economic instability, and the housing crisis, for example.

There is a well-documented shortage of Planners in the Province of British Columbia. This is an experience mirrored across Canada, and is not uncommon in other parts of the world right now. The shortage of Planners is one part by-product of the complexity of the issues aforementioned in this letter, and one part an exacerbator of said challenges. Austerity, and service level cuts in the Planning profession, will not get us out of these challenges. Rather, they will worsen them for generations to come.

More than ever, the world needs educated, courageous, and ethical Planners. The MCP program at UVic would come at a pivotal time for communities who need the service of the Planners.

We would be pleased to collaborate and be of assistance throughout this process, and see an immense need for this kind of education for the next generation of Planners. Please do not hesitate to contact me should you have any questions or interest in discussing this further.

Sincerely,

Jamie McEwan, MA, MCIP, RPP

Chair of Local Government Programs
School of Public Administration, Capilano University

United Way British Columbia – Central & Northern Vancouver Island
#9-327 Prideaux St. Nanaimo, BC
Email: JaneV@uwbc.ca
Phone: 250.739.1755

September 23, 2025

Dear Dr. Rose-Redwood,

On behalf of United Way British Columbia – Central & Northern Vancouver Island, I am writing to express our strong support for the proposed Master of Community Planning (MCP) program at the University of Victoria.

As a regional organization deeply engaged in community development, health equity, and housing initiatives, we recognize the urgent need for well-trained professional planners in British Columbia. The recent closure of Vancouver Island University's MCP program has left a significant gap in planning education at a time when our communities are facing complex challenges, including a housing crisis and rapid urban growth.

The proposed MCP program at UVic, with its emphasis on applied learning, community-based research, and experiential education, aligns closely with the values and needs of our region. The inclusion of Co-op work placements within our Community Health Network initiatives has been an incredible asset—enhancing our projects and providing students with real-time community planning experience. This new program is particularly promising, as it will enable students to gain practical experience while contributing meaningfully to local planning efforts.

United Way BC employs a diverse team of professionals working across multiple sectors. While we do not currently employ certified planners, we regularly collaborate with municipal governments, Indigenous communities, and planning professionals on initiatives that would benefit from the expertise of MCP graduates. We anticipate that graduates of the UVic MCP program would be well-positioned to support our work in areas such as housing, transportation, climate resilience, and inclusive community engagement.

We commend UVic for taking proactive steps to address the province's planning education needs and would welcome future opportunities to partner with the MCP program in research, practicum placements, and community-based projects.

Thank you for your leadership in advancing this important initiative.

Warm regards,

Jane Vinet
Coordinator, Health Network
Community Impact & Investment

From: Jeremy Paquin <jpaquin@orionconstruction.ca>
Date: Wednesday, August 27, 2025 at 2:55 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Mark Holland <mark@westplanconsulting.ca>, Pam Shaw <pam.shaw@viu.ca>
Subject: Letter of Support - MCP Program

Good Afternoon,

I'd like to formally offer my support for relocating the MCP program to UVIC. I am a graduate of the program and will always remain a booster for it, regardless of the university banner it flies under.

My time at MCP was extremely beneficial for my development as a planner. Entering the private sector after graduation, I found the program's pragmatism and emphasis on applied planning to be invaluable. It gave me a clear advantage over peers whose education focused heavily on theory at the expense of how planning actually occurs in the real world. I hope the MCP's focus on the economic realities of planning projects as well as the real day-to-day functions of planning, including urban design, public engagement, municipal governance, and Indigenous relations, carry on to UVIC. I also hope that the program's commitment to giving student's workplace experience through co-ops and real-world class projects can continue.

It was a huge blow to hear about the program's troubles, but I am I am grateful to both VIU and UVic, and particularly to Pam and Mark, for working quickly to secure a future home for the program.

We need planners more than ever. It is imperative that British Columbia does not lose these planning student seats. It is even more crucial they remain on Vancouver Island where so much growth is occurring!

If you have any questions or require further letters of support, please do not hesitate

Thanks for your consideration.

Sincerely,
Jeremy Paquin

Jeremy Paquin
Senior Manager, Development

Orion Construction
p: 778 . 874 . 1681
a: Unit #105 - 19923 80A Avenue, Langley, BC, V2Y 0E2
w: orionconstruction.ca e: jpaquin@orionconstruction.ca

Karen Russell
1932 Ferndale Street
Vancouver, B.C.
V5L 1X8

September 14, 2025

Reuben Rose-Redwood, Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Dear Reuben Rose-Redwood,

Re: Proposed New Master of Community Planning Program

I am writing to lend my support to the establishment of a new Master of Community Planning Program at the University of Victoria. With the closure of the highly regarded Master of Community Planning program this year at Vancouver Island University, an opportunity exists to fill a significant gap in the education of future planning professionals in British Columbia.

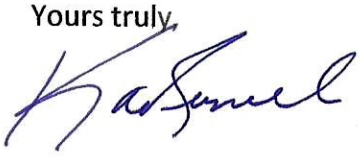
I am a professional planner and Fellow of the Canadian Institute of Planners and have recently retired as the Manager of Development Services at UBC Campus and Community Planning. I am also a volunteer assessor for the Professional Standards Board reviewing applications from candidate members seeking certification as Registered Professional Planners. Over my career, I have volunteered in many capacities for the Planning Institute of British Columbia and the Canadian Institute of Planners.

There have been few times historically when the need for planning education has been as critical as it is now. The role of planners to provide a way forward working with other professions and communities to address urgent issues such as housing affordability, climate change, transportation choice and social inequities has never been greater. I believe that the University of Victoria is in a unique position to provide a robust applied graduate degree in Planning that focuses on areas of expertise and practice that is different from the other respected planning degree programs in British Columbia. This will build upon the very successful program at Vancouver Island University that was lauded for its applied work which included collaboration with indigenous communities in British Columbia. There are also opportunities to benefit from the strong professional network of practising professional planners on Vancouver Island that can partner with, and support the academic expertise in the program. It is also my understanding that the University has a long established and very successful cooperative program that will give students of Planning an instructive and experiential connection to applied practice while they undertake their degree.

I am confident that should the University of Victoria adopt a new Master of Community Planning as a graduate degree program in the Faculty of Social Sciences that it will be an

extremely successful and sought after degree, offering exceptional opportunities for future professional planners both locally and across the country.

Yours truly,



Karen M. Russell, MEDes (Planning), RPP, FCIP

Kate Fenton
14-5837 Sappers Way
Chilliwack, BC
V2R 0G4

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Sent via email to: soscasdn@uvic.ca

Re: Letter of Support – Proposed Master of Community Planning at UVic

Dear Dr. Rose-Redwood,

I am writing to express my strong support for the proposed Master of Community Planning (MCP) Program at the University of Victoria. The recent closure of Vancouver Island University's Master of Community Planning Program leaves a significant gap in planning education at a time when communities across British Columbia are facing increasingly complex social and environmental challenges. Establishing this program at UVic is a timely and essential step towards ensuring the province has the skilled planners needed to guide and support sustainable, resilient, and well-planned communities.

The proposed applied-learning and community-based research approach will equip students with practical skills and a strong foundation for entering the professional workforce. I believe this program will play a vital role in preparing the next generation of planners to address the diverse, urban, rural, regional, social, and environmental challenges across BC.

While I am not writing on behalf of my organization, I can share that the small local government where I work, with approximately 100 employees, has approximately 17 planning positions, which, at times, have been challenging to fill. Graduates of this program would help address this pressing need.

Thank you for considering my support for this important program.

Sincerely,

Kate Fenton

September 8, 2025

Dr. Reuben Rose-Redwood,
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Victoria, B.C., V8W 3P2

RE: Letter of Support for UVIC MCP Program

Dear Dr. Rose-Redwood,

My name is Larissa Barry-Thibodeau, and I am a City Planner with the City of Duncan. I am writing to express my support for the new proposed MCP program at the University of Victoria, both as a graduate of the former Master of Community Program at VIU (2019), and as a person currently employed in the sector. There are three people employed within the Planning Department at the City of Duncan, and two of them, including myself, are VIU MCP graduates.

I chose to attend the VIU MCP program over others for several reasons: the incorporation of experienced practitioners woven throughout the program both as professors and as mentors; the availability of hands-on experiences linking theory with praxis; and most importantly, the leadership of the Program Director, Pam Shaw, PhD, RPP, FCIP, FRCGS.

The proposed curriculum for the new UVIC MCP program will provide an excellent background for soon-to-be planners, incorporating a strong grounding in fundamental planning knowledge and experiential education, complemented by a well-developed elective list to deepen subject specific knowledge around topics of interest for individuals in the program.

As a practitioner, it has been a great joy working with current MCP students on community engagement for planning projects. My personal highlights as a grad student included assisting with a variety of real work projects as part of the curriculum and as additional (paid) opportunities, as well as the yearly welcome to grad school design charette. I am glad to see the legacy of this experiential education will continue.

In closing, I fully support the development and implementation of the UVIC MCP program, and I feel it would be a mistake not to continue with an accredited master's program on Vancouver Island. I would be pleased to offer my support as a mentor or guest speaker for incoming students as the program develops. Thank you for the opportunity to speak to the development of this new and exciting program.

Sincerely,



Larissa Barry-Thibodeau, MCP
City Planner
City of Duncan, 200 Craig Street, Duncan, B.C., V9L 1W3
larissa@duncan.ca

Mark Gledhill Consulting
Disability And Neurodiverse Planning Solutions
507 Stewart Ave Nanaimo BC
250-619-9790
marktgledhill@gmail.com

September 10, 2025

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
By email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Re: Letter of Support for the Proposed MCP at UVic

Please accept this letter in support for a new Master in Community Planning Program at the University of Victoria (UVic). I understand that this proposal has, in part, been prompted by the recently announced discontinuance of the Master of Community Planning at Vancouver Island University (VIU).

As a graduate of the VIU program I saw firsthand the importance of a system that engaged students in a cohort model, practical experiences, and a solid academic grounding in the functional and enabling competencies as defined by the Professional Standards Board. I appreciate that the UVic Program is interested in adopting key components of the VIU Program: the success of the VIU program offers a "proof of concept" that points to the success of a new program at UVic. It will also continue the legacy of creating generations of planners who are capable and ready to create positive change.

You will note that my consulting company is titled Disability and Neurodiverse Planning Solutions. While I don't claim to be the first neurodiversity planner, I have an invisible disability that shapes the way I experience the world. I did not enter into the VIU Planning Program with the intent of conducting research in this area, but I quickly found that planning as a profession has done little to amend urban environments to meet the needs of individuals with neurodiversities. My thesis entitled "Defining the Invisible Dyslexia and Autism in Planning" addressed this new frontier in planning. I appreciated the opportunity to address this gap in planning research and have continued to shine a light on this important area through my consulting work that focuses on raising awareness, education, and solutions that bring neurodiversity and planning.

I have continued to work with subsequent cohorts in the VIU Program to ensure that students gained knowledge in this area of research and application. I hope that UVic would be interested in this as well, and I offer my support as a planner and educator in bringing this information to your future planning students.

Mark Gledhill Consulting
Disability And Neurodiverse Planning Solutions
507 Stewart Ave Nanaimo BC
250-619-9790
marktgledhill@gmail.com

I offer my strong support for creating a program that provides a wide latitude in the determination of research topics for students. From the information provided, this appears to be the approach that will be true for UVic's program.

Additionally, I strongly support continuing the DNA initiated at VIU through a "Learning by Doing" approach at UVic. This will help students become better informed, well-rounded planners. Not every planning program across Canada has taken this approach, but I can assure you and UVic that this method produces graduates who are able to "hit the ground running" post-graduation. Also, the involvement of students in "real life" projects through their academic career provides substantial benefits to both students and the community partners.

Thank you for providing me with the opportunity to support your program. I look forward to your certain success.

Sincerely,

Mark Gledhill
Mark Gledhill Consulting
Disability and Neurodiverse Planning Solutions

September 11, 2025
Re: Letter of Support – Proposed Master of Community Planning (MCP), University of Victoria

Dear Dr. Rose-Redwood,

I am writing in strong support of the proposed Master of Community Planning at the University of Victoria. I hold a PhD in Urban Planning from the University of Tehran and am currently pursuing a second PhD in Interdisciplinary Studies (Sociology & Public Administration) at UVic. Through my research and community partnerships on Vancouver Island, I have seen closely the region's growth challenges and the gaps facing local governments and First Nations.

I believe the MCP is both timely and important. Greater Victoria has experienced fast and large-scale growth that requires planners trained locally, who can move policy into real action. For example, between 2014 and 2024, Langford grew by nearly 60%, Sooke by about 32%, and Colwood by about 18%, while the Capital Regional District overall grew by around 20%. Langford was the fastest-growing municipality in B.C. during that time. These changes make a practice-focused Community Planning degree on the Island even more needed.

I am encouraged by the program's design. The core courses cover the essentials of the profession, from law to design and finance etc. Students can also benefit from a wide range of interdisciplinary electives at UVic across housing, climate, transportation, GIS, etc. I especially value the program's strong inclusion of Indigenous knowledges and community-based learning.

If the program is approved, I can help in concrete ways. I am ready to mentor students, give guest lectures and workshops, collaborate on applied research and grant applications, and help with quality assurance by serving on advisory groups and program reviews.

For these reasons, I fully support the MCP at the University of Victoria and look forward to contributing to its success.

Sincerely,



Mehdi Hosseini Dehaghani
PhD (Urban Planning), University of Tehran
PhD Student (Interdisciplinary Studies), University of Victoria
mehdihd@uvic.ca | (672)-200-1407

MVH Urban Planning & Design Inc.
14562 16A Avenue, South Surrey, British Columbia, V4A 5S1 ***Tel. (604) 536-3990***
Fax (604) 536-3995 ***Email vhausen@telus.net***

September 2, 2025

Dr. Reuben Rose-Redwood
Professor of Geography
Associate Dean Academic,
Faculty of Social Sciences
University of Victoria

Dear Dr. Reuben Rose-Redwood:

RE: Letter of Support for the Proposed Master of Community Planning Program at UVic

I am delighted to offer my letter of support for the proposed *Master of Community Planning* Degree at the University of Victoria in the Department of Geography.

Let me first introduce myself. I have 40 years of experience as a professional planner, landscape architect, urban designer, and development consultant. I am a Fellow of the Canadian Institute of Planners, the Institute's highest honour, and a graduate of Harvard University. I am also a Fellow of the Canadian Society of Landscape Architects. I have been Adjunct Professor in Urban Studies at Simon Fraser University (SFU) for 20 years and Adjunct Professor at Vancouver Island University in the Master of Community Planning Program for 10 years. I have also taught at the University of British Columbia, Queen's University, and the University of Colorado. I practice as a planning, development and urban design consultant around the world including Canada, the United States, Mexico, Russia, and China. I have published five books.

I support the proposed *Master of Community Planning Program* for three fundamental reasons:

1. The core planning professors at VIU are outstanding and committed educators and professionals and all the three professors are Fellows of the Canadian Institute of Planners.
2. The planning program is proven and tested at VIU over the last 10 years.
3. The planning program will provide a great symbiotic relationship with the other programs at the University of Victoria, especially the Department of Geography.

If you require any further information, please do not hesitate to contact me at (604) 536-3990 or on my cell phone at (604) 789-9325 and I would be delighted to discuss the potential and future of the *Master of Community Planning Program* at the University of Victoria.

I would like to finally congratulate you on the occasion that you are supporting the continued legacy of a great planning program on Vancouver Island at the University of Victoria.

Yours truly,



Michael von Hausen, President, FCIP, RPP, FCSLA, LEED AP, IAP2
Adjunct Professor Simon Fraser University Graduate Urban Studies Program
Adjunct Professor University of Vancouver Island Master of Community Planning Program

Email: vhausen@telus.net
Website: www.michaelvonhausen.com

Campus Planning and Sustainability | University of Victoria
Michael Williams Building 260 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
uvic.ca/campusplanning | planning@uvic.ca

Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic,
Faculty of Social Sciences, University of Victoria

September 12, 2025

RE: Letter of support for a UVic Master of Community Planning Program

Dear Dr. Reuben Rose-Redwood

We are writing to express our enthusiastic support for the proposed development of a Master of Community Planning program within the Department of Geography at the University of Victoria (UVic). Transitioning this well-respected program from Vancouver Island University to UVic is a strategic investment in UVic's leadership in sustainability, reconciliation and community-based research.

The demand for skilled planners is growing rapidly, particularly in British Columbia, where communities are facing increasingly complex and urgent decisions related to climate change, housing affordability, transportation and land use. A Master of Community Planning program at UVic would directly respond to this demand, while also enhancing the university's reputation as a leader in sustainability and equitable futures. It would attract students who are eager to make meaningful contributions and who value UVic's commitment to place-based learning and Indigenous engagement.

Our office includes three Registered Professional Planners who regularly collaborate with the Department of Geography. We engage with classes, co-develop research questions, present on campus planning issues, coordinate research partnerships with municipalities and support emerging planners through co-op and work study placements. Through this work, we have seen firsthand the value of UVic's academic contributions to planning practice. The proposed program would deepen these contributions and connections, offering expanded opportunities for collaborative research, work-integrated learning and professional development.

We are confident that this program will bring significant benefits to our office, to local governments and to Indigenous communities. It will foster stronger community relationships and support best practices in planning and development. Our ongoing engagement with Geography already directly supports our work and enriches our professional learning and we look forward to further collaboration with Master of Planning students, faculty and researchers.

We strongly support this proposal and look forward to actively contributing to the successful launch and long-term success of this important and timely initiative.

Sincerely,

Mike Wilson, RPP, MCIP **Juliet Van Vliet, RPP, MCIP** **Alannah Rodgers, RPP, MCIP**





From: Morgan McLeod <morgenrae@gmail.com>
Date: Monday, September 8, 2025 at 1:54 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>, Brad Davies <braddavies79@gmail.com>
Subject: UVic MCP - Master of Planning - Letter of Support

Hello,

I grew up on Vancouver Island and at the time there were no Masters of Planning courses on the Island, so I am now trying to obtain my MCIP RPP through PLAR route after having 12 years experience in city planning after having to study in Vancouver. There is now VIU in central island, but the south island would also be a good location for students to learn city planning. This letter is in support of the UVic MCP program, as my friend's daughter is doing a BA in Geography at UVic and she has a keen interest in city planning as a career.

Thank you,

Morgan McLeod
Planning and Development Officer
City of Dawson, Yukon

Nadine Wiepning, MCP
Nanaimo, BC
nadinewiepning@gmail.com

Letter of Support for Master of Community Planning at UVic

Dr. Reuben Rose-Redwood
University of Victoria
Victoria, BC

September 7, 2025

Dear Dr. Rose-Redwood:

I want to add my enthusiastic support to the proposed establishment of a Master of Community Planning (MCP) program at the esteemed University of Victoria. This move would ensure the presence of an accredited, highly successful, and respected planning school on Vancouver Island. This makes it more accessible for locals, who can remain on the Island while they study, especially for students who are parents. Personally, this program changed my life. As a single parent, I needed a reliable career that I am passionate about, that fits my ethics and worldview.

My journey towards the planning profession has been long, but it was worth the wait and the work. In 2006, with my new undergraduate degree in Geography in hand, and a desire to find solutions to climate change, I applied to UBC's SCARP, but was not admitted. When VIU created the MCP program in 2015, I was thrilled at the opportunity to be recruited into the first year. However, I faced barriers to accessing student or bank loans and had to decline the offer. Discouraged, I gave up on the idea of a planning degree until 2019, when another life-changing opportunity came along. I became the Constituency Advocate for MP Manly's team before and throughout the Pandemic. Luckily, I was able to pay off my student loan during that time and am now a proud graduate of the MCP 2023-24 cohort. I'm happily employed with the Regional District of Nanaimo, and grateful to be on the path toward RPP. I'd like to add many thanks to our professors for their dedication and support, particularly Dr. Pam Shaw.

I sincerely hope the MCP program endures at UVic! Thank you for your time and consideration of this unique and timely opportunity.

Respectfully,



Nadine Wiepning

Letter of Support for the University of Victoria Master of Community Planning Program

I am writing to express my support for the MCP program at UVic. I am a member of the last cohort of MCP VIU students and have found it to be an amazing experience. I am disappointed that VIU is cancelling this amazing program, and I would hate to see it disappear. Having a Master of Community Planning program on the island is of vital importance to the planning profession, and if it is not replaced there will be long term negative effects to communities looking to hire planners. This program has been amazing for its hands on experience with instructors who work in the planning profession and are able to cater the program to our interests.

I think the MCP program will be a great fit for the Geography Department at UVic. I graduated from UVic in 2021 with a Bachelor of Arts in Economics, and through my studies met and befriended many other students in the Geography Department. I know the quality and reputation of Geography and Social Sciences at UVic, and I think the MCP program would be a great addition that will compliment the already great programs. When I first started researching planning programs, I was quite surprised to find that UVic had no planning program at all. The Capitol Regional District is a perfect fit for a planning program with different municipalities of different sizes that each face different planning problems for students to study.

The addition of the optional Co-op program will also be a great addition to the program. Planning students often already work over the summer in between years and often continue working at that same employer after the program. With so many different disciplines within planning, it is also important that students can try out different disciplines before starting their career.

If there was a Master of Community Planning program at UVic when I was applying to programs, I would have applied. I left Victoria for the VIU MCP program, and I would have loved to stay in Victoria if I had the chance. I hope you seriously consider this application for the program as it will be a great opportunity for UVic and the region. I hope to meet and work with future UVic MCP students and graduates in the future, as I know they will be great planners and advocates for their communities.

Best,

Nicholas Rae

VIU MCP Second Year Student

UVic 2021 Bachelor of Arts Economics

From: Nisha Gnanasingarajan <nishag@peachland.ca>
Date: Wednesday, September 3, 2025 at 11:22 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVic MCP Program

> You don't often get email from nishag@peachland.ca. Learn why this is important

Good morning Reuben,
I am writing to support the reintroduction of the Master of Community Planning (MCP) program at the University of Victoria. As a graduate of the program when it was offered at Vancouver Island University, I can speak to the value it provided in preparing me for a successful career in planning.
The program's balance of applied learning, theory, and community engagement gave me the skills to contribute immediately in professional practice. At a time when B.C. communities face urgent challenges in housing, climate adaptation, and reconciliation, there is a strong need for locally trained planners.
I strongly urge the approval of this program to help meet the demand for skilled planners in British Columbia.
Sincerely,

Nisha Gnanasingarajan
Planner II
778-760-4068 | nishag@peachland.ca
District of Peachland
5806 Beach Avenue | Peachland, BC | V0H 1X7
www.peachland.ca

This email and any attachments may contain privileged information, including material protected by the *Freedom of Information and Protection of Privacy Act*. Any use of this information by anyone other than the intended recipient is prohibited. If you have received this transmission in error, please immediately reply to the sender. Thank you.

Patricia Maloney Consulting
3440 Hammond Bay Road, Nanaimo, BC, V9T 1E6
250.585.683 | 403.819.8196 | pattheplanner54@gmail.com

September 10, 2025

Reuben Rose-Redwood
Associate Dean Academic
Faculty of Social Services
University of Victoria
3800 Finnerty Road
Victoria, BC, C8P 5C2
soscasdn@uvic.ca

Dear Mr. Rose-Redwood,

Re: VIU Master of Community Planning Program

I am writing this letter in support of the Master of Community Planning program with the hopes that the University of Victoria has the vision and drive to find a home for this amazing program in the Social Services Faculty.

The Canadian Institute of Planners states that "now more than ever, planning matters. Planning influences where we live, how we move, how we work, how our economies grow, and the health and wellbeing of our cities, communities and regions."

I believe I am qualified to speak to this topic as a professional planner, recognized by my profession and nominated as a Fellow the Canadian Institute of Planners, and adjunct professor at VIU in the MCP program, the first and only Planner in Residence for the VIU MCP program, a mentor in the program for the full 10 years, thesis supervisor and employer of VIU MCP graduates.

The myopic decision to shut down the MCP program by the Board and Senate of Vancouver Island University leaves a massive gap in the educational and professional sectors of Vancouver Island. I am writing to support the move of the program to UVic for two primary reasons: 1) we need an accredited planning program on Vancouver Island and 2) the MCP program was the most successful planning program in BC for graduating professional planners of the highest quality.

1) Accredited Planning Schools
   The Planning profession is a semi regulated profession. We have right to title, although, at this time, planning has no exclusive right to practice. This situation could changed in the near future. Provincial legislation, which regulates planning and the planning

September 10, 2025
Reuben Rose-Redwood
Patricia Maloney Consulting

profession in Canada, is considering stronger legislation to ensure that people who practice in planning are educated, regulated and responsible for the public interest. The Professional Standards Board for the Planning Profession in Canada (on which I sit as a Board member and Chair of the Standards Advisory Committee) regulates the entry level planners and accredits planning schools. There are only 15 accredited planning programs in Canada. With the loss of the VIU MCP program, we lose one of those accredited schools. Students who graduate from an accredited school are fast tracked into the profession to achieve their Registered Professional Planner status due to the rigor of the programs, the core courses, the focus on planning and the experiential learning offered by the teachings of active professional planners.

The VIU MCP program will have graduated almost 220 students, most of whom have achieved RPP status or are in progress. Most are employed in the planning profession in public, private, academic, and not for profit organizations, primarily in British Columbia, but also across Canada. The loss of an accredited school is a major setback for the profession. Graduating qualified students who have both an academic and practical background is critical for the profession.

The University of Victoria could provide a home for the MCP program and provide an accredited program that would fill a major gap in the educational system after April 2026. As a member of the Professional Standards Board, I feel it will be a logical and relatively simple task to have the program accredited at UVic. The opportunities to utilize some existing faculty and programs, as well as enhance your staff with Registered Professional Planners to teach the core planning courses would add to UVic's legacy. Recognizing that there is a process and criteria to become an accredited planning school, I feel that you have many resources available to you to ensure success, including Dr. Pamela Shaw, Mark Holland and myself.

2) <u>Demand for Planners</u>

Planning is a very successful, important and emerging profession. There is great demand for planners across Canada. On any given day, you can review the job postings on any of the provincial and territorial planning associations and institutes web sites, as well as the Canadian Institute of Planners, to see the employers seeking planners to fill a myriad of positions. Vancouver Island employers have been particularly benefitted by the location of an accredited planning school.

The importance of having graduates from an accredited school is that the employer knows that the employee has a solid foundation in the planning profession. The employer anticipates that this new hire will be able to step into the role of planner and succeed. This has been proven time and time again. Our students have been employed in just about every municipality and jurisdiction on Vancouver Island as well as numerous provincial and federal agencies and private consulting firms. The versatility of our students is due to the amazing comprehensive education they receive.

Our students have worked in communities that do not attract national attention (Ontario graduates generally stay in Ontario for example) but our school has been a feeder for these employers. Many employers require an accredited planning degree or membership as an RPP (or eligibility for membership) as a requirement for employment. With fewer schools, there will be more demand for accredited planning graduates. UVic could provide the home and education and graduate the high quality planners that the market demands.

Every year, as faculty at VIU, we have had to turn away qualified students due to capacity of the program. All of the other accredited planning schools are in the same situation. The provision of more spaces in accredited planning programs is critical to the success of the profession, but also the success of the municipalities, the provincial and federal agencies, the private sector consulting firms and the not for profit organizations such as not for profit housing groups.

Planners provide the foundation to build better communities. Without accredited planners, we risk the future of our communities. I hope that the University of Victoria can see the path forward to embrace the MCP program that has been presented and strive to develop the program, get the accreditation and ultimately graduate the next cohorts of professional planners.

If I can be of any service in the accreditation process, please contact me.

Sincerely



Patricia Maloney, RPP, FCIP

c.c. Dr. Pam Shaw, RPP, FCIP
Mark Holland. RPP, FCIP

Dear Committee Members,

I am writing to express my strong support for the establishment of a Master of Community Planning (MCP) program at the University of Victoria.

The planning profession in British Columbia, and across Canada, is facing increasing demand for highly skilled professionals capable of addressing complex challenges such as housing affordability, climate adaptation, Indigenous community planning, sustainable transportation, and resilient infrastructure. The need for qualified planners is only expected to grow as communities across the province seek innovative, evidence-based solutions to manage growth and change.

As a graduate of the Master of Community Planning program at Vancouver Island University, I can personally attest to the value of that program. Its focus on rural and Indigenous planning perspectives was unique and critically important to the profession. I was truly devastated to learn of its closure, both for future students and for the planning industry as a whole. My own employer, the Regional District of Nanaimo, has hired many VIU graduates over the years, all of whom have earned an exceptional reputation for the quality of their training and their contributions to the field. The loss of this program has left a significant gap in graduate-level planning education on Vancouver Island.

The University of Victoria is uniquely positioned to fill this void. With its strong academic reputation, existing expertise in related fields such as geography, public administration, and environmental studies, and its deep connections to Vancouver Island and coastal communities, UVic can provide a program that not only meets industry demand but also reflects the values and needs of the region.

For these reasons, I strongly encourage the University of Victoria to move forward with establishing a Master of Community Planning program. This initiative would not only strengthen the planning profession but also deliver significant benefits to communities across Vancouver Island and beyond.

Thank you for considering this important initiative.

Sincerely,

Patricia Reynes, MCP, RPP MCIP
Planner, Regional District of Nanaimo
Graduate of the Master's of Community Planning at VIU

Riley Nicholson

Master of Community Planning, Vancouver Island University
778-257-4112 | riley.nicholson.d@gmail.com | Victoria, BC

September 2, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

Re: Application for Transit Planning Coordinator Position

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, collaboration, and community involvement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice.

Throughout my experience at VIU, I found the MCP program to be engaging, relevant, and dynamic. Compared to other program offerings throughout the province, the MCP program provides the opportunity to work on real world projects and build connections with the local planning community. As a result of such positioning, students are well suited to transition directly into the planning workforce at a time where planners are in high demand

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. As a resident of Victoria seeking a planning education, I was shocked that UVic did not have an accredited, masters level program, despite having strong undergraduate programs in related fields. I commuted between Victoria and Nanaimo to attend the VIU program, but so did several of the faculty who were practitioners based in Victoria. Located in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment. Creating this program in Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumnus of the MCP program and for that, I am proud.

Sincerely,
Riley Nicholson
VIU MCP Alumni, 2025

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Rylan Graham, PhD RPP MCIP
Assistant Professor
School of Planning and Sustainability
University of Northern British Columbia
Prince George, BC V2N4Z9
Rylan.graham@unbc.ca

September 14, 2025

Dear Dr. Rose-Redwood,

I am writing to express my support for the proposal to establish the Master of Community Planning (MCP) program at the University of Victoria. Like many others, I was disappointed to learn this past summer about the decision to terminate the planning program at Vancouver Island University (VIU). At a time when communities across the province are confronting the challenges of housing affordability, climate change, and social equity, amid a growing shortage of planners, the need to train more planners is critical.

The proposal to re-establish the MCP program at the University of Victoria presents a timely opportunity that is well positioned to meet this need. In shaping the curriculum around applied learning, experiential education, and community-based research, the program will not only provide students with a germane planning education but also facilitate connections between the university and local communities and organizations.

Given the unique governance landscape of the Victoria region, which includes 14 municipalities, more than 20 First Nations, and the presence of the provincial government, the city and region is an ideal location to learn about the dynamics of planning. The multi-jurisdictional exposure that students will take from living and learning in the Capital Region means that they will have the opportunity to study planning in a diverse and distinct set of contexts. This program is poised to provide them with the breadth and depth of experience that will enable them to ultimately be the effective changemakers we need in our communities. Moreover, as a scholar of mid-sized Canadian cities, including Victoria, I recognize that there are a unique set of dynamics that shape this cohort of cities. It is imperative then that planning schools exist in these contexts so that the next generation of planners can develop the knowledge and skills needed to navigate the unique challenges and opportunities in mid-sized cities.

Since joining the University of Northern British Columbia in 2021, and through my role on the Planning Institute of British Columbia's Academic Liaison Committee, I have had the opportunity to collaborate with faculty and students from VIU's MCP program. These experiences have underscored my understanding of the importance of having a planning program on Vancouver Island. Moreover, I have been impressed by the quality and impactful work of both students and

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

faculty. The proposal to re-establish the program at the University of Victoria provides an important opportunity to carry forward and expand upon this legacy.

I firmly believe in the mission to maintain access to graduate-level planning education on Vancouver Island. The absence of such a program not only weakens planning education in British Columbia but also jeopardizes the development of the next generation of planners who will be needed to address the challenges of tomorrow. For these reasons, I am pleased to offer my support for this proposal.

Sincerely,



Rylan Graham, PhD RPP MCIP

From: Samuel Gerrand <samgerrand.n@gmail.com>
Date: Friday, September 12, 2025 at 5:13 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: Letter of Support for Master of Community Planning Program at Uvic

Dr. Reuben Rose-Redwood,

I am writing to support the proposal for a new Master of Community Planning Program at the University of Victoria. I graduated from the Master of Community Planning Program at VIU, and like many of my colleagues have found the program's focus on applied learning, community-based research, and experiential education to be a solid foundation for a career in Planning.

I am currently employed in planning and reflect often that the MCP program gave me a 'step up.' Particularly, I found it valuable that the faculty -- Pam Shaw, Lindsay Chase, and Mark Holland -- are not only professional planners with long experience in the profession, but are actively practicing planning. I felt that access to this perspective added enormously to my education, compared to some of my colleagues that graduated from more purely academic programs. My hope is that the transition of the program to UVic and the union with the existing programs there can only improve the quality of the MCP program.

I would also add that the planning community, and I would argue our communities at large, will be for the worse if this transition cannot be completed and the program ceases to exist. I am employed as a planner at a regional service commission and we cannot find enough planners to hire. To my knowledge there are as many as 8 positions within the organization that could be filled with a recent graduate from the MCP program.

I look forward to hearing updates about the program and hope to be able to recommend the new MCP program to many aspiring planners!

Sincerely,
Sam Gerrand, MCP

Seamus McConville

308-1045 Cumberland Road
Courtenay BC
V9N 2E7

Tel: 250 588 3067
Email: seamuspmc@gmail.com

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

September 5, 2025

Delivered via Email

Dear Dr. Rose-Redwood:

RE: Letter of Support for Master of Community Planning Program at the University of Victoria

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Please accept this letter in support of establishing a Master of Community Planning program at the University of Victoria (UVic).

Having completed my Master of Community Planning (MCP) degree at Vancouver Island University (VIU), I was deeply disappointed to learn that VIU will be cancelling this excellent program. As a UVic graduate, the MCP program provided me with hands-on training and an applied pathway that launched my career in land use planning. With its emphasis on sustainability and reconciliation, the MCP program would be a natural fit with UVic's own areas of academic focus.

My experiences at both UVic and VIU gave me the tools required for a successful planning career. In fact, it was a UVic professor, in a public administration course I took in 2016, who first inspired me to pursue this path. Later, when I was seeking a master's program after completing my undergraduate studies, I wondered why UVic did not already offer the MCP program. The culmination of my education and professional experience has since enabled me to achieve my RPP, MCIP designation; credentials that hold planners in British Columbia and across Canada to the highest ethical standards.

As communities across Vancouver Island and the country grapple with the major urban challenges of our time, I firmly believe that combining the MCP program's practical orientation with UVic's longstanding tradition of research and academic excellence would be of great benefit to the profession. Personally, I would not be where I am today without the opportunities afforded to me by both universities.

Sincerely,



Seamus McConville, RPP MCIP
UVic BA Humanities, 2017
VIU Master Community Planning, 2020

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
soscasdn@uvic.ca

August 27th, 2025

Dr. Rose-Redwood,

Let's be honest: universities are on thin ice.

Across Canada, degrees are losing their value. Students go into insurmountable debt for an education that employers openly admit doesn't prepare them for the real world. Higher education is being called out as bloated, out of touch, and more interested in protecting its image and income rather than producing professionals at good value.

Ask any employer and they'll tell you: most graduates aren't ready. Too often, graduate programs lean on theory, abstract projects, and academic debates that have little to do with the messy, practical realities of planning practice. Graduates leave smart, not ready.

The Master of Community Planning program at VIU was different — it worked. It wasn't theory for theory's sake. It gave us applied tools, real-world projects, and work experiences that translated directly into practice.

Every graduate from that program will direct your attention to the brilliant leadership of Dr. Pam Shaw and her colleagues - their unwavering commitment to a practical education ensured that every single graduate was ready to deliver in the workforce from day one.

No better proof exists than my own cohort, graduating directly into the chaos of pandemic lockdowns. Despite the turmoil, nearly all of us were hired into meaningful planning roles — because the MCP program prepared us for practice in a way that no other school does.

UVic has the chance to do something rare: build a program that employers trust, students celebrate, and communities desperately need. This is a chance to lead, to set a strong standard for what education should be at a highly respected institution.

Of the nearly thirty of my work colleagues, virtually all of them are either UBC graduates or trained out of province. I look forward to building communities alongside UVic MCP graduates in the near future.

Regards,
Sev Ebadi
VIU MCP Graduating Class of 2018
Development Planner at the City of Coquitlam
Sev.ebadi@gmail.com

Reuben Rose-Redwood, PhD

Professor and Associate Dean Academic, Faculty of Social Sciences

University of Victoria

WESTPLAN CONSULTING GROUP

September 15, 2025

Dear Reuben,

As an alumnus of the very first Master of Community Planning (MCP) program class, I am very sad to have to write this letter supporting the MCP program move to the Department of Geography at the University of Victoria (UVic). The program was innovative in that it delivered pragmatic, practical planning-education – something we desperately need in both the public and private planning sectors. Vancouver Island University's (VIU) abrupt cutting of the program will only hurt BC as we continue to face numerous crises including housing, climate and endemic social issues. The proposed MCP program at UVic states that it will build on the legacy of VIU's program, and if that is the case my full weight of support is behind it.

I have worked for the last almost nine years in a variety of planning positions and know first-hand how important it is to have an education grounding a planner in policy analysis and critical thinking about the regulatory and common law impacts of our work. Planning doesn't need more theory – we need action and my time at MCP in Nanaimo set me up for success because of both the experiential education and highly experienced, practicing planner professors and adjuncts.

I truly hope that MCP can be saved, and we can continue to have an accredited planning program on Vancouver Island. In these critical times, our profession needs more action-oriented planners to hit the ground running out of grad school.

Sincerely,

Teunesha Evertse MCP RPP MCIP

Principal, Westplan Consulting Group

teunesha@westplanconsulting.ca

WATT VICTORIA
302-740 Hillside Avenue
Victoria, BC V8T 1Z4
(250) 208-3874

2025-09-15

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Submitted via email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood:

Re: Letter of Support – UVic Master of Community Planning (MCP) Program

On behalf of WATT Consulting Group (WATT), we wish to provide our enthusiastic and heart felt support for the establishment of a Master of Community Planning program at the University of Victoria (UVic), particularly one that builds on the legacy of what was established at Vancouver Island University (VIU).

Our consulting firm undertakes transportation and community planning projects across B.C. and Canada. Our larger transportation team includes 35 transportation professionals. On Vancouver Island, we have a team of six transportation planners and are hoping to expand to ten (10) in the future. Having both been personally involved with past projects, courses, and workshops at both UVic and VIU, we're also keenly aware of both universities, their learning environments, and the calibre of their programs.

Both of us have been with WATT for almost 10 years now. In the last 5 years we've taken on leadership roles responsible for hiring, business development, and project delivery. In the last few years, for example, we have reached out directly to the VIU MCP program on multiple occasions to fill open entry-level positions within our Victoria-based Vancouver Island Planning team and practice. We've successfully hired four (4) VIU MCP graduates over that period. We have been incredibly pleased with how our team-member graduates of the MCP program have demonstrated not only technical rigour and a diverse skill set but also a notable degree of practical experience and a deep understanding of how planners serve and ultimately support communities. Further, we have been particularly impressed with how the VIU program produces professionals who are well-grounded in theory and also so ready to help turn ideas into action and implementation. Indeed, the applied planning acumen that MCP graduates bring to the table has directly improved the quality of our project work.

We anticipate continuing to provide a place for future MCP graduates within our team, particularly for those who might already attend school within Victoria and therefore already call Vancouver Island their home. This past summer we hosted a UVic Geography undergraduate student as our first planning co-op and we envision future opportunities to support MCP students searching for part-time work or coop placements in transportation planning to further their experience while learning. We would also be happy to personally contribute to classes (i.e., through lectures and/or facilitated seminars) and/or provide mentorship if such a program were in Victoria.

We very much hope for and support the establishment of an MCP program at UVic. Please contact us if there's any further information we can provide.

Sincerely,

WATT Consulting Group Ltd.

Tania Wegwitz, *RPP, MCIP*
Vice President, Transportation
C 250-208-3874
E twegwitz@wattconsultinggroup.com

Tim Shah, *RPP, MCIP*
Planning Practice & Vancouver Island Team Lead
C 778-350-3628
E tshah@wattconsultinggroup.com

From: Wayne Beggs <wbeggs@telus.net>
Sent: Monday, September 15, 2025 11:23 PM
To: Geography Office <geography@uvic.ca>
Subject: UVIC Planning Program - Letter of Support

I am writing to express support for the establishment of a planning school at the University of Victoria. The loss of the planning program at Vancouver Island University was a blow to the profession. As both a planning educator and a planning professional with a non-traditional planning career, I can attest to the broad applicability of the education and skills developed through participation in a planning program. In my own roles with a number of departments and agencies at the Government of Canada, time and again I have used the specific skills and contextual knowledge derived from planning. I believe there is a market for planning skills beyond what is currently available in BC programs.

The program at VIU provided planning education in an important segment of the market that was not covered by other schools. My own students from Geography program courses at Simon Fraser University followed the VIU route to their education. Schools at UBC, Uvic, UFV and UNBC cover other aspects of the market for planning education. There are natural synergies between existing Geography and Public Administration programs at UVic and there are opportunities to expand partnership between UVic and the provincial government.

I fully support the development of a planning program at the University of Victoria and would be happy to assist those advancing this effort in any way possible.

Best regards,

Wayne Beggs, PhD, RPP, MCIP.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology, as described in the document "Discontinuation of the BSc Programs in Biochemistry and Microbiology".

Proposal

The Department of Biochemistry and Microbiology (BCMB) seeks approval to formally discontinue its two existing undergraduate programs:

- Bachelor of Science (BSc) in Biochemistry
- Bachelor of Science (BSc) in Microbiology

The discontinuation coincides with the launch of a single integrated BSc in Molecular Life Sciences (MLSC), which consolidates the strengths of both legacy programs under one unified and interdisciplinary framework.

Rationale

- **Curricular Modernization:** Responds to recommendations from the 2024 External Program Review, which emphasized the need to update curriculum, streamline administration, and improve visibility and recruitment.
- **Integrated Framework:** The BSc. In Molecular life Sciences program consolidates the strengths of both legacy programs into a unified, interdisciplinary degree that reflects current scientific trends in molecular biology, genomics, proteomics, microbiology, and biotechnology.
- **Administrative Efficiency:** Maintaining two separate programs is no longer sustainable. Students frequently request cross-registration for upper-level courses, creating complexity in credit allocation and program management.
- **Strategic Alignment:** Supports UVic's priorities for interdisciplinary education and workforce readiness in BC's expanding life sciences sector.

Transition Plan

A comprehensive transition plan has been developed in consultation with the Office of the Registrar and Enrolment Management (OREM) to ensure:

- **Continuity for Current Students:** Flexible pathways for program completion.
- **Clear Communication:** Guidance for students at all stages of study.
- **Smooth Implementation:** Alignment with the launch of the MLSC program.

The discontinuation will enable UVic to modernize its life sciences offerings, eliminate administrative redundancies, and position the university as a leader in interdisciplinary education aligned with provincial and national workforce needs.

Basis for Jurisdiction: Senate Committee on Planning meeting November 5, 2025
Senate meeting on December 5, 2025

Attachment(s): December 2025 Senate docket for the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 19, 2025

Re: Proposal to discontinue the Bachelor of Science programs in Biochemistry And Microbiology

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology.

The proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology coincides with the launch of a single integrated Bachelor of Science in Molecular Life Sciences which consolidates the strengths of both legacy programs under one unified and interdisciplinary framework.

This restructuring responds directly to recommendations from the 2024 External Program Review, which highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. Moreover, maintaining two separate programs is no longer sustainable and students frequently request cross-registration for courses at the 300–400 level, for credit towards one degree or another. The Bachelor of Science in Molecular Life Sciences will offer two formal options – Biochemistry and Microbiology enabling students to pursue focused disciplinary study and maintain recognition of their specialized training.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology, as described in the document "Discontinuation of the BSc Programs in Biochemistry and Microbiology".

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

[Discontinuation of the BSc Programs in Biochemistry and Microbiology]

(Template must be submitted as a Word document)

Submitted by:	**Name and title**	**Email**
Dean or designate	Dr. Laura Cowen, Dean, Faculty of Science	sciedean@uvic.ca
Academic unit, department, or school	Department of Biochemistry and Microbiology (to become the School of Molecular Life Sciences)	bcmb@uvic.ca
Name, title, and email of contact person	Jennifer Cobb, Chair	bcmb@uvic.ca / jencobb@uvic.ca

Anticipated implementation date of discontinuation	September 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 12, 2025
Departmental/School approval	May 14, 2025; Sept 9, 2025 (formal vote)
Faculty Curriculum Committee approval	October 10, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 24, 2025

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline).

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) ***supporting documentation required for all consultations***	**Date (or N/A)**	**Supporting Documentation Attached (Y/N)**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	Aug 26, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025	Y
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca	Aug 15, 2025 Sept 25, 2025	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Aug 30, 2025	Y
Consultation with related academic units/programs		

impacted by the discontinuation – (see Section D)	

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The Department of Biochemistry and Microbiology (BCMB) proposes the formal discontinuation of its two existing undergraduate programs—the Bachelor of Science (BSc) in Biochemistry and the Bachelor of Science (BSc) in Microbiology—effective September 2026 (and only after the new MLSC program has been approved at UVic and Ministry). This discontinuation coincides with the launch of a single integrated BSc in Molecular Life Sciences (MLSC), which consolidates the strengths of both legacy programs under one unified and interdisciplinary framework.

This restructuring responds directly to recommendations from the 2024 External Program Review, which highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. Moreover, maintaining two separate programs is no longer sustainable and students frequently request cross-registration for courses at the 300–400 level, for credit towards one degree or another. From an administration perspective the new consolidated program deals with these issues and, in name, better reflects the unit's research and teaching strengths in molecular biology, genomics, proteomics, microbiology, and biotechnology, while also aligning with institutional priorities for interdisciplinary education and workforce readiness in BC's growing life sciences sector.

B. How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

A comprehensive transition plan has been developed after consultation with the Office of the Registrar and Enrolment Management (OREM) to ensure continuity and flexibility for students at all stages of study:

Course Continuity: All required courses will continue to be offered, with existing BCMB-coded courses redesignated as MLSC (Molecular Life Sciences) while retaining the same course numbers and learning outcomes. For example, *BCMB 301A* will become *MLSC 301A*. Students will receive full credit equivalency toward their declared degree.

Student Options: Students starting Year 2 will have the option to enter into the new BSc in Molecular Life Sciences and all previously completed coursework will count toward the new degree as either core requirements or electives, but the following will apply:

New Course Requirements: Two new courses, MLSC103: *Foundations in Molecular Life Sciences* and MLSC 302: *Bioinformatics for Molecular Life Sciences*—are required for students entering the new program.

Students entering Years 3 and 4 have the option to remain in their current Biochemistry or Microbiology programs until completion. Those students choosing to transfer to the new MLSC program will be waived from these course requirements to prevent any delay in graduation.

Laboratory Integration:
The new *MLSC 406: Applied Research Laboratory* course will replace *BCMB 406A/406B*. With regards to curriculum content, MLSC 406 will share extensive overlap with the current lab BCMB 406B.

> Students wanting to transition to the new Molecular Life Sciences Program who have completed one or both of the BCMB 406 courses, will have the new MLSC 406 requirement deemed satisfied according to the equivalency chart in the transition plan. (Appendix 2_New Program Summary and Transition Plan).
>
> If students have received credit for BCMB406B, then they will not be able to take MLSC 406 for credit.

Advising and Communication:
A detailed Student FAQ Guide and equivalency chart have been prepared to assist students and advisors (Appendix 2_New Program Summary and Transition Plan and Appendix 6_ Student FAQ guide). All affected students will receive direct communication outlining their options, timelines, and support resources.

Through these measures, the department ensures that every student can either complete their original program as planned or transition without academic penalty into the new BSc in Molecular Life Sciences effective September 2026.

Undergraduate Program Design and Options:
Students who remain in the current programs will graduate with a parchment stating Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. Students who choose to transition to the new program will receive a parchment stating Bachelor of Science – Molecular Life Sciences, and if they complete an *option*, then their transcript will state Molecular Life Sciences – Biochemistry *option* or Molecular Life Sciences – Microbiology *option.*

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

Our transition plan ensures that all students currently enrolled in the Biochemistry and Microbiology programs can complete their degrees without disruption or may transition seamlessly into the new BSc in Molecular Life Sciences. All courses will continue to be offered, with existing BCMB-coded courses converted to the new MLSC designation while retaining the same course numbers and learning outcomes (e.g., BCMB 301A becomes MLSC 301A).

Students entering their final years (Years 3 and 4) will be able to complete their original program requirements as planned. Students in earlier years may elect to move into the new program, with all previously completed coursework counting toward the MLSC degree either as core requirements or electives. Waivers will apply to new required courses (MLSC 103, MLSC 302) for advanced students transitioning from the legacy programs.

The discontinuation of the separate Biochemistry and Microbiology programs will not impact any courses delivered by our unit for programs administered through other academic units. As no existing courses are being discontinued, only BCMB will be re-coded under the new MLSC designation. Courses required in other programs and service courses, including MICR 200A (Introductory Microbiology I) BIOC 299 (Biochemistry for non-majors) will not be impacted. Accordingly, students enrolled in programs such as Biology, Chemistry, Neuroscience, and Health Information Science should not notice any change and will continue to have full access to required and elective courses taught by our unit. There will be uninterrupted delivery of all existing course content and preservation of all interdepartmental teaching commitments. Taken together, our unit will maintain seamless academic pathways for students across other units, the Faculty of Science and other units at UVic.

The discontinuation of BCMB406A and BCMB406B, will free resources (instructional resources and teaching lab space) which will be reallocated to delivering MLSC406 and a new professional, non-thesis MSc program, which emphasizes advanced, hands-on laboratory training, ultimately enhancing both academic sustainability and economic viability. This approach maximizes the unit's existing investment in personnel and infrastructure, yielding a higher return on resources (already in place) while expanding graduate-level offerings in collaboration with the Gustavson School of Business, and without the need for new funding or space.

D. Provide evidence of consultation with related programs and UVic departments/faculties participating or affected by the program discontinuation (emails/letters of support in an appendix).

The discontinuance of these programs is actually a merging of these programs into a single, integrated BSc in *Molecular Life Sciences*. Therefore, consultation for the development of the

new program and discontinuance of Biochemistry and Microbiology coincided. Consultations included UVic academic units, administrative offices, and Indigenous partners, and no objections were received.

Evidence of Consultation

Following consultation with the Office of the Registrar and Enrolment Management (OREM) (Appendix 5: SCP_OREM Consult), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life Sciences.

At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC (Appendix 4: New Course Codes), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

To maintain clarity, the BIOC and MICR course codes will be retained to support service to other units and the respective concentrations in Biochemistry and Microbiology in our unit. There will be one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors and will not be a program requirement. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM (Appendix 5: SCP_OREM Consult) has been incorporated, and a Transition Plan for Current Students (Appendix 2: New Program Summary and Transition Plan) and Student FAQ Guide (Appendix 6: Student FAQ Guide) have been developed to ensure a smooth and transparent implementation process.

We also consulted with representatives from Co-operative Education and Career Services (Appendix 9: SCP_Coop consult), UVic Libraries (Appendix 10: SCP_Libraries consult), and Indigenous Academic and Community Engagement (IACE) (Appendix 11: SCP_IACE consult). All received a draft proposal of the new Molecular life Sciences program clearly stating the discontinuance of these programs. The chair of BCMB, Jennifer Cobb, had follow-up meeting by Zoom or in-person (Rob Hancock), no objections were received.

Consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats (Appendix 7: Internal Consultation). Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura

Cowen, Dean of Science. The Faculty of Science Curriculum Committee also ratified these curriculum changes (Oct 10, 2025), chaired by Dr. Chris Eagle, Associate Dean, Academic.

Internal consultation included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health (Appendix 7: Internal Consultation), with support received from Dr. Tammy Hopper, Dean of Health (Appendix 8: SCP_Dean of Health).

List of appendices:

Appendix 1 _ Molecular Life Sciences Curriculum.xlsx

Appendix 2_New Program Summary and Transition Plan.pdf

Appendix 3_ UG Survey Results .pdf

Appendix 4_New Course Codes.pdf

Appendix 5_SCP_OREM consult.pdf

Appendix 6_ Student FAQ guide.pdf

Appendix 7_ Internal Consultation .pdf

Appendix 8_SCP_Dean of Health.pdf

Appendix 9_SCP_Coop consult .pdf

Appendix 10_SCP Libraries consult .pdf

Appendix 11_ SCP_IACE consult.pdf

Appendix 12_ Additional University feedback.pdf

Appendix 13_ Research Affiliates.pdf

Appendix 14_External Consultation .pdf

Appendix 15_Industrial Feedback .pdf

Appendix 16_LBSC feedback and LSBC and Stronger BC Reports.pdf

Appendix 17_ National Strategies in Life Sciences.pdf

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: **Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)**	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.

Signature: _____

Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

---

Subject:	RE: BCMB Proposal Consultation
Date:	Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From:	Wendy Taylor
To:	Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burridge de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC:	Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments:	image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
    - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the Academic Calendar for Major Programs in Science to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of “introducing students to molecular principles” and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
    - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
    - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135
wtaylor@uvic.ca | uvic.ca/registrar
Together, we transform students' lives.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: September 18, 2025 7:49 PM
To: Wendy Taylor <wtaylor@uvic.ca>; Amanda Hawkins <ahawkins@uvic.ca>; Asia Longphee <alongph9@uvic.ca>; Ashley Burridge de Moscoso <ashleydm@uvic.ca>; Janine Mayers <jmayers@uvic.ca>; Kelly Colby <kcolby@uvic.ca>; Devin Stark, Records Officer, Undergraduate Records <uro6@uvic.ca>; Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>
Cc: Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>; Caren Helbing <chelbing@uvic.ca>; Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: Re: BCMB Proposal Consultation

Hello - prior to our consultation with OREM of the changes BCMB is making - I have attached the most updated documents

1. Unit name change from Biochemistry and Microbiology to Molecular Life Sciences (proposal attached) I have also attached questions about course codes (more to start the conversation and let you know what our department was hoping to do.

2. New program : UG program in Molecular Life Science- AVPAP office heard back from Ministry and this will be considered a new program- we had already made some changes in Kuali for FOS curriculum committee after consulting with other department impacted by changes in the curriculum -coinciding with the new program. this is where we need the most help because I think we need to enter things differently than perhaps we have.

3. Discussion how to move forward with:
   New Dept name, new course codes
   New program and new courses
   If we can't get the new MLS program (combined program of Biochem and Micro) approved for 2026, we still want the curriculum changes with new courses to take effect in the current biochem and micro programs

Best, Jen

--
Dr. Jennifer Cobb
https://www.cobblab.com/

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: wtaylor@uvic.ca
When: 3:00 PM - 3:45 PM September 25, 2025
Subject: BCMB Proposal Consultation
Location: Microsoft Teams Meeting

Microsoft Teams Need help?

Join the meeting now

Meeting ID: 211 410 887 284 9

Passcode: iC6Rv79a

Dial in by phone

+1 647-794-1629,,482088951# Canada, Toronto

Find a local number

Phone conference ID: 482 088 951#

For organizers: Meeting options | Reset dial-in PIN

This meeting is being hosted by the University of Victoria's Microsoft 365 service. For more information and help with Microsoft 365 at UVic, please visit oac.uvic.ca/o365.

Org help | Privacy and security

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>
Date: Friday, September 19, 2025 at 8:55 AM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science. and 2. New undergraduate program: Molecular Life Sciences	Anticipated start date: Sept. 2026
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20th , 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20th 2025 Proposal: Oct 10th, 2025	

Signature: 

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie

Debbie Wildy
Assistant to the Dean
Faculty of Health
250-721-8050
New Email Contact: dwildy@uvic.ca
Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁ□NEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>
Sent: October 10, 2025 3:44 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>
Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: ***BSc Molecular Life Sciences***	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdiscplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: Andrea Giles

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc …

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences
Name of Program: BSc in Molecular Life Sciences

Credential Level:
☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

For new programs, how many Indigenous students do you envision enrolling?

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation.**Part III:**

Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
   ☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



03-Sep-25

_____ _____

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Summary of Program Changes

1. Program Consolidation

The BSc in Biochemistry and BSc in Microbiology will effectively be merged into a single BSc in Molecular Life Sciences (MLSC), starting Fall 2026.

The new program offers a general Molecular Life Sciences major with optional Biochemistry (BIOC) and Microbiology (MICR) concentrations, allowing specialization within a unified structure. This is similar to the concentration model used in the Biology Department, offering concentrations in Forest Biology, Marine Biology, and Neurobiology

Graduate programs (MSc and PhD in Biochemistry or Microbiology) will remain unchanged.

2. Discontinued Programs

The BSc in Biochemistry and BSc in Microbiology will be discontinued once the MLSC degree is approved and launched.

No current courses will be discontinued, ensuring continuity for students completing legacy degrees.

3. Course Code and Curriculum Updates

The MLSC course code was provided to us by OREM after consultation and reviewing a draft of our proposal. All BCMB course codes will change to MLSC, keeping the same numbers (e.g., BCMB 301A → MLSC 301A) and all BIOC and MICR course code will remain unchanged to aid students in course selection for concentrations in Biochemistry and Microbiology.

Three new or revised courses are introduced:

1. MLSC 103 – Foundations in Molecular Life Sciences (new required course)
2. MLSC 302 – Bioinformatics for Molecular Life Sciences (new required course introducing computational skills)
3. MLSC 406 – Applied Research Laboratory, replacing BCMB 406A/B and consolidating lab requirements.

Transition Plan for Current and Future Students

1. Students Remaining in Original Programs (Biochemistry or Microbiology)

- May complete their current degree requirements; all courses will continue to be offered with identical content and credit value.
- Course equivalencies will be clearly stated (e.g., MLSC 301A = BCMB 301A).
- BCMB 406A (1.5 unit) and BCMB 406A (1.5 unit) lab courses will remain available through Summer 2026. Students who have not completed them may substitute MLSC 406 lab course (1.5 unit) and an additional 400-level (BIOC or MICR) course (1.5 unit) to satisfy degree requirements.

2. Students Transitioning to the New MLSC Program

- All previously completed courses (BIOC, MICR, or BCMB) will count toward the new MLSC degree as requirements or electives.
- Students who have taken BCMB 406B will have MLSC 406 deemed satisfied.
- Students who completed both BCMB 406A and 406B will receive equivalent credit for MLSC 406 plus one 400-level course (BIOC or MICR).
- Students entering Years 2–3 in 2026–27 must complete MLSC 302; those entering Year 4 will be waived from the requirement (but are encouraged to take it as an elective).
- Students entering Year 2 who wish to graduate under MLSC must complete MLSC 103; those entering Year 3–4 are waived.

3. New Students Entering in Fall 2026 and Beyond

- Will enroll exclusively in the MLSC program.
- Must complete the full suite of new core courses, including MLSC 103, MLSC 302, and MLSC 406.
- May pursue optional concentrations in Biochemistry or Microbiology by completing additional 400-level electives.

400-level lab requirement: Transition Plan for students in Biochemistry and Microbiology Programs (2026 Implementation)

Student Pathway	Course Completion status (406A and 406B)	Requirement Under Discontinued Programs	Equivalent Requirement Under New Molecular Life Sciences (MLSC) Program	Notes / Credit Recognition
Students remaining in Biochemistry or Microbiology programs	BCMB 406A and BCMB 406B	Satisfies required 400-level laboratory sequence	400-level lab requirement deemed **satisfied**	**Will not register for MLSC 406.** Full credit retained.
	BCMB 406A only	Partial completion of 400-level lab sequence	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	**Will register for MLSC 406.** Full credit for BCMB 406A retained.
	BCMB 406B only	Partial completion of 400-level lab sequence	400-level lab requirement deemed **satisfied**	**Will not register for MLSC 406.** Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
	Have not completed either BCMB 406A or BCMB 406B	Must complete both 400-level lab course equivalents	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	**Will register for MLSC 406** Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
Students transitioning to the new MLSC program	BCMB 406A and BCMB 406B	Former lab sequence	MLSC 406 requirement deemed **satisfied**. Full credit retained.	**Will not register for MLSC 406.** Avoids duplication and preserves full credit value.
	BCMB 406A only	Partial completion of lab sequence	*MLSC 406* requirement deemed **satisfied**	**Will not register for MLSC 406**
	BCMB 406B only	Partial completion of lab sequence	*MLSC 406* requirement deemed **satisfied**	**Will not register for MLSC 406**
	Have not completed either BCMB 406A or BCMB 406B	Required to complete both lab courses	Must complete MLSC 406 to satisfy new program lab requirement.	**Will register for MLSC 406.**

Summary notes for 400-level labs (next page)

• BCMB406A and BCMB406B are independent and do not have to be taken in order. BCMB 406A is not a prerequisite for BCMB 406B.

• MLSC 406 integrates key experimental components of BCMB 406A (techniques and design) and BCMB 406B (independent project and data analysis), but is most like BCMB406B.

• Students who have already completed BCMB 406A or 406B receive full credit equivalency for MLSC 406 if entering new program.

• Summer 2026 will be the final offering for BCMB 406A and 406B.

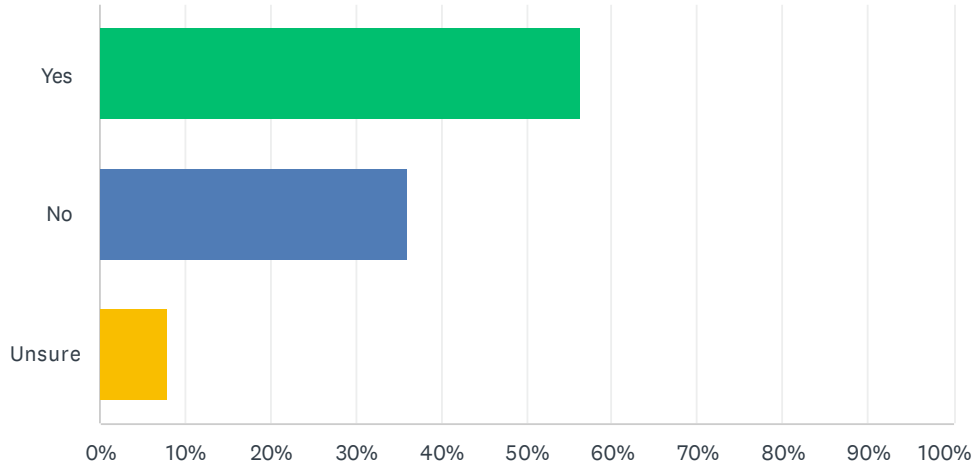
• Fall 2026 will not be offering BCMB 406A.

• MLSC 406 will be offered in Spring 2027 and Summer 2027

This structure ensures no duplication of coursework, protects academic progress, and provides equitable treatment for all students regardless of pathway. The structure supports efficient use of instructional resources while maintaining program integrity and laboratory skill development.

Q1 Does the proposed name 'Molecular Life Sciences' reflect your perception of the department's research and teaching strengths?

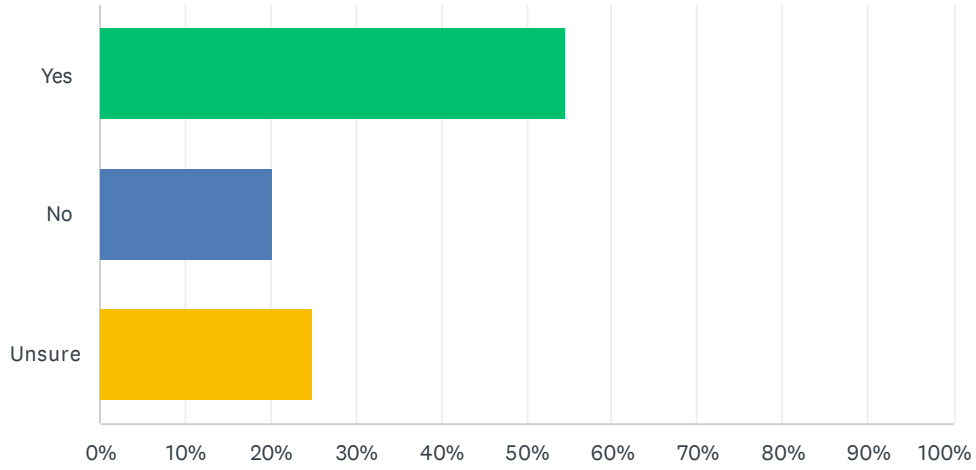
Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56.25%	36
No	35.94%	23
Unsure	7.81%	5
TOTAL		64

Q5 Would it be beneficial/advantageous to have a degree-required course at the first-year level, such as 'Foundations in Molecular Life Sciences'?

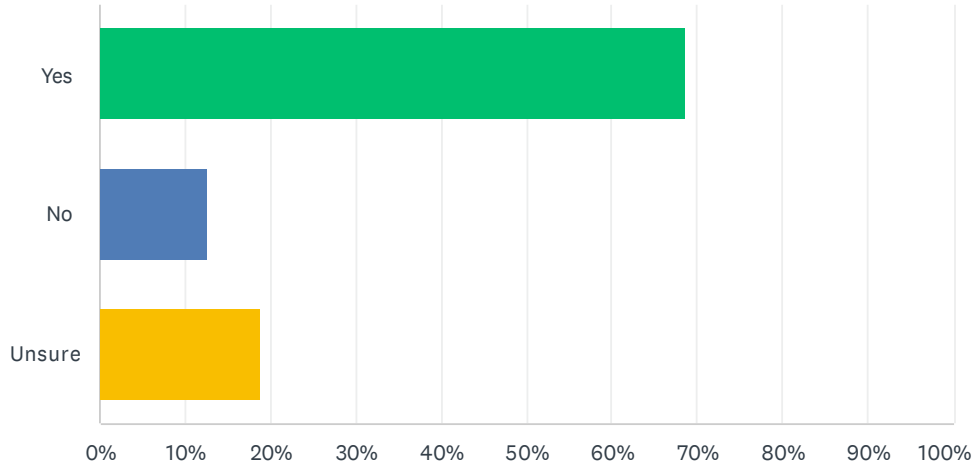
Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	54.69%	35
No	20.31%	13
Unsure	25.00%	16
TOTAL		64

Q6 Would it be beneficial/advantageous to have a data science course with a bioinformatics focus at the third-year level?

Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	68.75%	44
No	12.50%	8
Unsure	18.75%	12
TOTAL		64

Q10 Which aspects of the current Biochemistry or Microbiology degree programs would you like to be preserved in a combined Molecular Life Sciences program?

Answered: 44 Skipped: 20

#	RESPONSES	DATE
1	Specific courses dedicated for just biochemistry and microbiology within the program.	9/19/2025 12:13 PM
2	the difference between the two	9/19/2025 9:03 AM
3	Lab work	9/19/2025 9:03 AM
4	the labs.	9/19/2025 8:59 AM
5	I would like it if the words "Biochemistry" or "Microbiology" were included in the title, even as specializations.	9/18/2025 6:51 PM
6	still having the two streams with different required courses (not all micro focused students want to take thermodynamics!!!!)	9/18/2025 6:29 PM
7	The importance of the chemistry in biological systems. Conserving the biochemistry portion, and not making a more technical version of a microbiology degree. I feel that the current biochemistry program is exceptional in the education i have learned and skills that have been taught, and it does not need to be significantly changed to be improved.	9/18/2025 3:40 PM
8	I love the variety of the 400-level BIOC/MICR electives, and I hope a combined program would not reduce the choices for prospective students. I also think that the teaching labs are well thought-out and useful, and current general required courses (CHEM 231/234, MICR 200AB, BIOC 300AB, etc.) are quite useful for the rest of the degree.	9/18/2025 2:35 PM
9	As much as possible - less physics/math heavy perhaps	9/18/2025 1:54 PM
10	Most of the course planning is quite solid and gives good fundamentals.	9/18/2025 9:59 AM
11	As I am a biochemical student, the multitude of 400 level courses that dig deep into biochemical concepts would be crucial.	9/18/2025 9:35 AM
12	I don’t know if I know enough about the programs to know, but I would think preserving as much as possible while adding more courses would be great	9/18/2025 9:32 AM
13	I would like to see the Microbiology major preserved as a distinct academic stream, not fully merged into a general program. Specifically, please retain: • MICR-specific lab courses (e.g., MICR 200, MICR 300+ series) • Infection & immunology-related electives • Applied and clinical microbiology content • Research-based microbiology co-op placements These elements are part of what makes UVic’s Microbiology program attractive and career-relevant. Merging everything under one general umbrella risks losing that clarity and depth.	9/18/2025 9:19 AM
14	The BCMB labs in fourth and third year were extremely important in developing my understanding of lab techniques.	9/18/2025 8:24 AM
15	The lab courses are amazing and I like the diversity of fourth-year course options. I also think the micro 200 level courses were very foundational and got a lot of people very excited about the discipline.	9/17/2025 11:05 PM
16	Research experience, dedicated microbiology, immunology and biochemistry courses. The electives offered in fourth year are also great. Bioc300 level courses were also well done and provided just the right amount of information!	9/17/2025 10:10 PM
17	not sure	9/17/2025 9:19 PM
18	I would like to see the option for students to pursue a more focused, specialized track within the combined degree. Since students already choose between biochemistry and microbiology	9/17/2025 9:13 PM

	based on a preference for a more chemistry-based or biology-based curriculum, it's important to preserve that choice. Offering a dedicated track would allow students to major in 'Molecular Life Sciences' while still gaining the in-depth knowledge and skills needed for their chosen field.	
19	I would prefer them to be separate.	9/17/2025 8:51 PM
20	The required courses seem to be good so far.	9/17/2025 8:11 PM
21	All of them, as they are. The proposed change is excessively bureaucratic and illogical.	9/17/2025 7:15 PM
22	All of them. This is a terrible idea.	9/17/2025 7:06 PM
23	Having Biochemistry and Microbiology in program title…	9/17/2025 7:05 PM
24	All of them. It is nice to have a choice in the path of courses I am taking for this degree. Please do not combine.	9/17/2025 6:54 PM
25	The lab requirements but with a larger focus on microbiology past second year	9/17/2025 6:48 PM
26	Upper year microbiology courses	9/17/2025 6:35 PM
27	The labs are amazing and very helpful I loved them. The co-op program is also a must!	9/17/2025 6:04 PM
28	The bcmb labs.	9/17/2025 6:03 PM
29	Keep the Co-op program as it is, there are many great opportunities there. I also liked the second year courses, they were enjoyable and relatively easy. The labs with dedicated instructors is also a great and under-emphasized part of the program.	9/17/2025 5:39 PM
30	The option to do either one should remain for those who only want to major in biochem or vice versa.	9/17/2025 5:31 PM
31	immunology	9/17/2025 5:21 PM
32	The programs should not be combined.	9/17/2025 5:20 PM
33	still allow separate majors but allow the option to combine it	9/17/2025 5:11 PM
34	I like courses like immunology and the fact that there is a choice of courses in 4th year.	9/17/2025 5:04 PM
35	If it is implemented, at least do it in few years, or so that it won't affect any current students	9/17/2025 5:04 PM
36	BCMB - although it can be rough, the 300 and 400 labs are very well taught, organized and useful.	9/17/2025 5:03 PM
37	The BCMB labs! People say they are tough, but they have been the best way to learn all the laboratory techniques we are taught in class! I love all the microbiology classes offered.	9/17/2025 5:01 PM
38	I think that the labs from micr 200 and bcmb are so important and should not change at all. I think co op is a great way to experience this in a real world setting.	9/17/2025 4:58 PM
39	BCMB labs obviously	9/17/2025 4:54 PM
40	The co-op program (could make it mandatory), the well-structured lab sections in MICR and BCMB, opportunities for research	9/17/2025 4:54 PM
41	I would say immunology! There is so much more to learn about the immune system!	9/17/2025 4:51 PM
42	all the BCMB labs. The Micr200 labs, aswell as the BCMB301 and 406. also the orgochem! and the current microbiology classes, please dont take them away.	9/17/2025 4:49 PM
43	Not sure	9/17/2025 4:45 PM
44	The microbiology courses and biochemistry courses (4th year level)	9/17/2025 4:44 PM

Q11 What would make a new program more appealing to you and your peers?

Answered: 32 Skipped: 32

#	RESPONSES	DATE
1	a serious-name other than "molecular life science." "Biochemistry and Microbiology" is a fine name and should not be changed.	9/19/2025 10:03 AM
2	More course options	9/18/2025 6:51 PM
3	Something new that isn't offered in other faculties. More lab experience, more antibiotic/medication education.	9/18/2025 3:40 PM
4	As a 17-year-old applying to university, I probably would not have picked a program called "Molecular Life Sciences" because it sounds like it would be very signalling and organic chemistry-focused. I think if this will be the name of the future program, there needs to be a detailed description of what the program actually entails.	9/18/2025 2:35 PM
5	The masters!	9/18/2025 1:54 PM
6	Career assistance! It's confusing and a tad bit scary to know what to do with a biochemistry degree.	9/18/2025 9:35 AM
7	A new program would be more appealing if it: • Allows students to choose a clear stream or concentration (e.g., Microbiology, Biochemistry, Bioinformatics) • Maintains strong discipline-specific lab training (not just general wet labs) • Offers flexibility for career planning in research, clinical, or biotech fields • Includes more data science, regulatory science, and science communication electives Most importantly, don't remove choices in the name of integration — instead, let students build focus areas that reflect their real academic and professional goals.	9/18/2025 9:19 AM
8	Focus away from human health and diseases and more on environmental and other animal health.	9/18/2025 8:24 AM
9	More immunology, less thermodynamics, increased microbiology applications that are not health related. Maybe spacing out the rapid-paced two semesters of BIOC 300A/B to have some content moved to an additional 2nd year course so that we can better learn/deep dive in third year.	9/17/2025 11:05 PM
10	Getting rid of some of the non essential classes, while maintaining the overall feel of the degree. A course like thermodynamics should realistically be taught departmentally, if taught at all. It felt like there was absolutely minimal life science focus in the thermo chem course, and it certainly not tailored to my needs as a biochemist. Perhaps it may be suitable for pure chemists, but did not offer appropriate information for life science oriented students. The way thermodynamics is taught in the biochemistry 300 courses is great, perhaps redistributing this content to its own dedicated course, then filling the gaps with other more relevant content would be good!	9/17/2025 10:10 PM
11	Options to differentiate in 3rd/4th year into either Microbio vs Biochem focuses, or allowing even more differentiation. Different upper level courses, even if it leads to the same degree.	9/17/2025 8:51 PM
12	A descriptive and clear title so we know what we're signing up for.	9/17/2025 8:11 PM
13	Make it a third option.	9/17/2025 7:06 PM
14	Keeping Biochemistry and Microbiology in the name. Losing the "life" and just having it be "Molecular Sciences", but ideally keeping the name	9/17/2025 7:05 PM
15	If nothing is cut.	9/17/2025 6:54 PM
16	More course options for new students/people who are unsure about if micro interests them! There needs to be a course that draws first years to look into the program.	9/17/2025 6:48 PM

17	A variety of course options to allow for specializing	9/17/2025 6:04 PM
18	More advertising about the possible career paths after taking this course. Could be through bringing people in to talk about their jobs who have takn the degree at Uvic.	9/17/2025 6:03 PM
19	No more stupid upper year chem courses that don't relate to a molecular biology field!! Those things sucked and took so much time away from actually learning things I thought were relevant. A huuuuuge thing would be combining the honours and masters into a single program. So many universities have this and UVic not offering it is a serious reason for many people to not choose this university, if they had the foresight to understand what any of that means. Also make Petch cuter. Even just like paint the walls or bring some air freshener in there or something that place is a dungeon and I get unhappy just walking in the doors. How about a mural or LED accent lighting? I also felt like there was little to no effort to nurture interactions between peers. There isn't a meaningful communal space for undergraduates to interact, and courses are often cold and distant. It made me sad to see the effort that, say, the Business program put into developing a "Cohort" of its students while I didn't know the names of half the people in my program.	9/17/2025 5:39 PM
20	If combining the two degrees, having optional courses in the 2nd year to reflect the discrepancy in course requirements between Micro and Bioc. Some people choose their degree to avoid certain courses, like inorganic chemistry.	9/17/2025 5:21 PM
21	If a student is uncertain about what they'll do with their degree they can do a general BSc. There's no need to devalue either the biochemistry nor microbiology programs by smashing them into a degree with an ambiguous name and purpose.	9/17/2025 5:20 PM
22	Emphasis on the lab courses, these are a huge strength of the program I think	9/17/2025 5:16 PM
23	I would like to see more 4th year electives being offered, since there are just 3 in micro currently I think. Also, I would like to see a flexible program in which there are more choice of courses requirements electives instead of just a bunch of 100% required courses, especially in 3rd and 4th years. This would allow students to still choose the path they want to pursue, within such a broad field.	9/17/2025 5:04 PM
24	Keeping it the same	9/17/2025 5:04 PM
25	For me, not having to take 2nd year and 3rd year cell biology and genetics. Started feeling redundant in what I was learning.	9/17/2025 5:01 PM
26	not sure	9/17/2025 4:58 PM
27	Further integrating research opportunities into the program (for example, more visibility for the directed studies and honours program), more courses in pathogenesis	9/17/2025 4:54 PM
28	A showcase of different research that the labs within our department are doing all over the university! I see other programs in the library, and would like to see Molecular Life Science there too!	9/17/2025 4:51 PM
29	the ability to have some more electives so that you could actually minor in somehting past first year - what i mean is, most people dont think of minors in first year, you use 2-3 electives, and then for the next 3 years all you get is 2 electives per year, and you dont have enough room to do most minors	9/17/2025 4:49 PM
30	More supportive social engagment, large classes	9/17/2025 4:46 PM
31	Not having biochem combined with microbiology	9/17/2025 4:45 PM
32	Combine biochem and micro	9/17/2025 4:44 PM

Course codes

MICR and BIOC course codes will to remain unchanged (with the exception of one course BIOC 103, which will change to MLSC 102

BCMB course code will change to MLSC

Microbiology (MICR)

MICR200A - Introductory Microbiology I
MICR200B - Introductory Microbiology II
MICR302 - Molecular Microbiology
MICR303 - Immunology
MICR402 - Virology
MICR405 - Biotechnology and Synthetic Biology
MICR408 - Microbial Pathogenesis
MICR410 - Microbiota and Human Health
MICR470 - Directed Studies in Microbiology
MICR570 - Directed Studies in Microbiology
MICR599 - MSc Thesis
MICR699 - PhD Dissertation

Biochemistry (BIOC)

BIOC102 - Biochemistry and Human Health (change to MLSC102)
BIOC299 - Biochemistry for Non-Majors
BIOC300A - General Biochemistry I
BIOC300B - General Biochemistry II
BIOC401 - Gene Expression in Eukaryotes
BIOC403 - Biochemistry of Signal Transduction
BIOC404 - Proteins
BIOC408 - Epigenetic Regulation of Chromatin
BIOC409 - Proteomics and Metabolomics
BIOC470 - Directed Studies in Biochemistry
BIOC570 - Directed Studies in Biochemistry
BIOC599 - MSc Thesis
BIOC699 - PhD Dissertation

Biochemistry and Microbiology (BCMB) – change to MLSC

MLSC103 - *Foundations in Molecular Life Sciences* (new course)
BCMB 298 - Research Experience
BCMB 301A - Lab Techniques & Projects I
BCMB 301B - Lab Techniques & Projects II
MLSC 302 - *Bioinformatics for Molecular Life Sciences* (new course)
BCMB 398 - Research Experience
~~BCMB 406A - Applied Research Laboratory Techniques I~~
~~BCMB 406B - Applied Research Laboratory Techniques II~~
MLSC 406 – Applied Research Laboratory Skills (new course)

BCMB 489 - Special Topics in Biochemistry or Microbiology
BCMB 498 - Research Experience
BCMB 499A - Undergraduate Thesis I
BCMB 499B - Undergraduate Thesis II

Grad level BCMB will change to MLSC
BCMB500 - Critical Thinking in Biochemistry and Microbiology
BCMB501 - Essentials of Scientific Writing
BCMB502 - Journal Club I
BCMB580 - Research Seminar
BCMB589 - Special Topics in Biochemistry or Microbiology
BCMB602 - Journal Club II
BCMB680 - Advanced Research Seminar
BCMB693 - PhD Candicacy Examination

Appendix X: Student Frequently Asked Questions (FAQ)

Transition from BSc in Biochemistry and BSc in Microbiology to the BSc in Molecular Life Sciences (MLSC)

1. General Questions about the Program Change

- **Q: Why is the Department making this change?**

A: The Biochemistry and Microbiology programs have long shared overlapping curricula and research strengths. Combining them into a single, modern BSc in Molecular Life Sciences (MLSC) reduces administrative duplication and expands student flexibility while maintaining strong disciplinary options through concentrations in Biochemistry or Microbiology.

- **Q: Is this a name change or a completely new program?**

A: Both. The department will first change its name to Molecular Life Sciences (MLSC), and all course codes will change from BCMB to MLSC. The new BSc in Molecular Life Sciences will then formally replace the existing Biochemistry and Microbiology BSc degrees beginning Fall 2026.

- **Q: Will the new program affect the department's graduate programs?**

A: No. Graduate programs remain unchanged. The MSc and PhD degrees in Biochemistry and Microbiology will continue as they are.

2. Impact on Current Students

Q: I'm currently enrolled in Biochemistry or Microbiology. What happens to me?

A: You will not lose any progress toward your degree. You can either stay in your current Biochemistry or Microbiology program or transition into the new Molecular Life Sciences program. All completed BIOC/MICR courses will count toward the new MLSC degree either as core requirements or electives.

Q: Will I have to take any new courses if I switch?

A: If you switch to the MLSC degree:
• Students entering Year 2 (as of Fall 2026) must take MLSC 103.
• Students entering Year 2 and 3 (as of Fall 2026) must take MLSC 302.
• Students entering Year 4 (as of Fall 2026) will be waived from these new course requirements.

Q: What if I stay in my current program?

A: You can complete your Biochemistry or Microbiology degree as planned. The only difference is that your BCMB course codes will now appear as MLSC (e.g., MLSC 301A = BCMB 301A). Advisors and CAPP audits will automatically recognize these as equivalent.

Q: Will my degree parchment say 'Molecular Life Sciences'?

A: If you stay in your current program, your parchment will say Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. If you transition to the new program, it will say Bachelor of Science – Molecular Life Sciences, with an optional notation of Concentration in Biochemistry or Concentration in Microbiology.

3. Courses, Codes, and Credits

All BCMB courses will be renamed MLSC while keeping the same course numbers and credit values. Example: BCMB 301A → MLSC 301A; BCMB 406A → MLSC 406 (integrated lab). Your transcript will show the new codes, which will be recognized as equivalent for graduation purposes

Lab Course Equivalencies During the Transition

Your Current Status	What You Need to Complete
Have not completed BCMB 406A or 406B	Take MLSC 406 (1.5 unit)
Completed BCMB 406A only	You meet the MLSC 406 (1.5 unit) requirement
Completed both BCMB 406A and 406B	You meet the MLSC 406 requirement. You will also receive credit (1.5 units) for one 400-level (BIOC or MICR) course.

4. Concentrations and Specialization

Q: What is a 'concentration' in the MLSC program?

A: A concentration allows you to specialize in Biochemistry or Microbiology while earning the unified MLSC degree. The general MLSC major requires 15 units at the 300–400 level. The

concentration option requires 19.5 units at the 300–400 level, with additional advanced courses in the chosen area.

Q: Can I still do Honours or a double major?

A: Yes. Students may pursue Honours within the MLSC program, with or without a concentration, or complete double majors within the Faculty of Science (e.g., MLSC + Biology, MLSC + Chemistry).

5. New Students (Starting Fall 2026)

Q: I plan to apply for Fall 2026. Which program do I apply to?

A: You will apply directly to the BSc in Molecular Life Sciences. The Biochemistry and Microbiology BSc programs will no longer accept new admissions after the 2025–26 academic year.

Q: What courses will new students take?

A: All first-year MLSC students will take MLSC 103: Foundations in Molecular Life Sciences, along with shared core courses in Chemistry, Biology, and Mathematics.

6. Advising and Support

Q: Who can I talk to about how this change affects me?

A: Departmental advisors will provide one-on-one support and publish a detailed transition guide. Information sessions (in-person and virtual) will be held throughout 2026.

Q: How will I know which version of the program I'm in?

A: Your CAPP audit (available through UVic Online Tools) will automatically show your correct program version and requirements.

7. Reassurance and Key Takeaways

• No student will lose credit or be delayed in graduation.
• All Biochemistry and Microbiology courses remain valid and countable.
• The change enhances program coherence, flexibility, and career readiness.
• Faculty and advising staff are committed to a smooth, transparent transition.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to establish a Bachelor of Science degree in Molecular Life Sciences

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Bachelor of Science degree in Molecular Life Sciences, as described in the document "Bachelor of Science degree in Molecular Life Sciences", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Program Overview

The proposed Bachelor of Science in Molecular Life Sciences (BSc MLSC) is designed to meet the growing provincial and national demand for graduates with interdisciplinary expertise at the interface of biochemistry, microbiology, molecular biology, and bioinformatics. This program consolidates UVic's long-standing Biochemistry and Microbiology degrees into a single, modernized curriculum that reflects the convergence of molecular methods, data-driven discovery, and biotechnology innovation.

The program offers a unified molecular core with two transcript-recognized options:

- Biochemistry (BIOC)

- Microbiology (MICR)
  This structure provides flexibility for focused disciplinary study while maintaining the benefits of an integrated molecular life sciences framework.

Strategic Alignment

The BSc MLSC advances UVic's Aspiration 2030 Strategic Plan, Academic Plan (2023–2028), and Indigenous Plan (2023–2028) by:

- Delivering research-inspired, interdisciplinary education that bridges disciplinary boundaries.
- Embedding Indigenous perspectives through courses designed in consultation with UVic's Indigenous Academic and Community Engagement office, addressing ethical, cultural, and data sovereignty principles.
- Supporting sustainability, innovation, and health security through curriculum focused on molecular diagnostics, environmental DNA monitoring, and biotechnology solutions.

Program Strengths

- **Integrated Curriculum:** Combines molecular, microbial, and computational sciences to prepare graduates for real-world applications in health, biotechnology, and environmental science.
- **Experiential Learning:** Includes laboratory-intensive courses, inquiry-based assignments, and optional co-operative education placements, ensuring graduates gain hands-on experience.
- **Industry Relevance:** Aligns with BC's growing life sciences sector and workforce needs identified by LifeSciences BC (2024) and BioTalent Canada (2023).
- **Early Engagement:** Introduces molecular concepts and laboratory practice in the first year to support recruitment, retention, and student success.
- **Equity and Inclusion:** Applies Universal Design for Learning (UDL) principles and fosters accessibility and belonging in all learning environments.

The proposed BSc in Molecular Life Sciences will:

- Modernize UVic's life sciences offerings.
- Strengthen UVic's leadership in interdisciplinary, research-enriched education.
- Respond to provincial and national workforce needs in biotechnology, health, and environmental sectors.

- Advance UVic's commitments to innovation, reconciliation, sustainability, and student success.

Basis for Jurisdiction: Senate Committee on Planning meeting November 5, 2025
Senate meeting on December 5, 2025

Attachment(s): December 2025 Senate docket for the proposal to establish a Bachelor of Science degree in Molecular Life Sciences.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 19, 2025

Re: Proposal to establish a Bachelor of Science degree in Molecular Life Sciences

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to establish a Bachelor of Science degree in Molecular Life Sciences.

An External Program Review conducted in 2024 highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. In response, the Department of Biochemistry and Microbiology is proposing to merge both Biochemistry and Microbiology into a single, integrated Bachelor of Science in Molecular Life Sciences, reflecting both the research focus and the unifying theme of molecular approaches across life sciences.

The proposed degree will offer two formal options – Biochemistry and Microbiology that enable students to pursue focused disciplinary study and maintain recognition of their specialized training.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Science degree in Molecular Life Sciences, as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

Stage 1 Review Template for BC Public Institutions

The purpose of Stage 1 is to determine the need for a new degree program and to evaluate how it complements other programs currently offered in the BC post-secondary education system. Stage 1 applies to all post-secondary institutions seeking authority to grant a new degree program in BC. It is a means to ensure that students are provided with high-quality education, and when developing new programs, that institutions avoid unnecessary duplication and consider government priorities for social and economic goods, such as principles of diversity and inclusion.

Stage 1 applications must be submitted using this template and **must not exceed 12 pages or 4,000 words**, excluding a three-page Program Overview and appendices. Please complete the following information.

Program Overview

Provide the following information (a to i) in no more than three pages. *(Shaded boxes will expand or contract to accommodate any length.)*

a) An overview of the organization's history, mission, and academic goals;

The University of Victoria (UVic) received degree granting status in 1963, although its origin dates back to1903 with the establishment of Victoria College, our predecessor institution. UVic is one of Canada's leading research-intensive universities, recognized for its commitment to academic excellence, experiential learning, sustainability, and reconciliation with Indigenous peoples. UVic's Aspiration 2030 strategic plan emphasizes research-inspired, hands-on education, social and economic impact, and a deep commitment to Indigenous engagement and sustainability. The Faculty of Science contributes to these goals by delivering high-quality, research-based programs that prepare graduates for diverse career pathways.

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

Bachelor of Science (BSc) in Molecular Life Sciences

c) Location of where the proposed degree program will be offered;

University of Victoria, Victoria Campus

d) Faculty or school(s) offering the proposed degree program;

Faculty of Science

e) Anticipated program start date;

The program is anticipated to start in Fall 2026.

f) Anticipated completion time in years and semesters;

The anticipated completion time for BSc in Molecular Life Sciences is 4 years, which equates to 8 semesters (2 academic semesters per year).

g) Expected number of students at launch and at steady state;

Expected enrolment: 70–80 students at launch; 80–90 new entrants at steady state; overall enrolment 220–250 students

h) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) has been developed to meet the growing provincial and national demand for graduates with interdisciplinary expertise at the interface of biochemistry, microbiology, molecular biology, and bioinformatics. The program unites two long-standing degrees, Biochemistry and Microbiology, into a single, modernized curriculum that reflects the convergence of molecular methods, data-driven discovery, and biotechnology innovation shaping today's life-sciences sector. While all students share a unified molecular core, the program will offer two formal options—Biochemistry (BIOC) and Microbiology (MICR)—that appear on student transcripts. These options enable students to pursue focused disciplinary study and maintain recognition of their specialized training within the integrated MLSC framework.

The overarching aim of the program is to provide students with a rigorous, research-enriched education that integrates molecular, cellular, and microbial perspectives with emerging computational and applied technologies. The program is designed to prepare graduates who can translate molecular insight into real-world solutions, whether by advancing biomedical research, developing sustainable bioproducts, or improving diagnostic and therapeutic strategies. Through a unified curriculum, students gain conceptual and technical continuity from first-year foundations to advanced laboratory research, replacing disciplinary silos with integrated learning outcomes across DNA, RNA, protein, and cellular systems. Courses such as MLSC 302 (Bioinformatics for Molecular Life Sciences) and MLSC 406 (Applied Research Laboratory) build advanced laboratory and computational competencies, ensuring graduates can manage and interpret complex genomic, proteomic, and systems-biology data.

Experiential and research-based learning are embedded throughout the degree, connecting classroom instruction to UVic's active research environment and to co-operative-education placements with industry, government, and health partners. The program also emphasizes inclusive and accessible scientific practice by applying Universal Design for Learning (UDL) principles and fostering equity, diversity, and belonging in all learning environments. Students can tailor their academic trajectory through the Biochemistry or Microbiology option, each of which allows for in-depth disciplinary specialization while preserving the flexibility of the broader molecular life-sciences curriculum. Graduates who complete an option will have it formally noted on their transcript, providing recognition of their area of expertise.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) directly advances the University of Victoria's institutional mandate to foster excellence in research-inspired education, reconciliation, sustainability, and community engagement. It contributes meaningfully to UVic's *Aspiration 2030 Strategic Plan*, *Academic Plan 2023–2028*, and *Indigenous Plan 2023–2028*, each of which underscores the university's commitment to integrating teaching, discovery, and societal impact.

From an academic perspective, the MLSC program embodies the *Academic Plan's* call to provide students with transformative, research-inspired learning experiences that bridge disciplinary boundaries. By consolidating UVic's long-standing Biochemistry and Microbiology programs into a single, integrated degree, MLSC enhances curricular coherence, improves resource sustainability. The program's design encourages early engagement with authentic research problems through laboratory-based and data-driven learning. The program ensures that undergraduate students benefit from the same inquiry-based approaches that characterize UVic's research excellence.

The MLSC program also contributes directly to UVic's *Indigenous Plan*, which emphasizes relationships, reciprocity, and respect in curriculum design. This commitment is embedded through two new courses that have been developed, *MLSC 103 (Foundations in Molecular Life Sciences)* and *MLSC 302 (Bioinformatics for Molecular Life Sciences)*, which were designed in consultation with UVic's Indigenous Academic and Community

Engagement (IACE) office. *MLSC 103* introduces students to the ethical, social, and cultural contexts of molecular science, including Indigenous approaches to knowledge creation and data stewardship. *MLSC 302* extends this framework into computational science by addressing Indigenous data sovereignty and responsible genomic data management, reflecting OCAP® principles and reinforcing reconciliation through practice. In doing so, the program goes beyond rhetorical inclusion to embed Indigenous perspectives into the very fabric of scientific literacy and inquiry.

The program further supports UVic's *Aspiration 2030* goals of sustainability, innovation, and health security. By integrating molecular, microbial, and computational sciences with applied biotechnology, the MLSC degree prepares graduates to contribute to critical areas such as infectious-disease and vaccine development, environmental DNA (eDNA) monitoring, and microbial approaches to ecosystem and public-health resilience. These focus areas align closely with UVic's institutional sustainability priorities and reflect the university's leadership in research that bridges human and environmental health. Through courses emphasizing genomic analysis, microbial ecology, and molecular diagnostics, students gain the ability to apply molecular science to emerging global challenges—ranging from tracking pathogens in the environment to informing vaccine design and monitoring biodiversity change in the context of a warming planet. Equity, diversity, and inclusion are central to UVic's mission, and the MLSC program operationalizes these values by adopting Universal Design for Learning (UDL) principles, offering flexible pathways, and providing accessible laboratory experiences that lower barriers to participation for students from diverse backgrounds. Through co-operative education, community-engaged research, and partnerships with local biotechnology and health organizations, students gain hands-on, socially relevant experience that connects the classroom to regional and provincial priorities.

Collectively, the MLSC program reinforces UVic's identity as a university committed to innovative teaching, reconciliation, sustainability, and student success. It embodies UVic's strategic vision to create an educational environment that is hands-on, inclusive, and impact-driven. Our program prepares graduates not only to contribute to BC's growing life-sciences economy but also to lead in advancing equity, reconciliation, and environmental stewardship within the molecular sciences.

- Linkages between the learning outcomes and the curriculum design and whether a work- integrated learning experience is required for degree completion;

The BSc in Molecular Life Sciences (MLSC) has been designed to ensure that program learning outcomes are deeply integrated into the curriculum structure, providing students with the conceptual, technical, and analytical skills needed for success in the molecular life-sciences and biotechnology sectors. The curriculum follows a developmental progression—from foundational molecular principles, to computational analysis, to advanced applied laboratory research—allowing students to build and demonstrate competencies in experimental design, data interpretation, and ethical scientific practice.

The learning outcomes of the program align with three overarching domains: (1) conceptual understanding of molecular and cellular systems, (2) technical and analytical proficiency in laboratory and computational settings, and (3) professional and ethical practice within diverse scientific and societal contexts. These outcomes are achieved through a scaffolded curriculum in which each course contributes to the development of knowledge and skills articulated in the program outcomes. *MLSC 103 (Foundations in Molecular Life Sciences)* introduces students to the molecular principles and experimental approaches that underpin all later coursework, while also situating molecular science within ethical, social, and Indigenous frameworks. *MLSC 302 (Bioinformatics for Molecular Life Sciences)* develops data-driven competencies using authentic genomic and proteomic datasets, equipping students with computational literacy essential to modern molecular research. *MLSC 406 (Applied Research Laboratory)* provides advanced experimental techniques, project design, and data analysis, mirroring research and industry environments.

Experiential learning is embedded throughout the curriculum, reinforcing the connection between theoretical learning and professional practice. Students gain hands-on experience through laboratory-intensive courses, inquiry-based assignments, and participation in UVic's vibrant research community. In addition, the program offers multiple optional forms of work-integrated learning (WIL), including co-operative education placements, honours theses, and research experience in UVic Lab, allowing students to apply their learning in real-world contexts. Historically, approximately 45–50 percent of students in our programs participate in co-op during their degree, reflecting the strong institutional culture of experiential learning and the close ties between UVic and regional biotechnology, health, and environmental sectors.

While participation in co-op is not required for degree completion, it is strongly encouraged and fully supported by UVic's award-winning Co-operative Education Program, which provides access to placements in research laboratories, government agencies, and private-sector biotechnology firms across British Columbia and beyond. Together, these curricular and experiential components ensure that graduates of the MLSC program possess the knowledge, skills, and professional experience necessary to succeed in graduate study or employment within BC's expanding life-sciences ecosystem.

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

The program will be delivered primarily in-person**.** Selected assessments and learning resources will be supported by UVic's online platforms, but there is no planned hybrid or online-only delivery at this time.

- Program strengths; and,

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) program offers several strengths that will contribute to its success in meeting the growing demand for professionals in the life sciences. It provides a unique and timely integration of biochemistry, molecular biology, and microbiology within a single, coherent degree framework. This consolidation of UVic's two long-standing programs into one unified structure reflects both disciplinary evolution and institutional foresight. By embedding shared molecular foundations and emphasizing the interplay between genetic, biochemical, and microbial systems, the program offers students a comprehensive understanding of molecular life processes and their applications in health, biotechnology, and environmental science. This interdisciplinary structure mirrors the realities of modern research and industry, where the boundaries between biological sub-disciplines are increasingly fluid and integrated problem-solving is essential.

A central strength of the MLSC program lies in its alignment with British Columbia's expanding life-sciences workforce. Reports from *LifeSciences BC (2024)* and *BioTalent Canada (2023)* identify a strong provincial demand for graduates skilled in molecular diagnostics, bioinformatics, biotechnology, and environmental genomics, fields directly linked with the MLSC curriculum. The program's integrated training model produces graduates who are prepared to contribute to BC's innovation ecosystem, including companies engaged in vaccine development, molecular diagnostics, and environmental DNA (eDNA) monitoring. In doing so, the program supports BC's strategic objective of growing its bioeconomy workforce while strengthening UVic's role as a provincial leader in life-sciences education.

Another key strength of the program is its early exposure to discipline-specific content**,** which supports student recruitment, retention, and engagement. By introducing molecular concepts and laboratory practice in the first year, students quickly gain confidence in their analytical and technical abilities. This early disciplinary immersion encourages persistence in the program and better prepares students for upper-level coursework, research experiences, and professional opportunities.

The program also distinguishes itself through its strong experiential and work-integrated learning opportunities. As described above, students have access to co-operative education placements, Honours research projects, and hands-on research experiences in departmental laboratories, all of which connect classroom learning to real-world applications. Students benefit from UVic's well-established co-operative education infrastructure and long-standing partnerships with regional employers, including biotechnology firms, government laboratories, and

healthcare organizations. This network ensures that graduates leave UVic with both theoretical knowledge and practical experience—attributes highly valued by BC's life-sciences workforce.

Taken together, these strengths position the MLSC program as a forward-looking, inclusive, and professionally relevant degree that prepares graduates to contribute to innovation in health, environmental, and biotechnological sectors. Its integration of interdisciplinary science, experiential learning, and reconciliation-focused education reflects UVic's distinctive strengths as a university committed to research-inspired, hands-on, and socially engaged learning and directly responds to BC's need for a new generation of molecular life-science professionals capable of driving innovation across the province's expanding bioeconomy.

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

26.0204 – Molecular Biology
26.0202 – Biochemistry
26.1103 – Bioinformatics
26.0503 – Medical Microbiology and Bacteriology
26.0502 – Microbiology and Immunology

i) Name, title, phone number, and e-mail address of the institutional contact person if more information is required.

Dr. Elizabeth Adjin-Tettey, AVP Academic Programs
(250) 853-3761
avpap@uvic.ca

Standard 1 Benefits to Students

The institution must demonstrate that the proposed degree will provide benefits to students.

Criterion Question	Institution Response
Who is the targeted student population?	The program targets students seeking a comprehensive understanding of molecular approaches across biological systems and their applications in health, biotechnology, and the environment. It will particularly appeal to students interested in exploring the molecular mechanisms that underlie life processes, disease, and environmental interactions. The program is also designed for learners pursuing careers in biotechnology, diagnostics, or biomanufacturing, as well as for those intending to enter professional programs in medicine, dentistry, or public health, or to continue to graduate studies in the life sciences.
What specific need is there for the proposed program and how will it benefit the targeted student population?	By merging two overlapping majors into one interdisciplinary degree, the BSc in Molecular Life Sciences (MLSC) offers students a clearer, more flexible academic pathway while reducing administrative redundancy. Students benefit from early disciplinary exposure through *MLSC 103 (Foundations in Molecular Life Sciences)*, a first-year course that helps build program identity and supports student retention. The required course *MLSC 302 (Bioinformatics for Molecular Life Sciences)* develops computational literacy, addressing the growing demand for data-driven biology skills, while *MLSC 406 (Applied Research Laboratory)* provides advanced technical training and authentic research experience. The curriculum also promotes equitable access through Universal Design for Learning (UDL) practices, multiple assessment modes, and accessible course materials that accommodate diverse learning needs. Collectively, these features ensure that graduates possess a strong combination of conceptual understanding, analytical ability, and laboratory proficiency, competencies that meet employer expectations across British Columbia's biotechnology, health, and life-sciences sectors.
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	The program aligns with UVic's commitment to redressing historical barriers and creating a culture of belonging for Indigenous students, as outlined in our strategic plan. The program incorporates Indigenous perspectives on molecular science, ethical research, and data stewardship throughout the curriculum. Foundational courses such as *MLSC 103 (Foundations in Molecular Life Sciences)* introduce ethical and social dimensions of scientific inquiry through case studies that honour Indigenous knowledge systems and emphasize the cultural contexts of molecular research. *MLSC 302 (Bioinformatics for Molecular Life Sciences)* extends these principles into data-driven science by including modules on Indigenous data sovereignty and responsible genomic data management guided by OCAP® principles. Through these elements, the program fosters culturally relevant, respectful

	learning environments and provides Indigenous students with pathways to participate fully in molecular, environmental, and health-related research in ways that reflect their communities' values and priorities.
Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.	Our program is designed to be more flexible and accessible than traditional laboratory-based science programs, addressing the needs of students who have been historically underserved or underrepresented in post-secondary education. By integrating biochemistry, microbiology, and molecular biology within an interdisciplinary framework, the program offers multiple entry points and adaptable learning pathways that support diverse experiences and learning styles. Its emphasis on hands-on, inquiry-based learning and accessible laboratory environments helps reduce barriers to participation. Through this inclusive design, the MLSC program diversifies the talent pipeline in the life sciences and creates new opportunities for Indigenous students, racialized students, first-generation learners, and students with disabilities to succeed in high-demand careers across British Columbia's growing biotechnology, healthcare, and environmental sectors.
What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.	Graduates of the BSc in Molecular Life Sciences (MLSC) will be well prepared to pursue advanced studies in molecular biology, biochemistry, microbiology, and biotechnology at UVic or other leading Canadian and international universities. The program provides a strong academic foundation for students interested in research-based MSc and PhD programs, as well as for those planning to enter professional fields such as medicine, dentistry, pharmacy, or public health. By integrating interdisciplinary scientific training with extensive laboratory and analytical experience, the MLSC degree equips graduates with the depth of knowledge and practical competencies required to excel in competitive graduate and professional programs.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	The tuition fee for the proposed BSc in Molecular Life Sciences (MLSC) will follow the standard Faculty of Science tuition rate for both domestic and international students. Tuition for this degree will be consistent with other Bachelor of Science programs offered at UVic. For domestic students, tuition is approximately $6,958 for two terms of full-time study, while international students pay approximately $30,857 to $34,775 for two terms, depending on course load and program-specific costs.
What are the tuition fees for similar programs at this degree level at other post- secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?	Tuition for the BSc in Molecular Life Sciences (MLSC) will be set at the standard Faculty of Science rate and is comparable to existing life-science programs across British Columbia. At the University of British Columbia, undergraduate tuition in the Faculty of Science is approximately $6,300 per year for domestic students and $45,000 per year for international students. At Simon Fraser University, tuition for similar degrees in Molecular Biology and Biochemistry is approximately $6,200

	per year for domestic students and $33,000 per year for international students. The proposed MLSC tuition at UVic—approximately $6,958 per year for domestic students and $30,857 to $34,775 per year for international students—is therefore comparable programs in the province.

Standard 2 System Coordination and Program Duplication

The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (Add as many lines as required.)

Institution offering similar program	Name of degree program	How the proposed program differs
UBC (Vancouver)	BSc in Biochemistry and Molecular Biology; BSc in Microbiology & Immunology	UBC currently separate majors; limited early interdisciplinary integration. This program unites overlapping curricula under one molecular framework with mandatory computational and applied research components
UBC (Okanagan)	BSc in Biochemistry & Molecular Biology	MLSC introduces required Bioinformatics course (MLSC 302) and integrated applied research lab, UBCO has a focus on molecular and cellular processes but no embedded bioinformatics training
SFU	BSc in Molecular Biology & Biochemistry; BSc in Microbiology	MLSC merges these disciplinary areas into one coherent program, emphasizing research integration and flexibility through options. The SFU programs offer parallel, distinct majors.
UNBC	BSc in Biochemistry & Molecular Biology; BSc in Biotechnology	UNBC offers smaller programs with regional focus. Our program situates molecular life sciences within UVic's larger research ecosystem, linked to the Genome BC Proteomics Centre and BC Cancer Deeley Research Centre affiliations

B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (Add as many lines as required.)

Name, position, and institution of person consulted	Method of consultation and materials used	Feedback and applicant's response
Dr. Jörg Gsponer Chair Dept. of Biochemistry & Molecular Biology, UBC		

Dr. Michael E. P. Murphy Professor & Department Head, Microbiology & Immunology, UBC Dr. Jehannine Austin Head, Dept. of Medical Genetics, UBC Dr. Martin Hirst Director & Professor, Michael Smith Laboratories, UBC Dr. Lisa Craig Chair & Professor, Molecular Biology & Biochemistry, SFU	Email (memo for consultation)	Received no responses

In 2025, the chair of the department contacted counterpart departments at UBC (Vancouver and Okanagan), SFU, and UNBC to solicit feedback on the proposal. Formal letters and memos were shared. No concerns regarding duplication were raised.

C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

Educational benchmarking shows similar curricular changes at UBC, SFU, and other Canadian universities to modernize microbiology and molecular biology programs, suggesting a national trend toward early discipline-specific engagement and mandatory computational training. While other universities in British Columbia offer degrees in Biochemistry, Microbiology, or related life-science disciplines, the BSc in Molecular Life Sciences (MLSC) provides a distinct and forward-looking alternative that reflects the evolution of the life sciences toward interdisciplinary integration. Our program consolidates two long-standing majors, Biochemistry and Microbiology, into a single, modernized degree that reduces internal duplication while offering students greater flexibility and academic coherence. Unlike traditional programs that maintain separate disciplinary streams, this program emphasizes the molecular and computational principles common to all biological systems, preparing graduates to work across emerging fields such as biotechnology, genomics, and molecular medicine.

At the same time, our program maintains opportunities for disciplinary specialization through optional Biochemistry and Microbiology "options," allowing students to focus their upper-level coursework within areas of individual interest or career relevance. This structure preserves the depth and identity of the legacy programs while enabling students to gain broader interdisciplinary competencies.

A key differentiator of the program is the incorporation of required training in bioinformatics and data science, ensuring that students gain the computational and analytical skills increasingly demanded in the life-sciences workforce. The curriculum also embeds applied research training and interdisciplinary competencies throughout, integrating laboratory, computational, and ethical dimensions of molecular science. Students benefit from experiential opportunities through UVic's affiliated research centres**,** including the *Genome BC Proteomics Centre*, *The Metabolomics Innovation Centre*, and the *BC Cancer Deeley Research Centre*, which provide access to state-of-the-art technologies and real-world research environments.

By combining foundational molecular education with opportunities for specialization, applied research, and professional skill development, the MLSC program at UVic will fill a clear gap in BC's post-secondary system. It offers a flexible, research-inspired degree while aligning with provincial priorities for program efficiency, innovation, and responsiveness to labour-market needs in the growing biotechnology and health sectors.

D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

Students can transfer into the program through the BCCAT system. UVic will continue to maintain articulation and laddering agreements with partner institutions and to share co-op and employer networks. This ensures that while the program is distinctive, it remains well-coordinated with the broader BC post-secondary system.

Standard 3 Social and Economic Benefits

The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.

A. Social and Economic Benefits

Criterion Question	Institution Response
What social and economic benefits would the program offer the community, region, or province?	The program will deliver significant social and economic benefits to the community, region, and province by addressing the growing demand for professionals trained in molecular biology, microbiology, and biotechnology. The program advances health, sustainability, and reconciliation by equipping graduates with the molecular and computational literacy needed to tackle challenges in human and environmental health. By integrating Indigenous perspectives on ethical research and data stewardship, it fosters inclusive and culturally informed approaches to science, ensuring that innovation reflects the values and needs of BC communities. Graduates will contribute to health equity through diagnostic, therapeutic, and vaccine development, and support environmental resilience through expertise in microbial ecology, clean technology, and molecular sustainability. Co-operative education and research placements with partners such as Island Health, the BC Cancer – Deeley Research Centre, and local biotechnology firms strengthen ties between UVic and the regional innovation ecosystem. Labour-market data from *Employment and Social Development Canada (ESDC)* and *WorkBC* forecast stable to above-average growth in life-sciences and biotechnology occupations, particularly in public health, biomedical research, biotechnology manufacturing, and bioinformatics. The MLSC program aligns with these workforce needs by integrating computational biology, applied laboratory training, and interdisciplinary skill development.

	Economically, the program supports BC's *Life Sciences and Biomanufacturing Strategy* and *CleanBC* goals by supplying graduates prepared for roles in biotechnology, molecular diagnostics, and environmental genomics—fields critical to innovation, job creation, and sustainable growth across British Columbia's expanding life-sciences sector.
Reference specific government and community initiatives, plans, and priorities that the proposed program supports.	The program aligns with several key government and community priorities that guide British Columbia's economic, educational, and sustainability agendas. The program supports the *StrongerBC Economic Plan*, which emphasizes inclusive growth, innovation, and investment in people and skills. By preparing graduates with advanced molecular, microbiological, and computational competencies, the MLSC program contributes directly to StrongerBC's goal of creating high-value, knowledge-based employment and expanding the province's biotechnology and health innovation sectors. The program also supports the *BC Life Sciences and Biomanufacturing Strategy (2022)*, which identifies workforce development as a cornerstone of provincial competitiveness in biotechnology, health innovation, and sustainable biomanufacturing. Through its integration of bioinformatics, applied laboratory research, and interdisciplinary training, the MLSC program helps supply the skilled professionals needed to sustain BC's growing life-sciences ecosystem and attract global investment to the province.
What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.	Graduates are most likely to pursue careers in the biotechnology, biomedical research, and environmental life-sciences sectors, filling roles that require interdisciplinary molecular and computational skills. Based on *Classification of Instructional Programs (CIP) code 26.1201 – Molecular Biology*, graduates are expected to qualify for positions such as Biological Technologists and Laboratory Technicians (NOC 22110), Biochemists and Molecular Biologists (NOC 21100), and Bioinformatics Technicians or Analysts (NOC 21211). These occupations correspond to areas identified by *Employment and Social Development Canada (ESDC)* and *WorkBC* as experiencing stable to above-average growth over the next decade, driven by expansion in biotechnology manufacturing, molecular diagnostics, environmental genomics, and public-health research. Graduates will be prepared to work in research laboratories, biotechnology and pharmaceutical companies, government and academic institutions, and environmental monitoring organizations. Letters of support from potential employers—including biotechnology firms, health-research organizations, and regional innovation partners—are included in the appendix and confirm demand for graduates with molecular, microbiological, and bioinformatics training aligned with these occupational categories.

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The faculty delivering this program commit to integrating Indigenous perspectives. This commitment reflects the university's ongoing efforts to embed Indigenous knowledge, cultural relevance, and inclusivity into all academic programs. Within the curriculum, Indigenous perspectives are incorporated through case studies and discussions that will explore the ethical, social, and cultural contexts of molecular science. Students learn about Indigenous data sovereignty, ethical research practices, and community consent in relation to molecular and genomic data, fostering an understanding of how science and Indigenous knowledge systems can work together respectfully. Our faculty will continue to engage Indigenous educators and knowledge holders in course and curriculum development. Through these efforts, our program ensures that Indigenous students will see their perspectives reflected in the curriculum and that all graduates are prepared to contribute to reconciliation through culturally informed, ethical scientific practice.
How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?	We have consulted with our Office of Indigenous Academic and Community Engagement (IACE) throughout the development of this proposal. IACE has an Elders program and provides a bridge between UVic and local Indigenous nations.

C. Engagement with Employers, Community Groups, and Professional Organizations

Criterion Question	Institution Response
Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	Life sciences employers and community partners were consulted (letters attached). Feedback highlighted the value of combined laboratory and computational skill sets.

If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	The program aligns closely with the BC Ministry of Jobs, Economic Development and Innovation's priority sectors, particularly in biotechnology, health innovation, and sustainable biomanufacturing. It also complements the province's *Life Sciences and Biomanufacturing Strategy (2022)*, which emphasizes building a skilled workforce to support BC's rapidly expanding life-sciences ecosystem. The program received support from research organizations including BC Cancer and Genome BC (letters included in the Appendix). Industry highlighted the need for graduates with a blend of bench and computational skills**.** These partners emphasized that future scientists must be proficient in molecular methods, data analytics, and interdisciplinary collaboration to contribute effectively to public-sector research and innovation. Feedback from these consultations informed the program's design, particularly its emphasis on applied laboratory training, and bioinformatics. This alignment ensures that the MLSC program produces graduates who can contribute immediately to public-sector health, research, and environmental initiatives across British Columbia.
If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".	Not applicable. This will be a non-accredited program.

Standard 4 Institutional Resources

The institution must show it has access to sufficient resources to implement and sustain the program.

Criterion Question	Institution Response
Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.	The proposed program is closely aligned with the overall academic plan and mandate of the University of Victoria, which emphasizes research-inspired teaching, interdisciplinary collaboration, and community engagement. For more than six decades, UVic has been dedicated to advancing knowledge that addresses global challenges and contributes to the well-being of people and the planet. The program embodies this mission by uniting the fields of biochemistry, microbiology, and molecular biology into a single interdisciplinary framework that prepares students to address complex issues in health, biotechnology, and environmental sustainability. UVic's academic and strategic plans highlight innovation, experiential learning, and reconciliation as institutional priorities—all of which are embedded within the MLSC curriculum. The program integrates hands-on laboratory and computational training with ethical and societal dimensions of molecular science, providing students with the skills and perspectives needed to succeed in a knowledge-based and inclusive economy. It also supports UVic's commitment to equity

	and Indigenous engagement by embedding Indigenous perspectives on data stewardship and ethical research practices into foundational courses. By fostering interdisciplinary learning, promoting collaboration with research centres such as the *Genome BC Proteomics Centre* and the *BC Cancer Deeley Research Centre*, and preparing graduates to meet the demands of BC's growing life-sciences sector, the program advances UVic's institutional goals of innovation, sustainability, and community impact.
Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.	UVic has demonstrated strong and sustained performance in academic areas directly related to the proposed BSc in Molecular Life Sciences (MLSC). The existing Biochemistry (BIOC) and Microbiology (MICR) programs have long been recognized for their rigorous academic standards, strong integration of research-led teaching, and extensive participation in co-operative education. Student satisfaction remains consistently high, with course evaluations regularly exceeding Faculty of Science averages and strong engagement in Honours and undergraduate research projects. Over the past four years, total enrolments across the Biochemistry and Microbiology majors have remained steady, averaging between 260 and 300 declared majors per year, with individual course enrolments ranging from 60 to 200 students at the 200- and 300-levels. However, modest declines in upper-level enrolments in some specialized courses have indicated the need to modernize and streamline program delivery—an objective directly addressed through the proposed program. The integrated structure will reduce duplication while providing clearer academic pathways and enhanced flexibility for students pursuing careers or graduate study in molecular sciences. Graduate outcomes from related UVic science programs are strong. According to the 2024 BC Student Outcomes Survey for the Faculty of Science, 93 percent of graduates were employed or pursuing further education within one year of graduation, with 87 percent reporting that their work was related to their field of study and an average annual salary of approximately $66,000 for full-time positions. Graduates from Biochemistry and Microbiology are regularly employed in biotechnology, health research, environmental testing, and government laboratories, or continue into MSc and PhD programs at UVic and other leading universities. Success in these related program areas has been measured through sustained student satisfaction, stable enrolment, graduate employment outcomes, and strong industry and research engagement. These performance indicators

	demonstrate that UVic's existing Biochemistry and Microbiology programs have provided an excellent foundation for the integrated program. The proposed program builds upon this success by modernizing curriculum content, embedding computational and bioinformatics training, and aligning with provincial workforce priorities in biotechnology, health innovation, and sustainable biomanufacturing.
If the proposed program builds on existing programs, how will the existing programs be affected?	Biochemistry and Microbiology programs, integrating these closely related disciplines into a single, modernized degree. While the existing programs have served students well, substantial curricular overlap and limited faculty capacity make it increasingly difficult to sustain them as independent majors. The MLSC program provides a coherent and forward-looking alternative that combines molecular biology, biochemistry, microbiology, and bioinformatics within one unified framework. This consolidation reduces administrative redundancy and enhances curricular efficiency while maintaining opportunities for disciplinary specialization through optional Biochemistry and Microbiology "options." The MLSC degree remains distinct from the legacy programs by emphasizing interdisciplinary integration, computational literacy, and applied research experience—elements that reflect the evolving nature of molecular life sciences. Students currently enrolled in the Biochemistry and Microbiology majors will be fully supported through detailed transition planning to ensure degree completion. Faculty expertise, laboratory infrastructure, and course offerings from both programs will continue to be utilized within MLSC, ensuring continuity of quality and access while positioning UVic's life-sciences curriculum for long-term sustainability and growth.
Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget.	The BSc in Molecular Life Sciences (MLSC) will be launched and maintained using existing university resources within the Department. The program will be delivered by the current complement of research and teaching faculty in Biochemistry and Microbiology, supported by experienced laboratory instructors, co-operative education staff, and student services already in place. No capital investments are required for program implementation. Instructional laboratories and teaching spaces currently used by the Biochemistry and Microbiology programs will continue to support MLSC courses. These include research-grade facilities within the Elliott and Petch Buildings, which provide sufficient capacity for laboratory-intensive undergraduate instruction. UVic's existing shared instrumentation facilities and affiliate research centres—such as the Genome BC Proteomics Centre and BC Cancer – Deeley Research Centre—will further enhance

	experiential learning opportunities for students in the program without additional infrastructure costs. Student advising, co-op placements, and library services will be supported through existing UVic systems, which have the capacity to absorb the anticipated MLSC enrolments. The program's consolidation of two existing majors into one unified degree creates administrative and operational efficiencies, freeing instructional and laboratory resources that can be redirected to sustain and strengthen the new program. The program is therefore expected to operate within existing budget allocations, with potential tuition revenue growth contributing to future instructional and laboratory enhancements as enrolment expands.
Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.	The proposed BSc in Molecular Life Sciences (MLSC) is a 60-unit degree program that can be completed in four years of full-time study, with two academic terms per year. The program is expected to launch in Fall 2026 with an initial intake of 70 to 80 students, drawn primarily from domestic applicants in British Columbia and across Canada, along with a small number of international students. Enrolment is projected to grow gradually as awareness of the program increases, reaching a steady state of approximately 80 to 90 new entrants per year by 2028–29, for a total program size of 220 to 250 students across all years of study. The minimum viable annual intake is estimated at 50 students, based on current course offerings, faculty capacity, and available laboratory space. Given the program's interdisciplinary focus and the consolidation of existing Biochemistry and Microbiology majors, interest is expected to remain strong among students seeking molecular, biomedical, and biotechnological training. Upon reaching steady state, it is anticipated that approximately 70 to 80 degrees will be awarded annually, with a mix of domestic and international graduates contributing to British Columbia's growing life-sciences workforce.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

[MOLECULAR LIFE SCIENCES]

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean or designate	Laura Cowen	sciedean@uvic.ca
Academic unit, department, or school	Biochemistry and Microbiology Jennifer Cobb, Chair	bcmb@uvic.ca
Name, title, and email of contact person	Kimberley Ladret, BCMB Administrative Officer	kiris@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	Sept 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	Aug 12, 2025
Departmental/School approval	May 14, 2025 Sept 9, 2025 (formal vote)
Resource requirements approval (by Dean)	August 12, 2025
Faculty Curriculum Committee approval	Oct 10, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	Sept 24, 2025

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline).

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Aug 30, 2025	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025 Aug 30, 2025	**Y**
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	**Y**
External and Internal Consultation (letters of support as per section F)	Ongoing	**Y** appendices
Non-standard Tuition	**Yes* or N/A**	**Non-standard form attached (Y/N)**
Proposed program involves non-standard tuition	**N/A**	

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

*If you answered yes, complete the UVic Non-standard Tuition Template		

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

NOTE: You should first complete the Ministry of Post-Secondary Education and Future Skills Stage 1 Review for New Degree Proposals Template before completing the UVic Supplemental Template

This program is designed to enhance the undergraduate experience while maintaining national competitiveness. It ensures our students receive a rigorous, relevant, and forward-looking education grounded in our strengths. Maintaining separate Biochemistry and Microbiology majors is no longer sustainable with a unit our size. We are therefore consolidating these two programs into a single, integrated BSc in ***Molecular Life Sciences***, reflecting both our research focus and the unifying theme of molecular approaches across life sciences—from microbes to environmental systems.

What are the admission requirements for the proposed undergraduate program?

This will remain the same as the Biochemistry and Microbiology programs, which is set by the Faculty of Science.

A. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

This is a new program, but it essentially merges two programs, Biochemistry and Microbiology, both of which will be discontinued after the new program is approved. Details for: 1) courses that already existing at UVic and 2) new courses to be developed for the proposed program are in the attached Appendix (Appendix 1: Molecular Life Sciences Curriculum). The unified MLSC program provides a flexible and efficient structure. Students complete a shared core curriculum and **may** choose to pursue an *option* in Biochemistry or an *option* in Microbiology by completing additional advanced courses in their chosen area. The program is compatible with a Coop distinction. A BSc minor is available. The BSc major is compatible with double majors and honours. The BSc major with a Biochemistry or Microbiology *option* is also compatible with honours. Compared to the legacy programs, the new Molecular Life Sciences program includes the following components.

1. A new required course (100-level): MLSC103: *Foundations in Molecular Life Sciences*. This foundational course introduces learners to the molecular basis of life. It explores the structure, function, and interactions of DNA, RNA, and proteins, with a focus on the central dogma of molecular biology—the reliable transmission of genetic information from DNA to RNA to protein, and from one generation to the next.

2. A new required course introducing computational skills (300-level): MLSC 302: *Bioinformatics for Molecular Life Sciences.* This course meets growing student and research demand for data-driven biology. Aligns with our strengths in systems biology, omics, and computational analysis. Curriculum includes an introduction of key bioinformatics tools for the

analysis of gene expression and genomic sequencing datasets. Execution of basic scripts in Python and R to refine, visualize, and interpret biological data.

3. A redesigned lab course (400-level): MLSC 406: *Applied Research Laboratory*
This lab course will redesign and combine the most essential components of what was previously a two-lab course program requirement, BCMB 406A and BCMB 406B, for both Microbiology and Biochemistry.

4. The following have been removed as requirements in the combined program (but are still encouraged as electives).

3 units Physics (100-level) were required for both Biochemistry and Microbiology
4.5 units Chemistry (200 and 300-level) were required for Biochemistry
CHEM 225 Introduction to Inorganic Chemistry
CHEM 245 Introduction to Thermodynamics (maintained in Biochem *option*)
CHEM 337 Bio-organic Chemistry
1.5 units Biology were required for Microbiology
BIOL361 Molecular Genetics and Genomics (maintained in Micro *option*)

The majority of comparable programs across Canada offer first year courses in their discipline program and do not require first-year Physics as a core program component. With these changes, we focus on discipline-specific training. This brings us into alignment with 13/16 peer institutions having Microbiology, Molecular Biology, and Biochemistry programs without a Physics requirement (U Alberta, U Calgary, U Manitoba, U Toronto, McMaster, Western, Queen's, McGill, U Montréal, U Laval, U Sherbrooke, Dalhousie, Memorial U). UBC's Microbiology and Biochemistry programs require one and two Physics courses, respectively. SFU's Microbiology, Molecular Biology, and Biochemistry programs all require one Physics course while the same programs at U Saskatchewan require two Physics courses.

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details. Does the program include opportunities for experiential learning (e.g., practica, co-op, work terms) or other forms of community- engaged or research-enriched learning? If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.

The program is designed to integrate teaching and research throughout the curriculum while expanding opportunities for experiential learning. From first year, the new *Foundations in Molecular Biology* course introduces students to areas of research through case studies drawn from faculty expertise. The required *Bioinformatics* course builds computational and analytical skills using authentic datasets from microbiology, genomics, and systems biology research. Advanced technical competencies are developed in the consolidated *Applied Research Laboratory Techniques* course, which mirrors the workflows of active research laboratories. Beyond the classroom, students engage in co-op placements, Honours theses, and research

assistantships, often contributing to conference presentations or publications. Many of these research activities address global and local challenges—such as health and therapeutics, environmental sustainability, and provide meaningful community and industry engagement. These opportunities are supported by existing infrastructure and faculty expertise, with no additional resource commitments required.

- Does the program design include plans for online delivery? If yes, provide details.

No, not at this time.

B. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity and inclusion (maximum 2 pages)

- How does the proposed program provide opportunities to include Indigenous perspectives and decolonization? Please provide details.

Introducing *Foundations in Molecular Biology* at the first-year level will create space to integrate Indigenous perspectives on molecular sciences, data stewardship, and ethical considerations. Course content will integrate discipline-relevant case studies that reflect Indigenous knowledge systems, ethical frameworks, and global contexts, fostering cultural awareness and inclusivity in scientific practice.

- How does the proposed program design provide opportunities for global engagement or international perspectives? Please provide details.

The addition of a *Bioinformatics* course will equip students with in-demand computational and analytical skills that have broad application in global health, environmental, and agricultural contexts, thereby strengthening career readiness and international perspectives.

- How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details. How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment. Please share specific examples.

The program builds on our strong commitment to accessible and inclusive teaching by embedding universal design principles, varied assessment modes, and multiple avenues for student engagement. All required courses incorporate Universal Design for Learning (UDL) practices, offering multiple means of representation, engagement, and expression to ensure that students with diverse learning needs can access and demonstrate their understanding of the material. The new *Foundations in Molecular Biology* and *Bioinformatics* courses blend modes of assessment including online quizzes, in-class problem-solving activities, creative assignments, and project-based assessments, accommodating different learning styles and reducing barriers posed by high-stakes, single-format evaluations.

Early disciplinary content in the first year provides an accessible entry point—particularly for students from equity-deserving groups—while progressively building skills toward the advanced *Applied Research Laboratory Techniques* course, which incorporates flexible project work and opportunities for self-directed inquiry. Lecture materials, lab manuals, and datasets are provided in accessible digital formats, and course delivery leverages UVic's accessibility tools, such as captioning and screen-reader compatibility. Collectively, these design elements ensure a rigorous, equitable, and supportive learning environment that reflects the diversity of our student body.

C. Describe the learning outcomes of the proposed program.

The new combined program (Molecular Life Sciences) has not removed any learning outcomes present in the existing programs (Biochemistry and Microbiology) our unit delivers, but rather it expands the learning outcomes in two areas (*in italics*) indicated below.

1. *Foundational knowledge of molecular biology principles—including DNA, RNA, protein structure and function, and genome organization—by applying microbiology-relevant case studies from first year onward.*
2. *Training in computational and analytical methods to biological problems by selecting and using appropriate bioinformatics tools, managing large datasets, and interpreting genomic, proteomic, and systems biology data.*
3. Learners will be able to integrate theoretical concepts with advanced laboratory practice by designing, conducting, and analyzing microbiology and molecular biology experiments using contemporary research techniques.
4. Learners will be able to evaluate and apply emerging research in areas such as immunology, host–pathogen interactions, synthetic biology, and global health to address scientific and societal challenges.
5. Upon completion of the program learners will have skills to communicate scientific concepts and results effectively to diverse audiences through written, oral, and visual formats, employing inclusive and accessible approaches.
6. Learners will have preparedness for diverse career pathways in research, industry, health, and graduate studies by integrating computational, laboratory, and conceptual skill sets.
7. Exposure to diverse perspectives—including Indigenous knowledge systems, ethical considerations, and global contexts—into scientific inquiry and professional practices.

D. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

We anticipate that enrolment in the program will be stable at launch, with modest growth over the following three to five years as the curriculum changes improve accessibility, student experience, and alignment with national trends. In the first year of implementation (2026–27

academic year) as current students transition into the new structure, we will implement a transition plan. Our transition plan to the new BSc in Molecular Life Sciences in Fall 2026 ensures continuity, flexibility, and modernization. Current students would retain full credit toward graduation, and those wishing to transition can do so seamlessly (Appendix 2: New Program Summary and Transition Plan).

We expect approximately 70–80 new program entrants, comparable to recent numbers in both the Biochemistry Program and the Microbiology Program cohorts. By steady state (2028–29 onward), we project 80–90 new entrants per year, supported by increased recruitment through early exposure in the new *Foundations in Molecular Biology* course, reduced entry barriers through removal of first-year Physics and selected Chemistry requirements, and enhanced career readiness via the inclusion of the new *Bioinformatics* course and streamlined laboratory training. The program reflects contemporary national and international trends by integrating computational biology, applied research skills, and inclusive pedagogical practices, ensuring that graduates are prepared for emerging opportunities in research, industry, and graduate studies. Overall program enrolment, including all years, is expected to remain in the range of 220–250 students, consistent with resource allocations.

E. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

Consultation with internal and external partners for the proposed unit Name change (this proposal) and the new undergraduate program in Molecular Life Sciences (MLSC) was undertaken together, thus the consultation sections and appendices of the two proposals are identical. These consultations were extensive and included engagement with university stakeholders, research affiliates, industry representatives, and post-secondary institutions across British Columbia.

1. Undergraduate Program Design

Undergraduate student survey results indicated that maintaining opportunities for "specialization" would be an important feature of the new program (Appendix 3_ UG Survey Results). To reflect this priority, the design of *options* in Biochemistry (BIOC) and Microbiology (MICR) within the consolidated Molecular Life Sciences (MLSC) program were integrated in the final proposal. These *options* will appear on their transcript and enable students to pursue focused disciplinary study within a unified degree framework while preserving recognition of their specialization.

2. Course Code Realignment and Curriculum Integration

Following consultation with the Office of the Registrar and Enrolment Management (OREM) (Appendix 5: SCP_OREM Consult), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life

Sciences. At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC (Appendix 4: New Course Codes), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

To maintain clarity, the BIOC and MICR course codes will be retained to support the respective *options* in Biochemistry and Microbiology, with one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM (Appendix 5: SCP_OREM Consult) has been incorporated, and a Transition Plan for Current Students (Appendix 2: New Program Summary and Transition Plan) and Student FAQ Guide (Appendix 6: Student FAQ Guide) have been developed to ensure a smooth and transparent implementation process.

3. Internal Consultation (University of Victoria)
Consultation with OREM (Appendix 5: SCP_OREM Consult) involved sharing draft proposals for review. Their feedback on the transition plan and curriculum was fully incorporated into the final name-change and undergraduate program proposals. We also consulted with representatives from Co-operative Education and Career Services (Appendix 9: SCP_Coop consult), UVic Libraries (Appendix 10: SCP_Libraries consult), and Indigenous Academic and Community Engagement (IACE) (Appendix 11: SCP_IACE consult). All received a draft proposal followed by Zoom or in-person (Rob Hancock) discussions.

Within the University of Victoria, consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats (Appendix 7: Internal Consultation) and all Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura Cowen, Dean of Science. Internal consultation also included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health (Appendix 7: Internal Consultation), with support received from Dr. Tammy Hopper, Dean of Health (Appendix 8: SCP_Dean of Health). Feedback from these groups has been constructive and supportive, and we also received support from the Dean of the Faculty of Graduate Studies (Dr. Robin Hicks) and the Vice-President Research (Dr. Lisa Kalynchuk) (Appendix 12: Additional University feedback).

Support was also obtained from our unit's research affiliates, including the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director). Both affiliates are invaluable receptors with multiple labs offering

experiential training for UVic undergraduates wanting research experience and to conduct their honours thesis project through our programs (Appendix 13: Research Affiliates).

4. External Consultation (Post-Secondary Institutions and Industry)

External consultations extended to other BC post-secondary institutions and professional bodies. In recognition of the scope of changes, including the consolidation of undergraduate programs and the development of a new non-thesis master's program, a Memo of all proposed changes was distributed to institutional counterparts and sectoral organizations (Appendix 14: External consultation). No formal responses were received from academic counterparts at the University of British Columbia, Simon Fraser University, or other BC institutions. Through Co-operative Education and Career Services contacts we engaged industry (companies that had provided approval for contact). We received limited, but positive, feedback for a few Biotech companies in BC (Appendix 15: Industrial Feedback) expressing strong support, especially for a non-thesis master's program we are developing (submitted under a separate proposal).

These consultations, together with broad industry engagement, for example with Life Science BC Director, William Burrows, confirm that the proposed changes are well aligned with provincial labour-market needs and government priorities to expand advanced training and workforce readiness in the life sciences and biotechnology sectors. *LifeSciences BC 2024 Labour Market Outlook* and *Stronger BC Reports* forecast over 5,500 new positions in BC's life sciences sector by 2027 (Appendix 16: LSBC feedback and LSBC and Stronger BC Reports). These findings are also consistent with the national strategies in the life sciences sector (Appendix 17: National Strategies in Life Sciences).

List of appendices:
Appendix 1 _ Molecular Life Sciences Curriculum.xlsx
Appendix 2_New Program Summary and Transition Plan.pdf
Appendix 3_ UG Survey Results .pdf
Appendix 4_New Course Codes.pdf
Appendix 5_SCP_OREM consult.pdf
Appendix 6_ Student FAQ guide.pdf
Appendix 7_ Internal Consultation .pdf
Appendix 8_SCP_Dean of Health.pdf
Appendix 9_SCP_Coop consult .pdf
Appendix 10_SCP Libraries consult .pdf
Appendix 11_ SCP_IACE consult.pdf
Appendix 12_ Additional University feedback.pdf
Appendix 13_ Research Affiliates.pdf
Appendix 14_External Consultation .pdf
Appendix 15_Industrial Feedback .pdf
Appendix 16_LBSC feedback and LSBC and Stronger BC Reports.pdf
Appendix 17_ National Strategies in Life Sciences.pdf

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: **Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)**	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.

Signature: _____

Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

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Subject: RE: BCMB Proposal Consultation
Date: Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From: Wendy Taylor
To: Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burridge de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC: Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments: image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
    - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the Academic Calendar for Major Programs in Science to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of "introducing students to molecular principles" and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
    - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
    - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135
wtaylor@uvic.ca | uvic.ca/registrar
Together, we transform students' lives.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.
CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: September 18, 2025 7:49 PM
To: Wendy Taylor <wtaylor@uvic.ca>; Amanda Hawkins <ahawkins@uvic.ca>; Asia Longphee <alongph9@uvic.ca>; Ashley Burridge de Moscoso <ashleydm@uvic.ca>; Janine Mayers <jmayers@uvic.ca>; Kelly Colby <kcolby@uvic.ca>; Devin Stark, Records Officer, Undergraduate Records <uro6@uvic.ca>; Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>
Cc: Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>; Caren Helbing <chelbing@uvic.ca>; Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: Re: BCMB Proposal Consultation

Hello - prior to our consultation with OREM of the changes BCMB is making - I have attached the most updated documents

1. Unit name change from Biochemistry and Microbiology to Molecular Life Sciences (proposal attached) I have also attached questions about course codes (more to start the conversation and let you know what our department was hoping to do.

2. New program : UG program in Molecular Life Science- AVPAP office heard back from Ministry and this will be considered a new program- we had already made some changes in Kuali for FOS curriculum committee after consulting with other department impacted by changes in the curriculum -coinciding with the new program. this is where we need the most help because I think we need to enter things differently than perhaps we have.

3. Discussion how to move forward with:
   New Dept name, new course codes
   New program and new courses
   If we can't get the new MLS program (combined program of Biochem and Micro) approved for 2026, we still want the curriculum changes with new courses to take effect in the current biochem and micro programs

Best, Jen

--
Dr. Jennifer Cobb
https://www.cobblab.com/

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: wtaylor@uvic.ca
When: 3:00 PM - 3:45 PM September 25, 2025
Subject: BCMB Proposal Consultation
Location: Microsoft Teams Meeting

Microsoft Teams Need help?

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Meeting ID: 211 410 887 284 9

Passcode: iC6Rv79a

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+1 647-794-1629,,482088951# Canada, Toronto

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For organizers: Meeting options | Reset dial-in PIN

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Org help | Privacy and security

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>
Date: Friday, September 19, 2025 at 8:55 AM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science. and 2. New undergraduate program: Molecular Life Sciences	Anticipated start date: Sept. 2026
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20th , 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20th 2025 Proposal: Oct 10th, 2025	

Signature: 

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie

Debbie Wildy
Assistant to the Dean
Faculty of Health
250-721-8050
New Email Contact: dwildy@uvic.ca
Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÃNEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>
Sent: October 10, 2025 3:44 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>
Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: ***BSc Molecular Life Sciences***	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdiscplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: Andrea Giles

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc …

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences
Name of Program: BSc in Molecular Life Sciences

Credential Level:
☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

For new programs, how many Indigenous students do you envision enrolling?

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation.**Part III:**

Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
   ☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



03-Sep-25

_____ _____

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Summary of Program Changes

1. Program Consolidation

The BSc in Biochemistry and BSc in Microbiology will effectively be merged into a single BSc in Molecular Life Sciences (MLSC), starting Fall 2026.

The new program offers a general Molecular Life Sciences major with optional Biochemistry (BIOC) and Microbiology (MICR) concentrations, allowing specialization within a unified structure. This is similar to the concentration model used in the Biology Department, offering concentrations in Forest Biology, Marine Biology, and Neurobiology

Graduate programs (MSc and PhD in Biochemistry or Microbiology) will remain unchanged.

2. Discontinued Programs

The BSc in Biochemistry and BSc in Microbiology will be discontinued once the MLSC degree is approved and launched.

No current courses will be discontinued, ensuring continuity for students completing legacy degrees.

3. Course Code and Curriculum Updates

The MLSC course code was provided to us by OREM after consultation and reviewing a draft of our proposal. All BCMB course codes will change to MLSC, keeping the same numbers (e.g., BCMB 301A → MLSC 301A) and all BIOC and MICR course code will remain unchanged to aid students in course selection for concentrations in Biochemistry and Microbiology.

Three new or revised courses are introduced:

1. MLSC 103 – Foundations in Molecular Life Sciences (new required course)
2. MLSC 302 – Bioinformatics for Molecular Life Sciences (new required course introducing computational skills)
3. MLSC 406 – Applied Research Laboratory, replacing BCMB 406A/B and consolidating lab requirements.

Transition Plan for Current and Future Students

1. Students Remaining in Original Programs (Biochemistry or Microbiology)

- May complete their current degree requirements; all courses will continue to be offered with identical content and credit value.
- Course equivalencies will be clearly stated (e.g., MLSC 301A = BCMB 301A).
- BCMB 406A (1.5 unit) and BCMB 406A (1.5 unit) lab courses will remain available through Summer 2026. Students who have not completed them may substitute MLSC 406 lab course (1.5 unit) and an additional 400-level (BIOC or MICR) course (1.5 unit) to satisfy degree requirements.

2. Students Transitioning to the New MLSC Program

- All previously completed courses (BIOC, MICR, or BCMB) will count toward the new MLSC degree as requirements or electives.
- Students who have taken BCMB 406B will have MLSC 406 deemed satisfied.
- Students who completed both BCMB 406A and 406B will receive equivalent credit for MLSC 406 plus one 400-level course (BIOC or MICR).
- Students entering Years 2–3 in 2026–27 must complete MLSC 302; those entering Year 4 will be waived from the requirement (but are encouraged to take it as an elective).
- Students entering Year 2 who wish to graduate under MLSC must complete MLSC 103; those entering Year 3–4 are waived.

3. New Students Entering in Fall 2026 and Beyond

- Will enroll exclusively in the MLSC program.
- Must complete the full suite of new core courses, including MLSC 103, MLSC 302, and MLSC 406.
- May pursue optional concentrations in Biochemistry or Microbiology by completing additional 400-level electives.

400-level lab requirement: Transition Plan for students in Biochemistry and Microbiology Programs (2026 Implementation)

Student Pathway	Course Completion status (406A and 406B)	Requirement Under Discontinued Programs	Equivalent Requirement Under New Molecular Life Sciences (MLSC) Program	Notes / Credit Recognition
Students remaining in Biochemistry or Microbiology programs	BCMB 406A and BCMB 406B	Satisfies required 400-level laboratory sequence	400-level lab requirement deemed **satisfied**	**Will not register for MLSC 406.** Full credit retained.
	BCMB 406A only	Partial completion of 400-level lab sequence	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	**Will register for MLSC 406.** Full credit for BCMB 406A retained.
	BCMB 406B only	Partial completion of 400-level lab sequence	400-level lab requirement deemed **satisfied**	**Will not register for MLSC 406.** Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
	Have not completed either BCMB 406A or BCMB 406B	Must complete both 400-level lab course equivalents	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	**Will register for MLSC 406** Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
Students transitioning to the new MLSC program	BCMB 406A and BCMB 406B	Former lab sequence	MLSC 406 requirement deemed **satisfied**. Full credit retained.	**Will not register for MLSC 406.** Avoids duplication and preserves full credit value.
	BCMB 406A only	Partial completion of lab sequence	*MLSC 406* requirement deemed **satisfied**	**Will not register for MLSC 406**
	BCMB 406B only	Partial completion of lab sequence	*MLSC 406* requirement deemed **satisfied**	**Will not register for MLSC 406**
	Have not completed either BCMB 406A or BCMB 406B	Required to complete both lab courses	Must complete MLSC 406 to satisfy new program lab requirement.	**Will register for MLSC 406.**

Summary notes for 400-level labs (next page)

• BCMB406A and BCMB406B are independent and do not have to be taken in order. BCMB 406A is not a prerequisite for BCMB 406B.

• MLSC 406 integrates key experimental components of BCMB 406A (techniques and design) and BCMB 406B (independent project and data analysis), but is most like BCMB406B.

• Students who have already completed BCMB 406A or 406B receive full credit equivalency for MLSC 406 if entering new program.

• Summer 2026 will be the final offering for BCMB 406A and 406B.

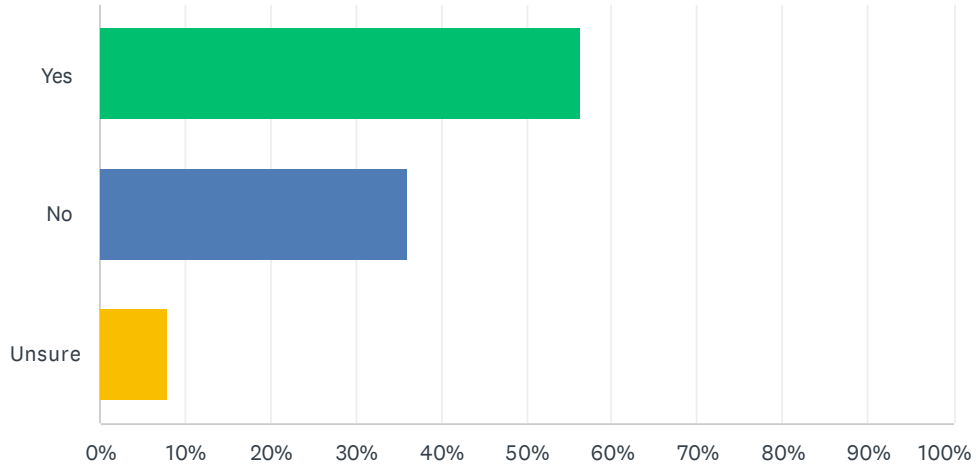
• Fall 2026 will not be offering BCMB 406A.

• MLSC 406 will be offered in Spring 2027 and Summer 2027

This structure ensures no duplication of coursework, protects academic progress, and provides equitable treatment for all students regardless of pathway. The structure supports efficient use of instructional resources while maintaining program integrity and laboratory skill development.

Q1 Does the proposed name 'Molecular Life Sciences' reflect your perception of the department's research and teaching strengths?

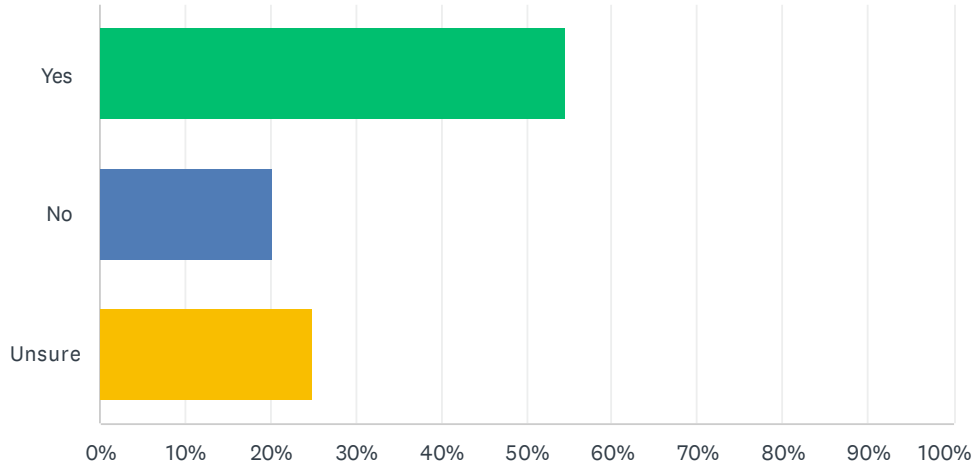
Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56.25%	36
No	35.94%	23
Unsure	7.81%	5
TOTAL		64

Q5 Would it be beneficial/advantageous to have a degree-required course at the first-year level, such as 'Foundations in Molecular Life Sciences'?

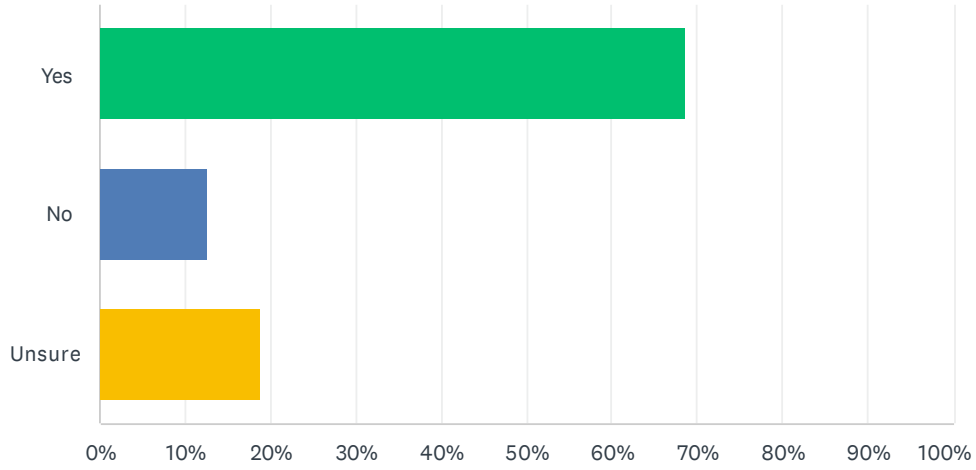
Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	54.69%	35
No	20.31%	13
Unsure	25.00%	16
TOTAL		64

Q6 Would it be beneficial/advantageous to have a data science course with a bioinformatics focus at the third-year level?

Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	68.75%	44
No	12.50%	8
Unsure	18.75%	12
TOTAL		64

Q10 Which aspects of the current Biochemistry or Microbiology degree programs would you like to be preserved in a combined Molecular Life Sciences program?

Answered: 44 Skipped: 20

#	RESPONSES	DATE
1	Specific courses dedicated for just biochemistry and microbiology within the program.	9/19/2025 12:13 PM
2	the difference between the two	9/19/2025 9:03 AM
3	Lab work	9/19/2025 9:03 AM
4	the labs.	9/19/2025 8:59 AM
5	I would like it if the words "Biochemistry" or "Microbiology" were included in the title, even as specializations.	9/18/2025 6:51 PM
6	still having the two streams with different required courses (not all micro focused students want to take thermodynamics!!!!)	9/18/2025 6:29 PM
7	The importance of the chemistry in biological systems. Conserving the biochemistry portion, and not making a more technical version of a microbiology degree. I feel that the current biochemistry program is exceptional in the education i have learned and skills that have been taught, and it does not need to be significantly changed to be improved.	9/18/2025 3:40 PM
8	I love the variety of the 400-level BIOC/MICR electives, and I hope a combined program would not reduce the choices for prospective students. I also think that the teaching labs are well thought-out and useful, and current general required courses (CHEM 231/234, MICR 200AB, BIOC 300AB, etc.) are quite useful for the rest of the degree.	9/18/2025 2:35 PM
9	As much as possible - less physics/math heavy perhaps	9/18/2025 1:54 PM
10	Most of the course planning is quite solid and gives good fundamentals.	9/18/2025 9:59 AM
11	As I am a biochemical student, the multitude of 400 level courses that dig deep into biochemical concepts would be crucial.	9/18/2025 9:35 AM
12	I don’t know if I know enough about the programs to know, but I would think preserving as much as possible while adding more courses would be great	9/18/2025 9:32 AM
13	I would like to see the Microbiology major preserved as a distinct academic stream, not fully merged into a general program. Specifically, please retain: • MICR-specific lab courses (e.g., MICR 200, MICR 300+ series) • Infection & immunology-related electives • Applied and clinical microbiology content • Research-based microbiology co-op placements These elements are part of what makes UVic’s Microbiology program attractive and career-relevant. Merging everything under one general umbrella risks losing that clarity and depth.	9/18/2025 9:19 AM
14	The BCMB labs in fourth and third year were extremely important in developing my understanding of lab techniques.	9/18/2025 8:24 AM
15	The lab courses are amazing and I like the diversity of fourth-year course options. I also think the micro 200 level courses were very foundational and got a lot of people very excited about the discipline.	9/17/2025 11:05 PM
16	Research experience, dedicated microbiology, immunology and biochemistry courses. The electives offered in fourth year are also great. Bioc300 level courses were also well done and provided just the right amount of information!	9/17/2025 10:10 PM
17	not sure	9/17/2025 9:19 PM
18	I would like to see the option for students to pursue a more focused, specialized track within the combined degree. Since students already choose between biochemistry and microbiology	9/17/2025 9:13 PM

	based on a preference for a more chemistry-based or biology-based curriculum, it's important to preserve that choice. Offering a dedicated track would allow students to major in 'Molecular Life Sciences' while still gaining the in-depth knowledge and skills needed for their chosen field.	
19	I would prefer them to be separate.	9/17/2025 8:51 PM
20	The required courses seem to be good so far.	9/17/2025 8:11 PM
21	All of them, as they are. The proposed change is excessively bureaucratic and illogical.	9/17/2025 7:15 PM
22	All of them. This is a terrible idea.	9/17/2025 7:06 PM
23	Having Biochemistry and Microbiology in program title…	9/17/2025 7:05 PM
24	All of them. It is nice to have a choice in the path of courses I am taking for this degree. Please do not combine.	9/17/2025 6:54 PM
25	The lab requirements but with a larger focus on microbiology past second year	9/17/2025 6:48 PM
26	Upper year microbiology courses	9/17/2025 6:35 PM
27	The labs are amazing and very helpful I loved them. The co-op program is also a must!	9/17/2025 6:04 PM
28	The bcmb labs.	9/17/2025 6:03 PM
29	Keep the Co-op program as it is, there are many great opportunities there. I also liked the second year courses, they were enjoyable and relatively easy. The labs with dedicated instructors is also a great and under-emphasized part of the program.	9/17/2025 5:39 PM
30	The option to do either one should remain for those who only want to major in biochem or vice versa.	9/17/2025 5:31 PM
31	immunology	9/17/2025 5:21 PM
32	The programs should not be combined.	9/17/2025 5:20 PM
33	still allow separate majors but allow the option to combine it	9/17/2025 5:11 PM
34	I like courses like immunology and the fact that there is a choice of courses in 4th year.	9/17/2025 5:04 PM
35	If it is implemented, at least do it in few years, or so that it won't affect any current students	9/17/2025 5:04 PM
36	BCMB - although it can be rough, the 300 and 400 labs are very well taught, organized and useful.	9/17/2025 5:03 PM
37	The BCMB labs! People say they are tough, but they have been the best way to learn all the laboratory techniques we are taught in class! I love all the microbiology classes offered.	9/17/2025 5:01 PM
38	I think that the labs from micr 200 and bcmb are so important and should not change at all. I think co op is a great way to experience this in a real world setting.	9/17/2025 4:58 PM
39	BCMB labs obviously	9/17/2025 4:54 PM
40	The co-op program (could make it mandatory), the well-structured lab sections in MICR and BCMB, opportunities for research	9/17/2025 4:54 PM
41	I would say immunology! There is so much more to learn about the immune system!	9/17/2025 4:51 PM
42	all the BCMB labs. The Micr200 labs, aswell as the BCMB301 and 406. also the orgochem! and the current microbiology classes, please dont take them away.	9/17/2025 4:49 PM
43	Not sure	9/17/2025 4:45 PM
44	The microbiology courses and biochemistry courses (4th year level)	9/17/2025 4:44 PM

Q11 What would make a new program more appealing to you and your peers?

Answered: 32 Skipped: 32

#	RESPONSES	DATE
1	a serious-name other than "molecular life science." "Biochemistry and Microbiology" is a fine name and should not be changed.	9/19/2025 10:03 AM
2	More course options	9/18/2025 6:51 PM
3	Something new that isn't offered in other faculties. More lab experience, more antibiotic/medication education.	9/18/2025 3:40 PM
4	As a 17-year-old applying to university, I probably would not have picked a program called "Molecular Life Sciences" because it sounds like it would be very signalling and organic chemistry-focused. I think if this will be the name of the future program, there needs to be a detailed description of what the program actually entails.	9/18/2025 2:35 PM
5	The masters!	9/18/2025 1:54 PM
6	Career assistance! It's confusing and a tad bit scary to know what to do with a biochemistry degree.	9/18/2025 9:35 AM
7	A new program would be more appealing if it: • Allows students to choose a clear stream or concentration (e.g., Microbiology, Biochemistry, Bioinformatics) • Maintains strong discipline-specific lab training (not just general wet labs) • Offers flexibility for career planning in research, clinical, or biotech fields • Includes more data science, regulatory science, and science communication electives Most importantly, don't remove choices in the name of integration — instead, let students build focus areas that reflect their real academic and professional goals.	9/18/2025 9:19 AM
8	Focus away from human health and diseases and more on environmental and other animal health.	9/18/2025 8:24 AM
9	More immunology, less thermodynamics, increased microbiology applications that are not health related. Maybe spacing out the rapid-paced two semesters of BIOC 300A/B to have some content moved to an additional 2nd year course so that we can better learn/deep dive in third year.	9/17/2025 11:05 PM
10	Getting rid of some of the non essential classes, while maintaining the overall feel of the degree. A course like thermodynamics should realistically be taught departmentally, if taught at all. It felt like there was absolutely minimal life science focus in the thermo chem course, and it certainly not tailored to my needs as a biochemist. Perhaps it may be suitable for pure chemists, but did not offer appropriate information for life science oriented students. The way thermodynamics is taught in the biochemistry 300 courses is great, perhaps redistributing this content to its own dedicated course, then filling the gaps with other more relevant content would be good!	9/17/2025 10:10 PM
11	Options to differentiate in 3rd/4th year into either Microbio vs Biochem focuses, or allowing even more differentiation. Different upper level courses, even if it leads to the same degree.	9/17/2025 8:51 PM
12	A descriptive and clear title so we know what we're signing up for.	9/17/2025 8:11 PM
13	Make it a third option.	9/17/2025 7:06 PM
14	Keeping Biochemistry and Microbiology in the name. Losing the "life" and just having it be "Molecular Sciences", but ideally keeping the name	9/17/2025 7:05 PM
15	If nothing is cut.	9/17/2025 6:54 PM
16	More course options for new students/people who are unsure about if micro interests them! There needs to be a course that draws first years to look into the program.	9/17/2025 6:48 PM

17	A variety of course options to allow for specializing	9/17/2025 6:04 PM
18	More advertising about the possible career paths after taking this course. Could be through bringing people in to talk about their jobs who have takn the degree at Uvic.	9/17/2025 6:03 PM
19	No more stupid upper year chem courses that don't relate to a molecular biology field!! Those things sucked and took so much time away from actually learning things I thought were relevant. A huuuuuge thing would be combining the honours and masters into a single program. So many universities have this and UVic not offering it is a serious reason for many people to not choose this university, if they had the foresight to understand what any of that means. Also make Petch cuter. Even just like paint the walls or bring some air freshener in there or something that place is a dungeon and I get unhappy just walking in the doors. How about a mural or LED accent lighting? I also felt like there was little to no effort to nurture interactions between peers. There isn't a meaningful communal space for undergraduates to interact, and courses are often cold and distant. It made me sad to see the effort that, say, the Business program put into developing a "Cohort" of its students while I didn't know the names of half the people in my program.	9/17/2025 5:39 PM
20	If combining the two degrees, having optional courses in the 2nd year to reflect the discrepancy in course requirements between Micro and Bioc. Some people choose their degree to avoid certain courses, like inorganic chemistry.	9/17/2025 5:21 PM
21	If a student is uncertain about what they'll do with their degree they can do a general BSc. There's no need to devalue either the biochemistry nor microbiology programs by smashing them into a degree with an ambiguous name and purpose.	9/17/2025 5:20 PM
22	Emphasis on the lab courses, these are a huge strength of the program I think	9/17/2025 5:16 PM
23	I would like to see more 4th year electives being offered, since there are just 3 in micro currently I think. Also, I would like to see a flexible program in which there are more choice of courses requirements electives instead of just a bunch of 100% required courses, especially in 3rd and 4th years. This would allow students to still choose the path they want to pursue, within such a broad field.	9/17/2025 5:04 PM
24	Keeping it the same	9/17/2025 5:04 PM
25	For me, not having to take 2nd year and 3rd year cell biology and genetics. Started feeling redundant in what I was learning.	9/17/2025 5:01 PM
26	not sure	9/17/2025 4:58 PM
27	Further integrating research opportunities into the program (for example, more visibility for the directed studies and honours program), more courses in pathogenesis	9/17/2025 4:54 PM
28	A showcase of different research that the labs within our department are doing all over the university! I see other programs in the library, and would like to see Molecular Life Science there too!	9/17/2025 4:51 PM
29	the ability to have some more electives so that you could actually minor in somehting past first year - what i mean is, most people dont think of minors in first year, you use 2-3 electives, and then for the next 3 years all you get is 2 electives per year, and you dont have enough room to do most minors	9/17/2025 4:49 PM
30	More supportive social engagment, large classes	9/17/2025 4:46 PM
31	Not having biochem combined with microbiology	9/17/2025 4:45 PM
32	Combine biochem and micro	9/17/2025 4:44 PM

Course codes

MICR and BIOC course codes will to remain unchanged (with the exception of one course BIOC 103, which will change to MLSC 102

BCMB course code will change to MLSC

Microbiology (MICR)

MICR200A - Introductory Microbiology I
MICR200B - Introductory Microbiology II
MICR302 - Molecular Microbiology
MICR303 - Immunology
MICR402 - Virology
MICR405 - Biotechnology and Synthetic Biology
MICR408 - Microbial Pathogenesis
MICR410 - Microbiota and Human Health
MICR470 - Directed Studies in Microbiology
MICR570 - Directed Studies in Microbiology
MICR599 - MSc Thesis
MICR699 - PhD Dissertation

Biochemistry (BIOC)

BIOC102 - Biochemistry and Human Health (change to MLSC102)
BIOC299 - Biochemistry for Non-Majors
BIOC300A - General Biochemistry I
BIOC300B - General Biochemistry II
BIOC401 - Gene Expression in Eukaryotes
BIOC403 - Biochemistry of Signal Transduction
BIOC404 - Proteins
BIOC408 - Epigenetic Regulation of Chromatin
BIOC409 - Proteomics and Metabolomics
BIOC470 - Directed Studies in Biochemistry
BIOC570 - Directed Studies in Biochemistry
BIOC599 - MSc Thesis
BIOC699 - PhD Dissertation

Biochemistry and Microbiology (BCMB) – change to MLSC

MLSC103 - *Foundations in Molecular Life Sciences* (new course)
BCMB 298 - Research Experience
BCMB 301A - Lab Techniques & Projects I
BCMB 301B - Lab Techniques & Projects II
MLSC 302 - *Bioinformatics for Molecular Life Sciences* (new course)
BCMB 398 - Research Experience
~~BCMB 406A - Applied Research Laboratory Techniques I~~
~~BCMB 406B - Applied Research Laboratory Techniques II~~
MLSC 406 – Applied Research Laboratory Skills (new course)

BCMB 489 - Special Topics in Biochemistry or Microbiology
BCMB 498 - Research Experience
BCMB 499A - Undergraduate Thesis I
BCMB 499B - Undergraduate Thesis II

Grad level BCMB will change to MLSC
BCMB500 - Critical Thinking in Biochemistry and Microbiology
BCMB501 - Essentials of Scientific Writing
BCMB502 - Journal Club I
BCMB580 - Research Seminar
BCMB589 - Special Topics in Biochemistry or Microbiology
BCMB602 - Journal Club II
BCMB680 - Advanced Research Seminar
BCMB693 - PhD Candicacy Examination

Appendix X: Student Frequently Asked Questions (FAQ)

Transition from BSc in Biochemistry and BSc in Microbiology to the BSc in Molecular Life Sciences (MLSC)

1. General Questions about the Program Change

- **Q: Why is the Department making this change?**

A: The Biochemistry and Microbiology programs have long shared overlapping curricula and research strengths. Combining them into a single, modern BSc in Molecular Life Sciences (MLSC) reduces administrative duplication and expands student flexibility while maintaining strong disciplinary options through concentrations in Biochemistry or Microbiology.

- **Q: Is this a name change or a completely new program?**

A: Both. The department will first change its name to Molecular Life Sciences (MLSC), and all course codes will change from BCMB to MLSC. The new BSc in Molecular Life Sciences will then formally replace the existing Biochemistry and Microbiology BSc degrees beginning Fall 2026.

- **Q: Will the new program affect the department's graduate programs?**

A: No. Graduate programs remain unchanged. The MSc and PhD degrees in Biochemistry and Microbiology will continue as they are.

2. Impact on Current Students

Q: I'm currently enrolled in Biochemistry or Microbiology. What happens to me?

A: You will not lose any progress toward your degree. You can either stay in your current Biochemistry or Microbiology program or transition into the new Molecular Life Sciences program. All completed BIOC/MICR courses will count toward the new MLSC degree either as core requirements or electives.

Q: Will I have to take any new courses if I switch?

A: If you switch to the MLSC degree:
• Students entering Year 2 (as of Fall 2026) must take MLSC 103.
• Students entering Year 2 and 3 (as of Fall 2026) must take MLSC 302.
• Students entering Year 4 (as of Fall 2026) will be waived from these new course requirements.

Q: What if I stay in my current program?

A: You can complete your Biochemistry or Microbiology degree as planned. The only difference is that your BCMB course codes will now appear as MLSC (e.g., MLSC 301A = BCMB 301A). Advisors and CAPP audits will automatically recognize these as equivalent.

Q: Will my degree parchment say 'Molecular Life Sciences'?

A: If you stay in your current program, your parchment will say Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. If you transition to the new program, it will say Bachelor of Science – Molecular Life Sciences, with an optional notation of Concentration in Biochemistry or Concentration in Microbiology.

3. Courses, Codes, and Credits

All BCMB courses will be renamed MLSC while keeping the same course numbers and credit values. Example: BCMB 301A → MLSC 301A; BCMB 406A → MLSC 406 (integrated lab). Your transcript will show the new codes, which will be recognized as equivalent for graduation purposes

Lab Course Equivalencies During the Transition

Your Current Status	What You Need to Complete
Have not completed BCMB 406A or 406B	Take MLSC 406 (1.5 unit)
Completed BCMB 406A only	You meet the MLSC 406 (1.5 unit) requirement
Completed both BCMB 406A and 406B	You meet the MLSC 406 requirement. You will also receive credit (1.5 units) for one 400-level (BIOC or MICR) course.

4. Concentrations and Specialization

Q: What is a 'concentration' in the MLSC program?

A: A concentration allows you to specialize in Biochemistry or Microbiology while earning the unified MLSC degree. The general MLSC major requires 15 units at the 300–400 level. The

concentration option requires 19.5 units at the 300–400 level, with additional advanced courses in the chosen area.

Q: Can I still do Honours or a double major?

A: Yes. Students may pursue Honours within the MLSC program, with or without a concentration, or complete double majors within the Faculty of Science (e.g., MLSC + Biology, MLSC + Chemistry).

5. New Students (Starting Fall 2026)

Q: I plan to apply for Fall 2026. Which program do I apply to?

A: You will apply directly to the BSc in Molecular Life Sciences. The Biochemistry and Microbiology BSc programs will no longer accept new admissions after the 2025–26 academic year.

Q: What courses will new students take?

A: All first-year MLSC students will take MLSC 103: Foundations in Molecular Life Sciences, along with shared core courses in Chemistry, Biology, and Mathematics.

6. Advising and Support

Q: Who can I talk to about how this change affects me?

A: Departmental advisors will provide one-on-one support and publish a detailed transition guide. Information sessions (in-person and virtual) will be held throughout 2026.

Q: How will I know which version of the program I'm in?

A: Your CAPP audit (available through UVic Online Tools) will automatically show your correct program version and requirements.

7. Reassurance and Key Takeaways

• No student will lose credit or be delayed in graduation.
• All Biochemistry and Microbiology courses remain valid and countable.
• The change enhances program coherence, flexibility, and career readiness.
• Faculty and advising staff are committed to a smooth, transparent transition.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences

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Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences, as described in the document "School of Molecular Life Sciences".

Background:

The Department of Biochemistry and Microbiology at the University of Victoria seeks approval to change its name to School of Molecular Life Sciences. This change reflects the unit's expanded scope and interdisciplinary focus, aligning with modern scientific trends and recommendations from the 2024 External Program Review for improved visibility, recruitment, and clarity.

Key Justifications

- **Modernization**: The current name, established in 1965, no longer reflects the breadth of research and teaching, which now spans molecular biology, genetics, cancer biology, systems biology, bioinformatics, and immunology.

- **Strategic Positioning**: The new name strengthens UVic's competitive profile nationally and internationally, aligning with peer institutions that have adopted broader, molecularly focused identities.

Benefits

- **Enhanced Recruitment**: Addresses declining enrollment by presenting a modern, interdisciplinary identity attractive to students seeking integrated molecular life sciences training.
- **Distinct Identity**: Differentiates the unit from other departments and faculties, while emphasizing unique strengths in molecular and life sciences.
- **Industry Engagement**: Positions the unit as a hub for collaboration with BC's growing life sciences sector and strengthens partnerships with Genome BC, Proteomics Centre and BC Cancer's Deeley Research Centre.

Impact on Programs

- No administrative changes required; undergraduate and graduate programs remain intact.
- Supports future course development (e.g., Foundations in Molecular Life Sciences, Bioinformatics for Molecular Life Sciences) to broaden recruitment pathways.
- Faculty complement and infrastructure fully support current and future programming.

This name change will strategically reposition UVic's life sciences unit, ensuring visibility, competitiveness, and alignment with contemporary research and training priorities.

Basis for Jurisdiction: Senate Committee on Planning meeting November 5, 2025
Senate meeting on December 5, 2025

Attachment(s): December 2025 Senate docket for the proposal to change the name of the Department of Biochemistry and Microbiology.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 19, 2025

Re: Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences.

As well as responding to a recommendation received during the 2024 External Program Review to enhance departmental visibility clarify programming, and strengthen recruitment, the proposed name change captures the department's focus on molecular-level understanding across biological systems. The current name no longer fully represents the scope of the department's teaching or research contributing to a decline in enrollment over the past decade.

The proposed name creates a distinction between UVic's departments of Biology and Chemistry, as well as from the new Faculty of Health. The designation "School" reflects the strategic position as a broad, interdisciplinary research unit that integrates molecular, cellular, and microbial sciences with applied biotechnology, proteomics, and translational health research.

Recommended Motion:

> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences, as described in the document "School of Molecular Life Sciences".

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

[School of Molecular Life Sciences]

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean (or designate) or administrative authority	Laura Cowen, Faculty of Science	sciedean@uvic.ca
Academic unit, department, or school	Biochemistry and Microbiology (BCMB)	bcmb@uvic.ca
Name, title, and email of contact person	Jennifer Cobb, Chair of BCMB	bcmb@uvic.ca or jencobb@uvic.ca

Anticipated start date	Sept 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 12, 2025
Dean of Graduate Studies, (required if new school, department or faculty will offer graduate level degrees, diplomas, certificates etc.)	August 17, 2025
Departmental/School approval	May 14, 2025 Sept 9, 2025 (formal vote)
Resource requirements approval (by Dean)	August 12, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	Sept 24, 2025

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline). **Initial consultation Aug 15, 2025, and subsequent Sept 25, 2025**

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Aug 30, 2025	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025	**Y**
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	**Y**
External and Internal Consultation (letters of support as per section F)	Ongoing	**Y** See attached

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

A. Rationale for the proposed unit name change Outline the rationale for the proposed academic unit name change, how the new name aligns with current institutional plans and priorities, and indicate how it is aligned with or distinct from related academic units at UVic and naming conventions at other post-secondary institutions.

The Department of Biochemistry and Microbiology (BCMB) at the University of Victoria respectfully requests approval to formally change its name to *The School of Molecular Life Sciences*. This name was unanimously approved by all members of the unit as it better reflects the breadth, depth, and interdisciplinarity of our research and teaching responsibilities.

The new name captures our department's focus on molecular-level understanding across biological systems—from microbes to multicellular organisms in environmental contexts—while aligning with the evolving scientific landscape in genetics, molecular cancer biology, systems biology, bioinformatics, and immunology. It also responds directly to the 2024 External Program Review, which recommended modernization to enhance departmental visibility, clarify programming, and strengthen recruitment.

This proposal emerged organically during our May 2025 strategic planning workshop and received unanimous faculty support. Our 13 faculty members—six of whom have joined in the past five years—are internationally recognized in their fields, with collective research funding exceeding $100M. We host major research infrastructure, including the Genome BC Proteomics Centre, a founding member of The Metabolomics Innovation Centre, and maintain strong partnerships with BC Cancer's Deeley Research Centre through affiliated faculty and a recent UVic recruit (Dr. Fonseca) located there, an expert in integrated genomics. These areas of strength provide training and research opportunities for our undergraduate and graduate students and exemplify the interdisciplinary approach embodied in the new name.

Our current name, rooted in the department's 1965 founding, no longer fully represents the scope of our teaching or research. Other institutions have addressed similar challenges by creating interdisciplinary schools or institutes, attracting students with programming that reflects modern approaches life science research. Without such modernization, enrollment in BCMB programs has steadily declined over the past decade—a trend unique to our department, as peer units at UVic have experienced growth (e.g. Biology). Across Canada and internationally, many peer institutions have modernized their life sciences units by integrating molecular terminology or by consolidating disciplines under umbrella names (e.g., Biomedical and Molecular Sciences at Queen's, Molecular and Cellular Biology at Guelph, Life Sciences Institute at UBC). The name is directly in step with this trend toward broader, interdisciplinary, and molecularly-focused branding—giving UVic the advantage of being both current and unique.

Moreover, the proposed name distinguishes us clearly from UVic's Departments of Biology and Chemistry, as well as from the new Faculty of Health, which focuses on applied health and clinical education. No other UVic department has "Molecular" or "Life Sciences" in its name.

The change will sharpen our identity. The designation "School" reflects our strategic position as a broad, interdisciplinary research unit that integrates molecular, cellular, and microbial sciences with applied biotechnology, proteomics, and translational health research. Our faculty unanimously agreed that this title more accurately conveys our interdisciplinary scope and we believe it would strengthen our branding and external visibility.

Importantly, both "School" and "Department" at UVic can administer undergraduate and graduate programs, and the distinction is one of title and identity rather than any change at the administrative level. Our reporting structure within the Faculty of Science would remain unchanged. The title "School" also better captures the diversity of our faculty expertise and intrinsically recognizes our affiliate partnerships with the Genome BC Proteomics Centre and BC Cancer – Deeley Research Centre, positioning us as a collaboration and innovation hub. We further believe this designation will enhance engagement with industry and government partners across British Columbia's rapidly growing life sciences sector. This is not a cosmetic change—it is a strategic repositioning to align our academic mission with current research and training activities. We believe it will facilitate our efforts in recruiting top students and faculty, fostering interdisciplinary partnerships, and ensuring that our department remains visible, relevant, and forward-looking.

B. Impact on areas of specialization and academic programs

Does the proposed name change affect the unit's areas of specialization, and undergraduate and graduate programs. If yes, provide evidence of adequate faculty complement and other resources to support changes?

The proposed change from the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences will update our public identity to match the programs that we already deliver. The reviewers (from our Program Review in 2024) noted the value of introducing new course offerings, such as a "Foundations in Molecular Life Sciences" or "Bioinformatics for Molecular Life Sciences", to broaden recruitment pathways and better communicate our department's core expertise to students early in their academic journey. They recommended modernization of the department's profile to improve clarity, recruitment, and alignment with emerging scientific fields.

Faculty complement and departmental expertise are fully capable of supporting our current and future programming. Our 13 tenured/tenure-track research faculty and two newly added teaching faculty have internationally recognized expertise in areas that define modern molecular life sciences. Moreover, our department hosts significant research infrastructure, including the Genome BC Proteomics Centre (which is a founding member of The Metabolomics Innovation Centre) and strategic partnerships with BC Cancer's Deeley Research Centre. Faculty at these partner institutions expand training and research opportunities for students in our department.

The name change will directly address a key challenge—namely, that our current name no longer communicates the full range of our activities, making it harder to attract students who increasingly seek integrated, molecularly focused life science training. Other Canadian universities have modernized to meet similar challenges, and the reviewers affirmed that UVic's BCMB program would benefit from such repositioning to remain competitive.

In summary, the proposed name change better represents our existing strengths, aligns with national and international trends, and we believe will make our programs more attractive to prospective students, without diluting the academic substance of our undergraduate and graduate offerings. Our faculty complement is well-balanced across specializations, and fully capable of sustaining and growing our educational and research mission under the Molecular Life Sciences name.

C. Impact on student enrolment

How would the proposed new name impact student enrolment (undergraduate and graduate)?

The transition to the School of *Molecular Life Sciences* represents a repositioning central to our undergraduate and graduate enrolment strategy. The clearer, more contemporary title will improve program discoverability for prospective students, particularly those seeking molecularly focused life science training, and will strengthen the impact of initiatives already identified in our self-study and endorsed in the 2024 External Program Review.

At the undergraduate level, we are launching two new courses— at the 100-level: *Foundations in Molecular Life Sciences* and at the 300-level: *Bioinformatics for Molecular Life Sciences.* These changes are supported by students in our program (Appendix 3_ UG Survey Results). As a unit, department members unanimous believe that this change, supported by a communication plan, which will include targeted promotion of our hands-on, research-integrated programs, will strengthen our ability to attract and retain students, reversing recent declines and broadening our reach. We also hope that at the graduate level, the name change will enhance our international visibility and help draw more international and UVic undergraduates into MSc and PhD programs. While growth is constrained by BSL2 lab space at UVic and funding realities, there are opportunities to expand supervision and training through stronger integration with partner facilities such as the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director), both who support our initiatives (Appendix 13_ Research Affiliates). Taken together, these measures will leverage the visibility and clarity of the *Molecular Life Sciences* identity to attract a broader applicant pool into graduate research, which will improve the conversion rate from inquiry to enrolment, and ensure program capacity is used to its fullest.

D. Implications for degree/program name
Will the name change require renaming of degrees/programs offered by the academic unit? If yes, please provide details.

Accompanying this name change proposal, we are putting forward a new undergraduate program proposal, which ultimately results in a merger of two programs, Biochemistry and Microbiology, into one Molecular Life Sciences Program. We hope approval of the name change can precede approval of the new program, which must go to the BC Ministry, for coordinated implementation in Sept 2026. Details of the curriculum for the new program are available in the new program proposal (a separate document). Briefly, however, the rationale for a single BSc in Molecular Life Sciences with *options* in Biochemistry or Microbiology is provided:

First, the decision to consolidate the existing Biochemistry and Microbiology programs into a single Molecular Life Sciences (MLSC) degree reflects both academic and operational considerations.

Second, the two legacy programs share substantial curricular overlap, particularly in foundational and course content. Maintaining two separate degree streams has become increasingly challenging given the size of the faculty and the frequent need for cross-credit exceptions, especially at the 400-level, where students commonly request that advanced BIOC or MICR courses count toward the alternate degree.

Third, the unified MLSC program provides a flexible and efficient structure. Students complete a shared core curriculum and **may** choose to pursue an *option* in Biochemistry or an *option* in Microbiology by completing additional advanced courses in their chosen area (similar in structure to the Department of Biology with *concentrations* in Forest Biology, Marine Biology, and Neurobiology). The distinction between the general and option streams lies primarily in the number and type of upper-level courses.

Lastly, this model offers both flexibility and specialization (these options were deemed important based on undergraduate survey results with > 70 respondents included in the new program proposal) (Appendix 3_ UG Survey Results). Students who encounter scheduling or other challenges for external reasons can still graduate under the BSc Molecular Life Sciences *general* category without delay, while those seeking focused training may specialize after gaining sufficient experience to make an informed decision. This approach allows the program to capitalize on the department's diverse research and teaching strengths while remaining sustainable within current faculty capacity.

Upon approval of the new program the following will apply:

Undergraduate

BSc in Molecular Life Sciences – curriculum details are in the new undergraduate program proposal. All of the below programs are compatible with a Coop distinction

BSc minor
BSc major compatible with double majors, honours
BSc major with Biochemistry option compatible with honours
BSc major with Microbiology option compatible with honours

Discontinuance of the BSc programs in Biochemistry
Discontinuance of the BSc programs in Microbiology

Graduate

The unit's graduate programs will remain specialized**,** continuing to offer distinct MSc and PhD degrees in Biochemistry and in Microbiology. This structure parallels the approach used by Medical Sciences at UVic**,** which offers the *specialized* Neuroscience graduate program. Maintaining distinct graduate degrees ensures continuity of research identity and preserves discipline-specific training pathways. These graduate programs are well established and aligned with national disciplinary standards, research funding structures, and supervisory expertise.

All degrees granted at the graduate level will remain the same:

Master of Science in Biochemistry
Master of Science in Microbiology
Doctor of Philosophy in Biochemistry
Doctor of Philosophy in Microbiology

E. Impact on current students

Will the name change have an impact on current students? If yes, please provide details including a transition plan and how this will be communicated to the campus community. Provide a detailed communication plan.

The proposed change from *Biochemistry and Microbiology* to *Molecular Life Sciences* is not a trend-driven decision, but the result of an extensive strategic planning process. It reflects the department's long-standing strengths in molecularly focused, interdisciplinary life sciences and positions us for sustained relevance in a rapidly evolving academic and employment landscape. For students currently in either the Biochemistry or Microbiology programs, faculty expertise remains and there will be no time-delays impacting the progression of current students through programs. We have also developed a detailed transition plan (Appendix 2_New Program Summary and Transition Plan).

Transition Plan: Biochemistry and Microbiology to Molecular Life Sciences

To support the transition from the BSc programs in Biochemistry and Microbiology to the unified BSc in Molecular Life Sciences (MLSC), the Department has a structured transition plan. A summary of the changes and the transition plan are briefly explained here:

All BCMB courses will be renamed under the MLSC code, while retaining their existing course numbers. For example, BCMB 301A will become MLSC 301A. Students will be given the information that MLSC301A is equivalent in content and credit to BCMB 301A. If BCMB 301A was needed for their program, then they should register for MLSC 301A, to satisfy the requirement (Appendix 4_New Course Codes)

Through this transition, current students will be reassured that their academic pathways remain secure and that no progress toward graduation will be lost. We have created a Student FAQ guide to help navigates this transition (Appendix 6_ Student FAQ guide). Students currently enrolled in the Biochemistry or Microbiology programs (Years 2- 4) have two options:

1. Remain in their originally declared program, as no existing courses will be discontinued (although course code as described above will change).
2. Transition to the new Molecular Life Sciences program. All courses previously completed will count towards the new degree, either as core requirements or electives.

The new BSc in Molecular Life Sciences introduces three substantive curriculum updates (Appendix 1_Curriculum changes**):**

1. **MLSC 103: Foundations in Molecular Life Sciences** - required course for all students in the new program.

   Current UVic students in the Faculty of Science entering Year 2 and wishing to graduate with a BSc in Molecular Life Sciences must complete this course.

   Students entering Year 3 or 4 of the Biochemistry or Microbiology programs (including minors and double majors) will be waived from this requirement.

2. **MLSC 302: Bioinformatics for Molecular Life Sciences** - required course for all students in the new program.

   Current UVic students entering Years 2 wishing to graduate in the Molecular Life Sciences program must complete this course.

   Students entering Years 3- 4 of the Biochemistry or Microbiology programs (including minors and double majors) will be waived from this requirement.

3. **MLSC 406: Applied Research Laboratory**

   This new course integrates and streamlines the essential components of the former BCMB 406A and BCMB 406B lab courses required in the two Biochemistry and Microbiology programs.

   BCMB 406A and 406B will be discontinued after Summer 2026.

Transition Plan for 400-level Curriculum Requirements

Students currently enrolled in the BSc programs in Biochemistry or Microbiology (and wanting to finish in their current program):

Students who have completed neither BCMB 406A and 406B must complete MLSC 406 and one 400-level BIOC or MICR course.

Students who have completed BCMB 406B will have satisfied the 400-level lab requirement, but must register for one 400-level course in MICR or BIOC- credit with credit applied toward original program completion.

Students who have completed BCMB 406A, will not have satisfied the 400-level lab requirement, must complete MLSC406. They will not lose credit, with 406A credit counting as a 400-level BIOC or MICR course equivalent.

Students currently enrolled in the BSc programs in Biochemistry or Microbiology (and wanting to transition to finish in the BSc in Molecular Life Sciences):

Students who completed neither BCMB 406A and 406B must complete MLSC 406.

Students who have completed BCMB 406B will have the MLSC 406 requirement deemed satisfied.

Students who have completed BCMB 406A will have the MLSC 406 requirement deemed satisfied.

Students who have completed both BCMB 406A and BCMB 406B will have the MLSC 406 requirement deemed satisfied. They will also receive 400-level BIOC or MICRO credit equivalent toward the Molecular Life Sciences degree.

A table of 400-level lab transition plan is included (Appendix 2_New Program Summary and Transition Plan).

The transition will be implemented through proper channels and in close collaboration with all administrative units to ensure consistency in communication and all student-facing materials. We also recognize that department-led communication is essential, and our plans include:

Student Outreach: The department will send a formal email announcement to all current undergraduate and graduate students explaining the rationale, benefits, and timeline for the change, with a FAQ template addressing potential concerns (Appendix 6_ Student FAQ guide). This will be followed by optional in-person and online information sessions where students can ask questions directly to faculty leadership.

Curriculum and Materials Updates: We will work with the Registrar's office to properly update course outlines, program descriptions, lab manuals, and advising materials, ensuring the new name is consistently reflected.

Digital Presence: Our website will reflect the new name and brand identity, featuring spotlight stories on faculty research and student achievements that embody *Molecular Life Sciences*. Social media posts will be scheduled to coincide with key stages of the transition.

Ongoing Feedback: We will invite student feedback throughout the transition, using surveys and informal check-ins to ensure clear communication and address emerging questions.

F. Additional considerations- Any other relevant information not included above.

The proposed name *Molecular Life Sciences* offers UVic an opportunity to position itself at the forefront of a national and international trend toward broader, interdisciplinary, and molecularly focused branding in the life sciences. While leading universities such as UBC, SFU, McGill, and the University of Toronto use "life sciences" or "molecular" terminology in programs, research centres, or faculty-level initiatives, none currently embed this integration at the departmental level. UVic's adoption of this name would therefore combine the clarity and student appeal of a nationally recognized concept with the uniqueness of a distinct departmental identity.

It is important to reiterate that this change is not cosmetic—it is a long-term investment in the department's sustainability, visibility, and recruitment potential. It reflects the interdisciplinary research and teaching we already deliver and the career trajectories of our graduates in biotechnology, pharmaceuticals, molecular diagnostics, and other expanding sectors. Including the term "Molecular" in the title communicates precision and distinguishes our unit from broad biology or health-focused departments, while "Life Sciences" conveys breadth, relevance, and interdisciplinary reach.

Importantly, this renewal will boost faculty morale in our unit and foster a stronger sense of belonging. All faculty in our unit are recognized as health researchers across Canada and internationally, with extensive external funding from Canadian Institutes of Health Research (CIHR) and the National Institutes of Health (NIH). We are also excluded from using the name "Health" anywhere in our rebranding efforts. Many in our department feel the current name is too narrow to capture their research focus. Faculty working at the intersection of molecular science and human health, feel their research extends beyond the traditional scope of the Faculty of Science. By this change to *Molecular Life Sciences*, we will adopt an inclusive identity that accurately reflects the scope of our work. This will strengthen internal cohesion as the name will match both our expertise and our ongoing aspirations.

G. Provide evidence of consultation with related academic units at UVic affected by the proposed academic unit name change (emails/letters of support in an appendix).

The below section is identical to the consultation section (section E) in the new program proposal

Consultation with internal and external partners for the proposed unit Name change (this proposal) and the new undergraduate program in Molecular Life Sciences (MLSC) was undertaken together, thus the consultation sections and appendices of the two proposals are identical. These consultations were extensive and included engagement with university stakeholders, research affiliates, industry representatives, and post-secondary institutions across British Columbia.

1. Undergraduate Program Design

Undergraduate student survey results indicated that maintaining opportunities for "specialization" would be an important feature of the new program (Appendix 3_ UG Survey Results). To reflect this priority, the design of *options* in Biochemistry (BIOC) and Microbiology (MICR) within the consolidated Molecular Life Sciences (MLSC) program were integrated in the final proposal. These *options* will appear on their transcript and enable students to pursue focused disciplinary study within a unified degree framework while preserving recognition of their specialization.

2. Course Code Realignment and Curriculum Integration

Following consultation with the Office of the Registrar and Enrolment Management (OREM) (Appendix 5: SCP_OREM Consult), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life Sciences. At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC (Appendix 4: New Course Codes), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

To maintain clarity, the BIOC and MICR course codes will be retained to support the respective *options* in Biochemistry and Microbiology, with one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM (Appendix 5: SCP_OREM Consult) has been incorporated, and a Transition Plan for Current Students (Appendix 2: New Program Summary and Transition Plan) and Student FAQ Guide (Appendix 6: Student FAQ Guide) have been developed to ensure a smooth and transparent implementation process.

3. Internal Consultation (University of Victoria)

Consultation with OREM (Appendix 5: SCP_OREM Consult) involved sharing draft proposals for review. Their feedback on the transition plan and curriculum was fully incorporated into the final name-change and undergraduate program proposals. We also consulted with representatives from Co-operative Education and Career Services (Appendix 9: SCP_Coop consult), UVic Libraries (Appendix 10: SCP_Libraries consult), and Indigenous Academic and Community Engagement (IACE) (Appendix 11: SCP_IACE consult). All received a draft proposal followed by Zoom or in-person (Rob Hancock) discussions.

Within the University of Victoria, consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats (Appendix 7: Internal Consultation) and all Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura Cowen, Dean of Science. Internal consultation also included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health (Appendix 7: Internal Consultation), with support received from Dr. Tammy Hopper, Dean of Health (Appendix 8: SCP_Dean of Health). Feedback from these groups has been constructive and supportive, and we also received support from the Dean of the Faculty of Graduate Studies (Dr. Robin Hicks) and the Vice-President Research (Dr. Lisa Kalynchuk) (Appendix 12: Additional University feedback).

Support was also obtained from our unit's research affiliates, including the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director). Both affiliates are invaluable receptors with multiple labs offering experiential training for UVic undergraduates wanting research experience and to conduct their honours thesis project through our programs (Appendix 13: Research Affiliates).

4. External Consultation (Post-Secondary Institutions and Industry)

External consultations extended to other BC post-secondary institutions and professional bodies. In recognition of the scope of changes, including the consolidation of undergraduate programs and the development of a new non-thesis master's program, a Memo of all proposed changes was distributed to institutional counterparts and sectoral organizations (Appendix 14: External consultation). No formal responses were received from academic counterparts at the University of British Columbia, Simon Fraser University, or other BC institutions. Through Co-operative Education and Career Services contacts we engaged industry (companies that had provided approval for contact). We received limited, but positive, feedback for a few Biotech companies in BC (Appendix 15: Industrial Feedback) expressing strong support, especially for a non-thesis master's program we are developing (submitted under a separate proposal).

These consultations, together with broad industry engagement, for example with Life Science BC Director, William Burrows, confirm that the proposed changes are well aligned with provincial labour-market needs and government priorities to expand advanced training and workforce readiness in the life sciences and biotechnology sectors. *LifeSciences BC 2024 Labour Market Outlook* and *Stronger BC Reports* forecast over 5,500 new positions in BC's life sciences sector by 2027 (Appendix 16: LSBC feedback and LSBC and Stronger BC Reports). These findings are also consistent with the national strategies in the life sciences sector (Appendix 17: National Strategies in Life Sciences).

List of appendices:
Appendix 1 _ Molecular Life Sciences Curriculum.xlsx
Appendix 2_New Program Summary and Transition Plan.pdf
Appendix 3_ UG Survey Results .pdf
Appendix 4_New Course Codes.pdf
Appendix 5_SCP_OREM consult.pdf
Appendix 6_ Student FAQ guide.pdf
Appendix 7_ Internal Consultation .pdf
Appendix 8_SCP_Dean of Health.pdf
Appendix 9_SCP_Coop consult .pdf
Appendix 10_SCP Libraries consult .pdf
Appendix 11_ SCP_IACE consult.pdf
Appendix 12_ Additional University feedback.pdf
Appendix 13_ Research Affiliates.pdf
Appendix 14_External Consultation .pdf
Appendix 15_Industrial Feedback .pdf
Appendix 16_LBSC feedback and LSBC and Stronger BC Reports
Appendix 17_ National Strategies in Life Sciences

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: **Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)**	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.

Signature: _____

Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

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Subject: RE: BCMB Proposal Consultation
Date: Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From: Wendy Taylor
To: Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burridge de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC: Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments: image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
    - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the Academic Calendar for Major Programs in Science to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of "introducing students to molecular principles" and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
    - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
    - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135
wtaylor@uvic.ca | uvic.ca/registrar
Together, we transform students' lives.

Senate Committee on Planning
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Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

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- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program:	Anticipated start date:
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb, Chair, bcmb@uvic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean of Science	
Consultation date: August 26, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Aditi Gupta	Proposal and Zoom meeting	Letter attached

Signature: _____

Date: _September 5, 2025_____

UVic Libraries | University of Victoria
McPherson Library A209 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
| 250-721-6085 | uvic.ca/ library/visit-and-contact/find-a-librarian/profiles/gupta-aditi.php
| aditig@uvic.ca

Aditi Gupta
Engineering & Science Librarian,
Advanced Research Services
University of Victoria Libraries

August 28, 2025

Dr. Jennifer Cobb,
Chair, Department of Biochemistry & Microbiology,
Faculty of Science

Re: Confirmation of Library Support for Proposed Department Name Change and introduction of new Master's programs

Thank you for sharing the proposal to rename the Department of Biochemistry and Microbiology to the Department of Molecular Life Sciences in addition to the new Master's programs. I am pleased to confirm that the UVic Library fully supports both these initiatives.

Following consultation between the Engineering and Science Librarian and the Department Chair, the library affirms its commitment to providing comprehensive support for the renamed department and adding new graduate programs. Our collections offer both foundational and advanced resources across a wide range of scientific disciplines, including genomics, molecular genetics, proteomics, and broader life sciences. These materials are well-aligned with the curriculum and learning outcomes envisioned for the Department of Molecular Life Sciences, ensuring students have access to the interdisciplinary depth required for success in this evolving field.

In addition to our extensive collections, UVic Libraries will continue to support the department through targeted, skills-based workshops offered via the Digital Scholarship Commons (DSC), as well as personalized research consultations with the Engineering & Science Librarian. We are confident that our existing resources and programming will effectively support the department's new direction and enhance its academic and professional impact.

Please feel free to contact me if you have any questions or require further information.

Sincerely,

Aditi Gupta, M.Sc., M.L.I.S.
Engineering & Science Librarian
Advanced Research Services, University of Victoria

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: ***BSc Molecular Life Sciences***	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdiscplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: Andrea Giles

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc …

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences
Name of Program: BSc in Molecular Life Sciences

Credential Level:
☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

For new programs, how many Indigenous students do you envision enrolling?

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation.**Part III:**

Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
  Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
  Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
   ☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identity specific goals and priorities (approximately 200 words).

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



03-Sep-25

_____ _____

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

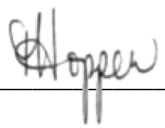
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1. Dept name change from Biochemistry and Microbiology to Molecular Life Science. and 2. New undergraduate program: Molecular Life Sciences	Anticipated start date: Sept. 2026
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20th , 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20th 2025 Proposal: Oct 10th, 2025	

Signature: 

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie

Debbie Wildy
Assistant to the Dean
Faculty of Health
250-721-8050
New Email Contact: dwildy@uvic.ca
Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁ□NEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>
Sent: October 10, 2025 3:44 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>
Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>
Date: Friday, September 19, 2025 at 8:55 AM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

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Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
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Consultation date: email memo sent: Aug 20th , 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
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Signature: 

Date: October 15, 2025

Hi Jennifer

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If there's anything else, please let me know.

Thank you,

Debbie



Debbie Wildy
Assistant to the Dean
Faculty of Health
250-721-8050
New Email Contact: dwildy@uvic.ca
Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

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Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Thursday, August 21, 2025 at 11:21:22 AM Pacific Daylight Time

Subject: RE: Department of Biochemistry & Microbiology - Program & Name Change
Date: Sunday, August 17, 2025 at 6:13:23 PM Pacific Daylight Time
From: Robin Hicks – Dean of Graduate Studies
To: Chair Assistant and Dept Secretary Biochemistry & Microbiology, Cindy Svatek
CC: Chair of Biochemistry & Microbiology
Attachments: image001.png, image002.png

Hi Kevin,

Thanks for sharing these document with me. The rationale for the proposed change to the name of the Department, and to its undergraduate degree(s), is very strong. I fully support the proposal.

Cheers,
Robin

Dr Robin G Hicks (he/him)
Dean | Faculty of Graduate Studies
Professor | Department of Chemistry
University of Victoria | Victoria, BC | Canada
+1 250 472 5187

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From: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Sent: Friday, August 15, 2025 3:02 PM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Cindy Svatek <cindysvatek@uvic.ca>
Cc: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Subject: Department of Biochemistry & Microbiology - Program & Name Change

Hello,

I am contacting you on behalf of Dr. Jennifer Cobb, Chair of the Department of Biochemistry & Microbiology. As you might well be aware, we have been going through the process of both program and name changes at BCMB, and part of this process involves consultation with FGS.

Attached are two documents for the Dean to review, and to consult on, and I am more than happy to set up a meeting should it be required.

Thursday, August 21, 2025 at 11:16:57 AM Pacific Daylight Time

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Subject: FW: Consultation memo: BCMB departmental initiatives and proposed programs
Date: Thursday, August 21, 2025 at 9:46:27 AM Pacific Daylight Time
From: Lisa Kalynchuk – Vice President Research
To: Chair of Biochemistry & Microbiology
Attachments: image001.png, Memo for consultation with UVic counterparts.pdf

Hi Jennifer,

Hector shared your plan for renewal of the Department of Biochemistry and Microbiology. I'm writing to offer my support. I think this is an excellent idea for all the reasons you articulate in the memo. It also aligns very nicely with the strategic priorities of both the provincial govt and federal govt. And last week I had lunch with the new President of CIHR, Paul Hebert, and we discussed the importance of life sciences in Canada. Paul is very keen to support the talent pipeline in this area.

One thing we might think about is how to support entrepreneurship for life sciences students who are interested in learning more about this path. One of my goals is to increase capacity within our innovation centre and given the current high level of interest in life sciences within government, there may be an opportunity to partner to attract new resources to support entrepreneurship training for your students.

Best wishes,
Lisa

Lisa Kalynchuk, Ph.D.
Vice-President Research and Innovation
Professor, School of Medical Sciences

Office of the Vice-President Research
University of Victoria

T: 250-721-7973 I Email: vpr@uvic.ca

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Learn more about UVic's impacts

From: David Goodlett <goodlett@uvic.ca>
Date: Friday, September 26, 2025 at 8:40 AM
To: Jennifer Cobb <jencobb@uvic.ca>
Cc: David Goodlett <goodlett@uvic.ca>, Dave Schibli <Dschibli@proteincentre.com>, Jun Han <HanJun@proteincentre.com>
Subject: Re: Request for feedback from the Proteomics Centre perspective

Morning Jen

Dave and I talked about this last Friday and then I forgot to reply. My thoughts are that while I don't have a probably with the name change, the substance of what is taught is more or less the same. The new name reflects more the research going on in the department, I think, than the curriculum.

Our students at the PC need analytical chemistry and "-omics" courses. My 4th year proteomic course covers all the -omics in the life sciences but genomics which they must get elsewhere but I'm not sure which classes. This 409 course should have a graduate student option. For example this year two of Kyle Duncan's students at VIU are taking it as a 400 level course which is fine but we could have a more rigorous 500 level course inside the same class material setting. The difference would be testing at a higher level of understanding. This might be a burden on the class leader but not a big one because there would likely only ever be a few graduate students. The material therein is the same as I have used for graduate classes in the past but I don't test 4th years at the same level of rigor as I did graduate students previously when at UW and UMB where the same material was a graduate class.

Also in the current course Javier teaches two lectures where they convert MS data into biochemical knowledge but using informatics routines. This is how the course ends with him and a take home assignment. The course begins with fundamentals of the atom, isotopes - aka why are neutrons important to want we do in the MS field, etc - and I'm sure the students think they are in the wrong class for the first few days, LOL, before we get to proteomics, etc.

Well, that devolved into a course description but hope it helps.

Dave

David R Goodlett, PhD
Don and Eleanor Rix BC Leadership Chair in Biomedical and Environmental Proteomics, University of Victoria
Professor, Biochemistry & Microbiology, University of Victoria
Director, University of Victoria GBC Proteomics Centre

From: Brad Nelson <bnelson@bccrc.ca>
Date: Wednesday, September 17, 2025 at 6:16 PM
To: Jennifer Cobb <jencobb@uvic.ca>, Lum, Julian <JLum@bccancer.bc.ca>
Subject: Re: feedback

Hi Jen,

Thanks for reaching out about this. I agree that BCMB no longer captures the breadth of our collective expertise, and the new name sounds great to me!

Brad

Thursday, September 25, 2025 at 10:50:02 AM Pacific Daylight Time

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences
Date: Friday, September 19, 2025 at 3:19:24 PM Pacific Daylight Time
From: Ariel Louwrier
To: Chair of Biochemistry & Microbiology
Attachments: image001.jpg

Dear Jen – please find my written thoughts on the new program you are developing:

I am delighted that you are considering implementing a new MSc program that encompasses skills-based science complimented by basic exposure to business concepts. Our experience has been that while postgraduates generally have necessary but often preliminary technical skills, those coming out of academia have little or no understanding of the commercial or non-commercial business elements that govern their employment nor database or spreadsheet expertise that is used to administrate almost all project handling throughout general employment. These additions would be hugely advantageous in the pursuit of everything from competitive renumeration packages to understanding how their employer is funded and furthermore generating incremental business development activities that add to overall competitiveness in the sector of interest.

Best regards,

Ariel Louwrier, PhD, President
StressMarq Biosciences INC.
Suite 202 (Second Floor)-1537 Hillside Ave,
Victoria BC V8T 2C1 Canada
Tel: +1 250 294 9065
Fax: +1 250 294 9025
www.stressmarq.com

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: Thursday, September 18, 2025 4:38 PM
To: Ariel Louwrier <ariell@stressmarq.com>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Ariel,
I will organize with Jenna - thank you very much!

I was wondering , based on our discussion of about the department creating a MSc program that is skills-based in science together with exposure to business concepts and management , if you might write a sentence or two in an email about your thoughts on the

Jen

--
Dr. Jennifer Cobb
https://www.cobblab.com/

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: Ariel Louwrier <ariell@stressmarq.com>
Date: Tuesday, September 9, 2025 at 1:03 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Jennifer,

It was a pleasure chatting the other day. Please find enclosed some of the testing we do over here during interviews. The Word doc (Calculations…etc.) is one we give for BSc's until Q5 only. Anyone applying for tech support or MSC and up get the whole thing. For BScs it is very rare for them to get everything right. I'd say 50-60% get the first 3, 10% get Q4 (despite the fact that they just need to circle an answer and not calculate anything), and about 60% get most of Q5 more or less right. The rest is really there for us to see how candidates reply to comparable unknowns.

The other three are excel-related. There's the database, instructions (word) and the answers. For everything they do here they have full internet access so can look anything up. Note for instance that the really easy stuff (questions (d) and (e) which take literally seconds to do) are at the end, and it's fair to say three quarters of candidates never get there as they are mulling through the first three "harder" questions. It's another way for us to see how people think and work and if they read the questions first or just operate linearly. We generally only get 1-2 candidates in any given 12 months that finish this and get most or all of it right, with at least 50% not even attempting any of it. They all know going in that we request time to do some exercises. They get about 1h (all in) roughly for both "tests".

Please keep this reasonably confidential, at least within your organizational sphere (away from students!).

I hope it's helpful! We are slowly entering a busy period, but should organize a visit at some point before the end of the year. It looks like your lab has roughly 7 people (from the website), perhaps we can have you over at some point, we can bring in some sandwiches etc to nibble for lunch and do a tour and presentation here. Happy to something at your end as well whether it's science, business or a bit of both. I think the last one I did some years ago was about the considerations of starting a business (for Fraser Hof at the time) in the biotech arena, but that was probably around 2018 or so!

From: Andra Li <ali@ipatherapeutics.com>
Date: Thursday, September 18, 2025 at 4:12 PM
To: Shawn Shortill <sshortill@ipatherapeutics.com>, Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Biotechnology MSc Endorsement

Hi Jen,

Echoing Shawn. Thanks for the chat today!

Please see my endorsement blurb below.
“I am excited to learn about the development of UVic’s new Professional MSc in Biotechnology and Molecular Life Sciences. This program fills a critical gap by equipping graduates with not only strong fundamental training in biochemistry and microbiology but also the complementary skills in project management, business, and commercialization.
From an industry perspective, this combination is invaluable. Students who gain exposure to both the scientific and business aspects of biotechnology will be better prepared to transition into the workforce, understand the commercial and regulatory realities of the sector, and bridge the gap between academic research and industry application. These additional skillsets will help graduates stand out in a competitive job market and accelerate their ability to contribute meaningfully in biotech, pharma, and related fields.
I strongly support the development of this program and believe it will play an important role in preparing the next generation of highly skilled professionals for Canada’s rapidly growing life sciences sector.”

Thank you!
Andra

From: Shawn Shortill <sshortill@ipatherapeutics.com>
Sent: September 18, 2025 4:06 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>; Andra Li <ali@ipatherapeutics.com>
Subject: Biotechnology MSc Endorsement

Hi Jennifer,

Thanks for giving Andra and I an opportunity to share our excitement about this program, it was great to chat today.

As for the program itself, here are my thoughts for your application to the university:

"The proposed Biotechnology Master's degree offered jointly between the Department of Biochemistry and Microbiology and the Gustavson School of Business is an important and timely idea for a new program that will address a critical need in educating the next

generation of science students. In the modern landscape of biotechnology and industrial life sciences, a strong foundation in the concepts of leadership, finance, and business is a powerful competitive advantage for job seekers at all career levels. By supporting the develop of such a program, the University of Victoria will demonstrate its continued commitment to remaining a leader in innovative and translational education. I wholeheartedly endorse this new program and am excited to follow its evolution."

Cheers,

Shawn

Shawn P. Shortill, PhD | Director of Client Relations

IPA (ImmunoPrecise Antibodies)

IPA and its subsidiaries are now unified under one brand: MindWalk™. Full launch coming soon. Visit mindwalkAI.com.

p. +1 (250) 896-8778 | e. sshortill@ipatherapeutics.com

Website | LinkedIn | X/Twitter | YouTube

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Thursday, September 25, 2025 at 10:48:06 AM Pacific Daylight Time

Subject: RE: MSc Life Sciences program follow-up
Date: Thursday, September 25, 2025 at 8:43:42 AM Pacific Daylight Time
From: William Burrows
To: Chair of Biochemistry & Microbiology
CC: William Burrows

You don't often get email from wburrows@lifesciencesbc.ca. Learn why this is important

Hello, Jennifer –

Please find below some information/statements consolidated by my colleague Lisa Carver (cc'd – thanks @Lisa Carver). Hopefully from the below bullets there is sufficient info for a sentence or two to support your initiative (the one I highlighted in yellow seems appropriate).

Please let us know if we can assist further.

Thanks, WB

Evidence & Rationale from the LSBC Study

- *The labour market gap in B.C.'s life sciences sector is projected to **grow ten-fold** by 2027—from ~500 missing skilled workers to **5,500**. Life Sciences British Columbia+1*
- *Key skills identified as currently under-supplied include **leadership and management** skills needed to scale biotech companies, and specialized knowledge in **clinical trials, regulatory affairs, quality control, and biomanufacturing**. Life Sciences British Columbia+2Life Sciences British Columbia+2*
- *Employers foresee need not only for lab/technical roles (lab technicians, production/manufacturing) but also for roles that bridge science with operations, commercialization, project management, and strategic oversight. Life Sciences British Columbia*
- *Current training programs, while good for technical and hands-on lab skills, are less able to supply graduates who are fluent in business processes, commercialization pathways, intellectual property, regulatory strategy, and management. The study points out a gap between theoretical knowledge and "real-world application" especially in scaling and commercializing innovation. Life Sciences British Columbia+1*

Why an MSc that Combines Science + Business Makes Sense

- *Such a program would produce graduates who **can both understand the science deeply and also lead biotech companies, clinical trials, regulatory approvals, and commercialization**.*

- *It would help **accelerate growth** of the sector by reducing delays in scaling, commercialization, and market entry (because management/regulatory/commercial elements are better understood from the start).*
- *It would help fill mid-level and senior roles which the LSBC study identifies as harder to recruit: people who combine scientific credibility with leadership or business acumen.*
- *It would increase investor confidence: companies with leadership that understands both the science **and** the business side tend to be more "investor-ready," de-risked in operations, regulatory planning, and scaling.*

From: William Burrows <wburrows@lifesciencesbc.ca>
Sent: September 19, 2025 7:51 AM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Lisa Carver <lcarver@lifesciencesbc.ca>; William Burrows <wburrows@lifesciencesbc.ca>
Subject: RE: MSc Life Sciences program follow-up

Hello, Jennifer –

Thank you again for reaching out to LSBC and for your time last week to share more about program(s) development within UVic's Dept of Biochemistry and Microbiology.

We'll review our previously published materials and get back to you next week re: a quote around the demand for life sciences training that combines science and business.

Looking ahead, let's continue discussions so that we can determine how best LSBC can support these developments and programs from UVic's Dept of Biochemistry and Microbiology.

Enjoy the weekend.

WB

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: September 18, 2025 4:48 PM
To: William Burrows <wburrows@lifesciencesbc.ca>
Subject: MSc Life Sciences program follow-up

Dear William,

Following up on our conversation a few weeks ago about UVic's plans to create an MSc program

that integrates scientific training (skills based) with business and management skills, I was wondering if you might be willing to share a sentence or two by email on the demand you see in the life sciences industry for this kind of training. Universities are keen to ensure that graduates are well-prepared for strong career prospects after their studies.

Looking ahead, once the program is established, I would very much like to engage industry leaders in the biotech sector at whatever level of involvement they are interested. Students greatly value hearing directly from successful leaders and learning about their career paths. With that in mind, I hope you (or a delegate, if your schedule is prohibitive) from LSBC might consider giving a talk once a year—either in person or remotely—as part of the required seminar series.

Best, Jennifer

--
Dr. Jennifer Cobb
https://www.cobblab.com/

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

External to UVic (Dept. Heads)

UBC

Biochem and Molecular Biology: – Joerg Gsponer gsponer@msl.ubc.ca

Microbiology and Immunology: micb.office@ubc.ca; michael.murphy@ubc.ca

Medical Genetics: jehannine.austin@ubc.ca Dept. Head Department of Medical Genetics

Michael Smith Labs: Martin Hirst, Director, hirst@msl.ubc.ca

SFU:

Biochem and Molecular Biology: Lisa Craig, Chair licraig@sfu.ca

UNBC

Science and engineering: fse@unbc.ca

Dept. Biology: biology@unbc.ca

Thursday, September 25, 2025 at 10:50:02 AM Pacific Daylight Time

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences
Date: Friday, September 19, 2025 at 3:19:24 PM Pacific Daylight Time
From: Ariel Louwrier
To: Chair of Biochemistry & Microbiology
Attachments: image001.jpg

Dear Jen – please find my written thoughts on the new program you are developing:

I am delighted that you are considering implementing a new MSc program that encompasses skills-based science complimented by basic exposure to business concepts. Our experience has been that while postgraduates generally have necessary but often preliminary technical skills, those coming out of academia have little or no understanding of the commercial or non-commercial business elements that govern their employment nor database or spreadsheet expertise that is used to administrate almost all project handling throughout general employment. These additions would be hugely advantageous in the pursuit of everything from competitive renumeration packages to understanding how their employer is funded and furthermore generating incremental business development activities that add to overall competitiveness in the sector of interest.

Best regards,

Ariel Louwrier, PhD, President
StressMarq Biosciences INC.
Suite 202 (Second Floor)-1537 Hillside Ave,
Victoria BC V8T 2C1 Canada
Tel: +1 250 294 9065
Fax: +1 250 294 9025
www.stressmarq.com

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: Thursday, September 18, 2025 4:38 PM
To: Ariel Louwrier <ariell@stressmarq.com>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Ariel,
I will organize with Jenna - thank you very much!

I was wondering , based on our discussion of about the department creating a MSc program that is skills-based in science together with exposure to business concepts and management , if you might write a sentence or two in an email about your thoughts on the

Jen

--
Dr. Jennifer Cobb
https://www.cobblab.com/

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: Ariel Louwrier <ariell@stressmarq.com>
Date: Tuesday, September 9, 2025 at 1:03 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Jennifer,

It was a pleasure chatting the other day. Please find enclosed some of the testing we do over here during interviews. The Word doc (Calculations…etc.) is one we give for BSc's until Q5 only. Anyone applying for tech support or MSC and up get the whole thing. For BScs it is very rare for them to get everything right. I'd say 50-60% get the first 3, 10% get Q4 (despite the fact that they just need to circle an answer and not calculate anything), and about 60% get most of Q5 more or less right. The rest is really there for us to see how candidates reply to comparable unknowns.

The other three are excel-related. There's the database, instructions (word) and the answers. For everything they do here they have full internet access so can look anything up. Note for instance that the really easy stuff (questions (d) and (e) which take literally seconds to do) are at the end, and it's fair to say three quarters of candidates never get there as they are mulling through the first three "harder" questions. It's another way for us to see how people think and work and if they read the questions first or just operate linearly. We generally only get 1-2 candidates in any given 12 months that finish this and get most or all of it right, with at least 50% not even attempting any of it. They all know going in that we request time to do some exercises. They get about 1h (all in) roughly for both "tests".

Please keep this reasonably confidential, at least within your organizational sphere (away from students!).

I hope it's helpful! We are slowly entering a busy period, but should organize a visit at some point before the end of the year. It looks like your lab has roughly 7 people (from the website), perhaps we can have you over at some point, we can bring in some sandwiches etc to nibble for lunch and do a tour and presentation here. Happy to something at your end as well whether it's science, business or a bit of both. I think the last one I did some years ago was about the considerations of starting a business (for Fraser Hof at the time) in the biotech arena, but that was probably around 2018 or so!

From: Andra Li <ali@ipatherapeutics.com>
Date: Thursday, September 18, 2025 at 4:12 PM
To: Shawn Shortill <sshortill@ipatherapeutics.com>, Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Biotechnology MSc Endorsement

Hi Jen,

Echoing Shawn. Thanks for the chat today!

Please see my endorsement blurb below.
“I am excited to learn about the development of UVic’s new Professional MSc in Biotechnology and Molecular Life Sciences. This program fills a critical gap by equipping graduates with not only strong fundamental training in biochemistry and microbiology but also the complementary skills in project management, business, and commercialization.
From an industry perspective, this combination is invaluable. Students who gain exposure to both the scientific and business aspects of biotechnology will be better prepared to transition into the workforce, understand the commercial and regulatory realities of the sector, and bridge the gap between academic research and industry application. These additional skillsets will help graduates stand out in a competitive job market and accelerate their ability to contribute meaningfully in biotech, pharma, and related fields.
I strongly support the development of this program and believe it will play an important role in preparing the next generation of highly skilled professionals for Canada’s rapidly growing life sciences sector.”

Thank you!
Andra

From: Shawn Shortill <sshortill@ipatherapeutics.com>
Sent: September 18, 2025 4:06 PM
To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>; Andra Li <ali@ipatherapeutics.com>
Subject: Biotechnology MSc Endorsement

Hi Jennifer,

Thanks for giving Andra and I an opportunity to share our excitement about this program, it was great to chat today.

As for the program itself, here are my thoughts for your application to the university:

"The proposed Biotechnology Master's degree offered jointly between the Department of Biochemistry and Microbiology and the Gustavson School of Business is an important and timely idea for a new program that will address a critical need in educating the next

generation of science students. In the modern landscape of biotechnology and industrial life sciences, a strong foundation in the concepts of leadership, finance, and business is a powerful competitive advantage for job seekers at all career levels. By supporting the develop of such a program, the University of Victoria will demonstrate its continued commitment to remaining a leader in innovative and translational education. I wholeheartedly endorse this new program and am excited to follow its evolution."

Cheers,

Shawn

Shawn P. Shortill, PhD | Director of Client Relations

IPA (ImmunoPrecise Antibodies)

IPA and its subsidiaries are now unified under one brand: MindWalk™. Full launch coming soon. Visit mindwalkAI.com.

p. +1 (250) 896-8778 | e. sshortill@ipatherapeutics.com

Website | LinkedIn | X/Twitter | YouTube

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Thursday, September 25, 2025 at 10:48:06 AM Pacific Daylight Time

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Date: Thursday, September 25, 2025 at 8:43:42 AM Pacific Daylight Time
From: William Burrows
To: Chair of Biochemistry & Microbiology
CC: William Burrows

You don't often get email from wburrows@lifesciencesbc.ca. Learn why this is important

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Please let us know if we can assist further.

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From: William Burrows <wburrows@lifesciencesbc.ca>
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To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
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Looking ahead, let's continue discussions so that we can determine how best LSBC can support these developments and programs from UVic's Dept of Biochemistry and Microbiology.

Enjoy the weekend.

WB

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: September 18, 2025 4:48 PM
To: William Burrows <wburrows@lifesciencesbc.ca>
Subject: MSc Life Sciences program follow-up

Dear William,

Following up on our conversation a few weeks ago about UVic's plans to create an MSc program

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

cc: Acting President and Vice-Chancellor

Meeting Date: February 03, 2026

Subject: Status Report on Capital Projects

Background:
Attached please find the regular Board reports on the status of the National Centre for Indigenous Law, District Energy Plant Electrification, Engineering Expansion and the 510 Bed Project. This will be the last status report for NCIL. The next report will be the project close out report.

Previous Consultation:
Report provided to Board of Governors Operations and Facilities Committee at each meeting.

Basis for Jurisdiction: Committee's Terms of Reference

Attachment(s):
VPFO/FMGT Project Updates: December 31, 2025

1. National Centre for Indigenous Law
2. Engineering Expansion
3. District Energy Plant Electrification Project
4. 510 Bed Project

UVIC FACILITIES MANAGEMENT

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04343 – NATIONAL CENTRE FOR INDIGENOUS LAWS (NCIL)
DATE: December 31, 2025
REPORTING PERIOD: December 2025

OVERALL HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT MONTH			
PREVIOUS MONTH			

SCOPE

The National Centre for Indigenous Laws (NCIL) project consists of a 2,440 m2 expansion to the Fraser Building, home of UVic's Faculty of Law. The new space will provide additional teaching classrooms, research and collaboration areas, wellness offices, and study spaces to support the Canadian Common Law and Indigenous Legal Orders Program (JD/JID). This program is the first of its kind in Canada.

SCHEDULE

	PRE-DESIGN	DESIGN	CONSTRUCTION*	OPERATION
Actual / Forecast	April 2020	November 2022	January 2023	August 2025

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$45.90	$45.90	$0.00

MAJOR RISKS

- **SCHEDULE –** Construction trades continue to correct deficiencies on the interior and exterior of the building.
- **BUDGET –** All approved funding will be utilized. Final budget reconciliation is ongoing.

UPDATES

- Exterior landscape work is complete.
- Mechanical equipment commissioning tasks are ongoing for the NCIL Heat Plant. Final system testing is being completed.
- This is the final progress update for this project; a full close-out report will be presented in the coming months.

* *Construction site mobilization*
** *Pre-Design and Design milestone dates are based on milestone completion*
*** *All costs are in Millions*

UVIC FACILITIES MANAGEMENT

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04057 – Engineering Expansion (EE)
DATE: December 31, 2025
REPORTING PERIOD: November 2025

OVERALL HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT			
PREVIOUS			

SCOPE

The Engineering Expansion project was created to fill the need for teaching, research and office space for the Faculty of Computer Science and Engineering. In particular, current Civil Engineering program spaces are housed in temporary facilities spread around the UVic campus. Accreditation of both Civil and Biomedical Engineering is contingent on program space (teaching, research, support) to be delivered by the Engineering Expansion project's two buildings.

SCHEDULE

	PRE-DESIGN	DESIGN	CONSTRUCTION*	OPERATION
Actual / Forecast	June 2020	March 2022	January 2024	September 2026*

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$149.76	$149.76	$0.00

MAJOR RISKS

- **SCOPE** –Tender values have not resulted in changes to scope.
- ***SCHEDULE** – Risk: Schedule delay impacts ability to complete the two buildings for Sept 2026 term. ECSE building delivery is on tight schedule for Sept. 2026. HBRSL building is delayed. HBRSL revised schedule is under assessment by Bird Construction and to be provided in January 2026.
- **BUDGET** – Project still on budget. Insurance claim for site incident is underway. Potential tariffs CAN/US being monitored.

UPDATES

- Site Works: ECSE site: mechanical and electrical continuing L5, L6, exterior cladding L4-L6, elevator install, L1 painting, L2 drywall finishing, L3 drywall install. HBRSL site: secondary steel install and exterior walls (for west portion building); "strong wall" anchor adjustments and quality control to meet research tolerance requirements.
- Strong wall concrete pour – DELAYED.

* *Construction site mobilization*
** *Pre-Design and Design milestone dates are based on milestone completion*
*** *All costs are in Millions*

UVIC FACILITIES MANAGEMENT

PROJECT STATUS REPORT
EXECUTIVE SUMMARY

23-05868 – District Energy Plan (DEP) Electrification Project
DATE: January 9, 2026
REPORTING PERIOD: December 2025

OVERALL HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT			
PREVIOUS			



SCOPE

The District Energy Plant (DEP) Electrification Project adds two new electric boilers to support achievement of UVic's Climate & Sustainability Action Plan 2030 targets.

SCHEDULE

	PRE-DESIGN	DESIGN	CONSTRUCTION*	OPERATION
Actual / Forecast	January 2023	February 2025	May 2025	*December 2026*

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$12.1M	$12.1M	$0

MAJOR RISKS

- **SCHEDULE** – Risk: Substantial completion delay resulting in loss of BC Hydro funding. Mitigation: Pre-Commission the building systems to the extent possible to bring substantial completion date forward.
- **BUDGET / SCOPE** – Risk: Loss of LCEF Funding. Mitigation: Continue working with Federal Government to revise terms of agreement to ensure funding

UPDATES

- Substantial completion date for project has been revised to December 2026 instead of April 27. The project is now back on schedule and is no longer coded red.
- An additional $150,000 in MMR funding to be allocated for new oil containment scope.

* *Construction site mobilization*
** *Pre-Design and Design milestone dates are based on milestone completion*
*** *All costs are in Millions*

UVIC FACILITIES MANAGEMENT

OVERALL HEALTH

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

	BUDGET	SCHEDULE	SCOPE
CURRENT MONTH			
PREVIOUS MONTH			

22-05764 – The 510 Bed Project
DATE: December 31, 2025
REPORTING PERIOD: DEC 2025

SCOPE

Provide +500 net new beds on campus for upper year undergraduate and graduate students in quad and studio configuration, including shared amenities on the ground floor.

SCHEDULE

	PRE-DESIGN	DESIGN	CONSTRUCTION*	OPERATION
Actual / Forecast	Nov 2024	Dec 2025	June 2026	August 2029

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$178.2M	$178.2M	$0

MAJOR RISKS

- **SCOPE** – Potential changes from District of Saanich (DoS) Development Variance Permit (DVP) review.
- **SCHEDULE** – DVP approval Feb/Mar 2026, Student Occupancy end August 2029.
- **BUDGET** – Maintain approved Budget $178.19M.
- **RISK** – USA Tariffs, Resourcing, Building Permit, Cost Estimate Accuracy

UPDATES

- 100% Design Development review comments returned to DSA.
- Contract Document phase continues.
- Pre-Construction constructability assessment complete, under review.
- DVP comments received from DoS, under review.

* Construction site mobilization

** Pre-Design and Design milestone dates are based on milestone completion

***All costs are in Millions

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 22, 2026

To: Finance Committee

For: Decision

From: Kristi Simpson, Vice-President Finance and Operations

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: University of Victoria Staff Pension Plan – New Responsible Investment Policy and Annual Policy Reviews

---

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve and adopt the Staff Pension Plan Responsible Investment Policy attached hereto, effective February 3, 2026.

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve and adopt the changes shown in the redlined version of the Staff Pension Plan Governance Policy attached hereto, effective February 3, 2026.

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve and adopt the changes shown in the redlined version of the Staff Pension Plan Statement of Investment Policy and Procedures attached hereto, effective February 3, 2026.

Background:

In respect of the Staff Pension Plan ("SPP"), the Board of Governors (the "Board") has created an Investment and Administration Committee (the "IAC") and a Governance Committee to support effective oversight of the SPP. These committees regularly review the SPP's policies, and when appropriate, recommend changes to the Board for approval.

In this submission, the committees are recommending approval of three (3) policies:

(i) A new Responsible Investment Policy;
(ii) A revised Governance Policy; and
(iii) A revised Statement of Investment Policies and Procedures.

Brief comments are also provided below on (iv) the SPP's Funding Policy, which was also reviewed recently, but no approvals are needed at this time.

(i) Responsible Investment Policy

The SPP's IAC continues to evolve its approach to responsible investment and how it integrates environmental, social and governance ("ESG") factors within the SPP's investments. During 2024, the IAC began working with a consultant (Quinn & Partners) in this area, to identify best practices, review current practices of other comparable pension plans and recommend next steps. One of the steps identified for the SPP was the creation of a Responsible Investment ("RI") Policy, and the IAC worked towards this goal during 2025.

The development of the proposed RI Policy included an extensive workshop led by Quinn & Partners with the IAC in August 2025, several discussions by a smaller subcommittee throughout the year, and final approval of the draft policy by the IAC in September 2025 and the SPP Governance Committee in December 2025.

The IAC has stated its belief for several years that as long-term investors, responsible investing (which includes consideration of ESG factors) can have a positive effect on long-term financial performance and risk management. As such, the IAC has been considering how ESG issues are incorporated into investment decisions by prospective and current investment managers and monitoring manager behaviours and available metrics in this area for some time.

The new RI Policy goes beyond the stated belief, expanding on expectations of managers, consultants and the IAC's approach regarding the integration of material ESG factors into investment decisions in a continued effort to support risk management, align with its fiduciary responsibilities and enhance long-term financial performance.

The proposed policy is in alignment with a similar policy adopted by the Pension Board of UVic's other pension plans (the UVic Combination and Money Purchase Pension Plans), and the proposed draft is attached hereto.

(ii) Governance Policy

To support effective governance of the SPP, the Board has established a Governance Policy that outlines the oversight of the plan. As part of the oversight process, the Governance Policy undergoes an annual review. In the 2024 review, several changes were made (and approved by the Board), such that for the 2025 review, proposed changes are relatively minor.

This year's review includes the following key suggested changes:

- In the main body of the policy, as well as in the Appendices, references to the new RI Policy described above have been added; and
- In Appendix B (the risk management appendix):
  - An introductory section has been added to include the risk management framework and reference to the risk register, both of which we have been using for about a year, so this completes the documentation of our risk processes within the policy;
  - In the 'key risk' subsection, Information Systems and Cybersecurity management have been separated into two separate risks, consistent with the risk register, and reflecting the importance of each and differences as well;
  - A few other minor clarifications have been included; and
  - Note that the changes made are consistent with those in our other UVic pension plans' risk management processes.

Redlined and clean versions of the Governance Policy are attached hereto.

(iii) Statement of Investment Policies and Procedures

The Board has also established a Statement of Investment Policies and Procedures ("SIPP") to outline investment oversight for the SPP. As with other key plan policies, the SIPP is reviewed at least annually, and administrative or operational changes can be approved by the IAC, while more significant changes are to be approved by the Board.

In this year's annual review, the following key suggested changes are included:

- Addition of references to the new RI Policy - details earlier in this memo;
- Proposed changes to the investment allocation – as described below in the "*2025 Asset Liability Study*" section and summarized in Table #1;
- Modification to the long-term mission statement for the investments, to better reflect risk appetite/tolerance, consistent with IAC discussions during the recent Asset Liability Study;
- Updated rebalancing procedures – to direct monthly cashflows to/from the custom fixed income mandate, with allocation reviews at least quarterly; and
- Other minor updates made for additional clarity.

2025 Asset - Liability Study

An Asset-Liability Study ("ALS") for a pension plan is a tool that can be used to assist in the selection of a long-term investment strategy. These studies simulate a large number of future economic scenarios using stochastic modelling and then incorporate comprehensive financial analysis to consider the interaction between a pension plan's investments (assets) and its projected future obligations (liabilities). This can help with understanding how different investment strategies can impact future funding levels, contributions and in some cases member outcomes as well, while attempting to appropriately balance and manage elements such as financial risk and return.

It is good practice for pension plans to complete an ALS every 5 to 7 years, and the last one done for the SPP was in 2018. As such, the IAC undertook an ALS for the Staff Plan in 2025 with PBI (the plan's investment consultant). The process involved several steps:

Stage	Meeting	Activity
Step 1 – Planning	February IAC Meeting	• Review/establish investment beliefs • Determine appropriate asset classes/strategies • Confirm assumptions and methods • Establish a focus variable
Step 2 – Baseline Assessment	May IAC Meeting	• Current asset mix without changes • Establish key metrics
Step 3 – How much risk?	May IAC Meeting	• Review a wide range of allocations to risky /non risky assets ("Efficient Frontier") • Establish risk tolerance
Step 4 – Fine tuning	September IAC Meeting	• Impact of different allocations to equity, fixed income and alternatives
Step 5 – Sensitivity testing	November IAC Meeting	• Climate stress testing (NGFS Scenarios) • Implementation

Key metrics agreed to during the study were:

- Expected contributions over the next 10 years; and
- Probability of the plan's solvency ratio being less than 90% over the next 3 years.

The analysis done by PBI took the IAC through expected results for various asset mix options. It showed that the current asset mix is working well and is relatively efficient but identified some small shifts that could improve both above key metrics.

Various other elements were also considered, including items such as risk tolerance (e.g. the desired degree of interest rate and downside market protection), what asset classes the IAC would be comfortable with (e.g. investments such as private equity and hedge funds were excluded) and climate scenario testing.

Following the analysis and extensive IAC discussions, recommendations are:

Table #1

PBI

Recommendation

	Current Asset Mix Policy	Recommended Asset Mix Policy	Change
Public Equity	40%	37.5%	-2.5%
Private Equity	0%	0%	No Change
Real Estate	10%	10%	No Change
Infrastructure (Core)	7.5%	10%	+2.5%
Infrastructure (VA)	7.5%	7.5%	No Change
Core Plus Fixed Income	20%	5%	-15%
Duration Matched Fixed Income	30%	35%	+5%
Mortgages	0%	10%	+10%
Borrowing Cost (Overlay)	-15%	-15%	No Change
Total	**100%**	**100%**	
Expected Return (10 Years)	6.4%	6.6%	+0.2%
Volatility (10 Years)	9.6%	9.3%	-0.3%
Cumulative Contributions over 10 years	$93 million	$86 million	-$7 million
Probability of Solvency Funded Ratio < 90%	34.9%	34.3%	-0.6%

Key Recommendations

1. Reduced public equity exposure by 2.5%
2. Increase core infrastructure by 2.5%
3. 10% allocation to mortgages
4. Adjusted fixed income portfolio to maintain current interest rate sensitivity

Recommendations increase return using stable, high quality well diversified assets. Additional infrastructure allocation provides additional inflation protection.

It is noted that the climate scenario analysis, which reviewed the current vs. proposed portfolio expectations under three different NGFS (Network for Greening the Financial System) scenarios (i.e. current policies (high physical risk), delayed transition (high transition risk) and Net Zero 2050) showed that while expected returns are lower under all climate scenarios reviewed vs. under the base scenario, it also showed that the proposed asset mix has better expected results than the current portfolio in all scenarios reviewed.

These changes are reflected in the revised SIPP, presented for approval. Board approval of the SIPP will implicitly endorse the recommended asset mix adjustments.

Redlined and clean versions of the SIPP are attached hereto.

(iv) Funding Policy

The Board also has a Funding Policy for the SPP, which the IAC and Governance Committee use in conjunction with actuarial funding valuations. The Funding Policy is reviewed annually by the Governance Committee. With a triennial valuation due as of December 31, 2025 (to be completed during 2026), the SPP's actuary, WTW, was also asked to review this policy. The Governance Committee discussed the annual review at its December 2025 meeting, and only minor administrative changes were made, which were approved by the Governance Committee. No Board approval is needed for this document.

Previous Consultation:
The Governance Committee and IAC of the Staff Pension Plan have reviewed the new Responsible Investment Policy and recommend that it be approved by the Board of Governors.

The Governance Committee of the Staff Pension Plan has reviewed the revised governance and funding policies, as well as the recommendations resulting from the 2025 Asset Liability Study and recommends that the revised Governance Policy and asset mix changes be approved by the Board of Governors.

The IAC of the Staff Pension Plan has reviewed the revised SIPP, as well as the recommendations resulting from the 2025 Asset Liability Study and recommends that the revised SIPP be approved by the Board of Governors.

Planned Further Action:
Should the Policies be approved as presented, the Governance Committee and IAC will follow them moving forward and implementation of the proposed asset mix changes will begin.

Basis for Jurisdiction:
University of Victoria Staff Pension Plan Governance Policy, **Sections E.2 and Section N.**

Attachment(s):

- Responsible Investment Policy the University of Victoria Staff Pension Plan
- Governance Policy for the University of Victoria Staff Pension Plan (clean)
- Governance Policy for the University of Victoria Staff Pension Plan (redlined)
- Statement of Investment Policy and Procedures for the University of Victoria Staff Pension Plan (clean)
- Statement of Investment Policy and Procedures for the University of Victoria Staff Pension Plan (redlined)

University of Victoria
Staff Pension Plan

Responsible Investment Policy

Effective[1]: February 3, 2026

[1] *Prepared in 2025 with the assistance of Quinn+Partners.*

TABLE OF CONTENTS

1. Preamble 3
2. Purpose 3
3. Definitions 4
4. Responsible Investment Beliefs and ESG Priorities 6
5. Scope and Applicability 7
6. Responsible Investment Approaches 8
7. Reporting 10
8. Roles and Responsibilities 11
9. Policy Review 11

University of Victoria Staff Pension Plan Responsible Investment Policy

1. Preamble

The University of Victoria (the "University") has established three pension plans for its staff: the Combination Pension Plan (the "Combination Plan"), the Money Purchase Pension Plan (the "Money Purchase Plan") and the Staff Pension Plan (the "Staff Plan"). This policy applies to the Staff Plan.

The Staff Plan is governed and administered by the University and covers eligible employees specified in the Staff Plan text. The Board of Governors of the University (the "Board") has created a Governance Committee and an Investments and Administration Committee (the "IAC") (collectively, the "Committees") and have delegated certain duties and powers to these Committees to assist in the oversight of the Plan. In particular, the IAC assists in the oversight of the Plan's investments, and will be responsible for the implementation, maintenance and monitoring of this Policy, as incorporated within the Policy.

The assets of the Staff Plan are held in the Staff Pension Plan Fund. In this document, "Plan" refers to the Staff Plan, and "Fund" refers to the cited fund. The purpose of the Fund is to secure the obligation of the Plan to make pension benefit payments to participants, and to earn an appropriate return on investments, net of fees and expenses, to facilitate this objective.

This document constitutes the Responsible Investment Policy (the "Policy"). It applies to the assets held in the trust fund established to invest the Plan's assets. The Plan's assets are primarily managed by external professional investment managers.

This Policy serves as a supplement to the Plan's Statement of Investment Policies and Procedures ("SIPP"). If there is a conflict between the SIPP and this Responsible Investment Policy, the SIPP will take precedence.

2. Purpose

The purpose of this Policy is to:

a) Outline the Plan's commitments and approach to incorporating environmental, social, and governance ("ESG") factors into investment decisions and stewardship activities, also called Responsible Investment ("RI");

b) Ensure that investment decisions consider broader societal and environmental impacts, in line with fiduciary duty;

c) Align Responsible Investing approaches with the guidance provided by United Nations-sponsored Principles for Responsible Investment, recognized as a global standard; and

d) Formalize mechanisms to monitor the development of Responsible Investment capabilities, including ongoing oversight of external professional investment managers and post-investment stewardship practices.

3. Definitions

- **ESG** are factors related to Environmental, Social, and Governance issues:
    - **Environmental**: Factors relating to a company's interactions with the physical environment. These include (but are not limited to) climate change; greenhouse gas emissions; biodiversity loss; deforestation; air, water or resource depletion or pollution; waste management; change in land use; ocean acidification; avoiding land degradation; disruption of Indigenous land; and promoting healthy ecosystems.
    - **Social**: Factors relating to business practices that have an impact on the rights, wellbeing, and interests of people and communities. These include (but are not limited to) human rights; labour standards in the supply chain; child, slave and bond labour; workplace health and safety; freedom of association and freedom of expression; human capital management and employee relations; equity, diversity and inclusion; relations with local communities (including the Indigenous Peoples); activities in conflict-affected high risk areas; weapons prohibited under international treaties and conventions signed by Canada; health and access to medicine; human security; consumer protection; and maintaining cultural ways of life including Indigenous languages, laws, and ways of being.
    - **Governance**: Factors relating to the governance of a company. These include (but are not limited to) board structure, composition, size, diversity, skills, and independence; executive pay; shareholder rights; rightsholder interactions; transparency; business ethics; bribery and corruption; internal controls; conflicts of interest; support for community organizations; and partnerships with the Indigenous Peoples and their businesses.
- **Material** information, as defined by the International Financial Reporting Standards (IFRS), is if its omission, misstatement, or obscuring it could reasonably be expected to influence the decisions of the primary users of general purpose financial statements. In other words, if leaving something out, getting it wrong, or making it unclear would change how someone would invest in or lend to a company, it is considered material.
- **Net-zero emissions** are reached when greenhouse gas emissions that are emitted into the atmosphere are balanced by those removed.

- **Paris Agreement** is a legally binding international treaty, adopted in 2015, aimed at combating climate change by limiting global temperature rise to well below 2 degrees Celsius above pre-industrial levels, and pursuing efforts to limit the rise to 1.5 degrees.
- **Paris Alignment** refers to aligning public and private financial flows with the objectives of the Paris Agreement, specifically making these flows consistent with a pathway toward low greenhouse gas emissions and climate-resilient development, as outlined in Article 2.1(c)[1] of the agreement.
- **Principles for Responsible Investment (PRI)** is the world's leading proponent of Responsible Investment. Sponsored by the United Nations, the PRI works to understand the investment implications of environmental, social & governance factors and to support its international network of signatories in incorporating these factors into their investment and ownership decisions.
- **Responsible Investment** is an approach that aims to incorporate ESG factors into investment decisions to better manage risk and generate sustainable long-term returns. This approach consists of the following strategies:
    - **ESG Integration** is the ongoing consideration of ESG factors within an investment analysis and decision-making process with the aim to improve risk-adjusted returns.
    - **Exclusions** are the acts of barring companies' securities from being purchased for a portfolio.
    - **Stewardship** is the use of investor rights and influence to protect and enhance overall long-term value for clients and beneficiaries, including the common economic, social, and environmental assets on which their interests depend. This approach consists of the following tools:
        - **Advocacy** is collaborating with like-minded investors to exchange information and pool resources to influence and improve company governance/ practices, supportive of public policies, and capital market regulations.
        - **Engagement** is the process of communicating with the management and boards of all investee companies in the investment portfolio. Through engaging with companies, the Plan can better understand a company's position on material issues that help it evaluate ESG risks and opportunities.
        - **Escalation** is the approach an investor takes if initial stewardship approaches are unsuccessful at achieving its objectives over a given period. Escalation differs by asset

[1] Article 2.1(c) of the Paris Agreement states the objective of "[m]aking finance flows consistent with a pathway towards low greenhouse gas emissions and climate-resilient development."

class and investor type but generally involves the use of increasingly assertive Stewardship tools and activities.

- **Proxy Voting** is the process of casting ballots as a shareholder of a public company for listed equities that have voting rights. Shareholders receive a proxy ballot along with an information booklet called a proxy statement describing the issues to be voted on, such as electing directors to the board, ESG factors, and approving a stock compensation plan.

4. Responsible Investment Beliefs and ESG Priorities

The Board and Committees believe that:

a) The integration of material ESG factors into investment decisions supports risk management, aligns with its fiduciary responsibilities, and can enhance long-term financial performance and returns;

b) There is a responsibility to support society and key systems, like the climate and economy, that long-term returns depend on. Climate change is a material risk to the Plan, and addressing it, when aligned with fiduciary duties, recognizes that investment returns are closely tied to the health and stability of society;

c) Selecting investment managers who incorporate ESG analysis to identify systemic, long-term, and unpriced risks as well as value-creation opportunities is a priority;

d) Stewardship supports the preservation and enhancement of long-term value; and

e) Ongoing dialogue with external managers and investee companies helps embed sustainability into their values, behaviours, and ways of working across the organization. This approach can be effective at driving long-term positive change.

4.1 Climate change

Climate change is viewed as a priority as it represents a long-term, material systemic risk to the Plan.

The Board and Committees acknowledge and support the goals of the Paris Agreement, which seeks to limit global warming to well below 2°C above pre-industrial levels and to pursue efforts to limit the increase to 1.5°C. This commitment reflects the response of the international community and establishes a framework for aligning financial flows with pathways toward low greenhouse gas emissions and climate-resilient development.

The Board and Committees recognize that the economic risks associated with climate change increase as average global temperatures rise and that global warming will continue until carbon emissions reach net zero. A growing body of evidence shows that decarbonization of the global economy as rapidly as possible will result in better long-term economic outcomes by reducing exposure to physical climate risks, transition shocks, and systemic instability.

In line with this understanding, the IAC will track and assess the climate approach and greenhouse gas (GHG) emissions metrics of the funds in which the Plan invests, ensure material climate-related risks and opportunities are incorporated into the decision-making process where appropriate, and aim to align the portfolio's investments and GHG emissions with the objective of a low-carbon transition as rapidly as feasible—provided this remains consistent with the fiduciary responsibilities owed to the Plan's members.

There are limits to the accuracy and completeness of the GHG emissions data that is available for the Plan's investments. The IAC will work to progressively improve both the accuracy and coverage of GHG emissions data for the Plan's investments.

4.2 Principles for Responsible Investment

The Plan's approach to RI is inspired by the United Nations-sponsored Principles for Responsible Investment ("PRI"), which consists of six principles:

> **Principle 1:** We will incorporate ESG issues into investment analysis and decision making processes.
>
> **Principle 2:** We will be active owners and incorporate ESG issues into our ownership policies and practices.
>
> **Principle 3**: We will seek appropriate disclosure on ESG issues by the entities in which we invest.
>
> **Principle 4:** We will promote acceptance and implementation of the Principles within the investment industry.
>
> **Principle 5**: We will work together to enhance our effectiveness in implementing the Principles
>
> **Principle 6:** We will each report on our activities and progress towards implementing the Principles

5. Scope and Applicability

This Policy applies to all investment activities performed within each investment mandate, directly or indirectly, by the Plan, the Board, the Committees and the University's staff that support the Plan, the Board and the Committees.

6. Responsible Investment Approaches

The Plan's investments are managed by external investment managers.

Responsible Investment (RI) approaches vary depending on each manager's investment process, philosophy, and the degree of influence the IAC is able to exercise over investment strategies and decisions.

The IAC seeks to progressively integrate environmental, social, and governance factors and priorities into its investment processes, recognizing the varied levels of influence across asset classes and investment structures.

6.1 ESG Integration

a) For prospective managers and consultants: ESG considerations are integrated into the due diligence process for selecting and appointing external managers and consultants as follows:

- In evaluating prospective investment managers, the IAC will consider how ESG issues are incorporated into the investment decision making process;
- In evaluating prospective investment managers, the IAC will consider how investment managers engage with corporations to improve ESG practices;
- In evaluating prospective investment managers and funds, the IAC may, as appropriate on an asset class basis and consistent with fiduciary duty, consider opportunities that provide competitive returns while incorporating a carbon reduction or renewable energy focus;
- In evaluating prospective investment consultants, the IAC will consider how they incorporate ESG considerations in their services for the Plan as well as in their oversight of the investment managers; and
- In evaluating prospective investment managers, the IAC will review, at the firm or fund level (as appropriate), carbon intensities and carbon footprints, ESG scores, other available/applicable ESG metrics, PRI signatory status, Responsible Investment policies, and PRI (or similar) ratings where available, as well as assessing an investment manager's support for the Paris Agreement, commitment to a net-zero target, and the integration of climate risk into investment decisions.

b) For current managers and consultants: ESG considerations are integrated into the external investment manager and investment strategy monitoring process, as follows:

- Each manager is monitored by the IAC, at least annually to ensure consistency of style/approach including its ESG integration strategies. This review includes assessing the ESG considerations evaluated within a due diligence process (section 6.1 a), bullet 5);
- Investment managers are required to provide information on how they engage with corporations to improve ESG practices, including proxy voting reports and policies and to highlight exceptions to their proxy voting policy. These reports may include information such as voting against management, voting for shareholder proposals, and voting differently than a third-party proxy voting service provider if utilized;
- Investment managers and consultants are expected to consider ESG-related risks, recognizing that awareness and effective management of these risks may enhance the long-term financial performance of the fund;
- Investment managers are required to provide disclosure, at a minimum annually, on the processes used to incorporate ESG factors into investment decision making; and
- Actions to reduce greenhouse gas emissions and mitigate other climate change drivers through (i) investor engagement, (ii) the selection of assets, and (iii) advocating for appropriate public disclosures and policies related to climate change directly and indirectly benefit the Plan and as such will be reviewed with investment managers during the monitoring process.

It is preferred that all investment managers and consultants are PRI signatories. If an investment manager or a consultant is not a PRI signatory, it must provide a detailed rationale in writing as to why it is not a PRI signatory, for the IAC to review and assess, and provide information to satisfy the IAC that appropriate attention to responsible investing is still being given.

6.2 Stewardship

The Committees recognize that effective stewardship supports the creation of long-term sustainable value. The Committees expect the Plan's external investment managers to engage with investee companies to influence corporate behavior and improve ESG performance. Engagement is generally conducted on an individual basis by each investment manager. The IAC may also choose to participate in, or support, collaborative engagement initiatives, either directly or through its investment managers. Engagement updates from investment managers are required at least annually, with more frequent updates encouraged if material changes or engagement activities occur that can better inform the IAC's oversight of RI activities.

For equity investment managers, stewardship is also exercised through proxy voting activities. Proxy voting serves as a key tool for influencing ESG outcomes, and aligning proxy voting with broader stewardship efforts contributes to achieving long-term sustainability goals.

Voting rights are delegated to external investment managers, who are expected to cast votes in the best interest of the Plan. In general, managers are expected to support greater transparency in ESG-related policies and reporting. The IAC monitors manager activities and requires external investment managers to report at least annually on how they cast their votes. Where possible, and when deemed necessary, the IAC reserves the right to direct investment managers to vote in a specified manner under applicable investment management agreements.

The IAC, acting on behalf of the Plan, may escalate stewardship activities when deemed appropriate. In such cases, the following actions should be taken:

a) A request for information will be made to the company, issuer, or external asset manager;

b) An assessment will be conducted to determine whether the situation affects the investment's alignment with the Policy, and the IAC will respond accordingly using available stewardship tools; and

c) If the issue remains unresolved, the IAC may take further action, up to and including the removal of the company, issuer, or investment manager.

The IAC's stewardship activities will continue to evolve and adapt as it progresses on its ESG journey.

6.3 Exclusions

The Committees believe that the Plan can have a greater influence by engaging with portfolio companies through their investment managers rather than broadly excluding investments. This engagement approach enables active stewardship and supports long-term ESG performance improvement. Where engagement has not been effective, the IAC might escalate the issue (see section 6.2), which may result in the IAC considering applying exclusions.

External investment managers may apply exclusions in the funds they manage on behalf of the Plan. These exclusions must be disclosed to the IAC at least annually to support transparency and oversight.

7. Reporting

The Board commits to, and delegates to the IAC, transparency with Plan members and other interested parties regarding its Responsible Investment activities by providing the following disclosures:

a) This Responsible Investment Policy;

b) Annual reporting to Plan members through the Plan's Annual Report; and

c) Public availability of information related to the Plan's RI practices, including this Policy, on the Plan's website.

The Board and Committees expect transparency from the Plan's investment managers and consultants, including receiving reports on items mentioned in other sections of this policy at least annually during the monitoring process.

8. Roles and Responsibilities

The Board is responsible for initially approving the Policy, upon recommendation from the Committees, and by doing so delegates the responsibilities as set forth herein. The IAC will review the Policy at least annually. Material changes will be recommended by the Committees to the Board for approval, while administrative or immaterial changes may be approved by the IAC.

The IAC, who may be advised by external consultants/parties believed to be qualified in the appropriate areas as needed, is responsible for the duties described in this Policy, including:

a) Implementing the Policy;

b) Recommending material changes to the Policy for approval;

c) Monitoring compliance with the Policy and progress toward its commitments; and

d) Reporting, at least annually, to the Board on compliance with this Policy, including confirmation that the IAC is confident that RI and ESG considerations have been integrated appropriately into the administration, execution, and operation of investment activities, or if not, what actions are being taken as a result.

Responsible Investment content is included in onboarding training for new members of the Committees and relevant University staff who support the Board, Committees and Plan.

The Committees and appropriate University staff also receive regular updates and periodic training opportunities on ESG-related topics.

9. Policy Review

This Policy will be reviewed at least annually by the IAC, or as may otherwise be determined by the Board.

University of Victoria Staff Pension Plan
GOVERNANCE POLICY

Governance Committee
and
Investment and Administration Committee

A. INTRODUCTION

The University of Victoria (the "University") maintains the University of Victoria Staff Pension Plan (the "Plan").

The Plan is a defined benefit pension plan, where a lifetime pension is available to eligible Plan members based primarily on their earnings and service in the Plan and age at retirement. Contributions are made by the University and the Plan Members based on periodic valuations of the Plan and applicable Plan terms.

Under the terms of the Plan, the University is:

- the "Administrator" of the Plan for the purposes of applicable laws and regulations, including the *Pension Benefits Standards Act* (British Columbia) (the “PBSA”) and the *Income Tax Act* (Canada) (the “ITA”); and

- has ultimate legal responsibility for the administration of the Plan and the investment of the Plan’s trust fund (the “Trust Fund”).

The Board of Governors (the “Board”) of the University have created the:

1. “Governance Committee”; and

2. Investments and Administration Committee (the “IAC”),

and have delegated to those Committees certain of the University’s duties and powers, as described below. The Governance Committee and the IAC are collectively referred to in this Governance Policy as the “Committees”.

The Board has established a “Pension Advisory Committee” to promote awareness and understanding of the Plan amongst members and retired members of the Plan. The composition, roles and

responsibilities of such committee shall be as determined by the Governance Committee in consultation with the Pension Advisory Committee.

Normally, the Board will delegate on-going administration of the Plan, communication with Members and other aspects of Plan management and oversight to the University of Victoria (the “University")’s Pension Office (hereinafter the “Pension Office”), The Pension Office provides regular reports to the Committees, and may be supported by other University departments as needed, such as Financial Reporting, General Counsel and University Systems, to ensure high standards of service are maintained with appropriate expertise.

The above structure, including the Board, Committees and Pension Office, together with the processes and policies set out for each, and for the Plan, are intended to provide a robust oversight and risk management framework. A summary of key risks identified for the Plan, with commentary on how these risks are managed, is set out in Appendix B.

B. APPOINTMENT OF THE COMMITTEES

1. The members of the:

   (a) Governance Committee are appointed in accordance with Sections C.1 and 2; and

   (b) IAC are appointed in accordance with Sections D.1 and 2.

2. The Board and the Governance Committee, as applicable, may, at any time, make changes to the composition of a Committee including removing a Committee member.

3. Initial and successor members will confirm acceptance of their appointment to the Committee in writing. However, Committee members who do not so confirm are deemed to accept by attending any Committee meeting.

4. The Chairs of the Governance Committee and the IAC will be determined by the Governance Committee. If there is no Chair of a Committee at any particular point in time, then the Meeting Procedures Policy will determine who the Chair is for that meeting or period. The Chair of a Committee shall designate one of the Committee members as Secretary of that Committee, or he or she may appoint someone who is not a Committee member to be a non-voting Secretary to that Committee to attend meetings and prepare minutes.

5. A Committee member, who is designated by name, may resign from that Committee by notifying the Chair and the University in writing. Such notice will state the future date on which his or her resignation takes effect and his or her resignation shall be effective from that date,

but no earlier than the date of receipt. A Committee member, who is appointed by virtue of their employment position, is not permitted to resign from a Committee while holding that position.

6. A person's participation on a Committee who is a voting member of the Committee cannot be exercised by a representative. His or her participation will automatically terminate on:

   (a) the appointment of a successor to that person as a member of that Committee;

   (b) the date the person ceases to be in the role that led to a position on the Committee, if the person is a Committee member by virtue of their office or position;

   (c) the death of the person or their legal inability to fulfill his or her duties; or

   (d) the date the person's appointment is revoked by the Board the Governance Committee or the IAC, as applicable, for any reason.

7. A Committee member who has resigned or been removed (and the personal representative of a deceased or incapacitated Committee member) will promptly return any and all confidential records, books, documents, and other property pertaining to the governance and administration of the Plan to the Secretary of that Committee.

C. COMPOSITION OF THE GOVERNANCE COMMITTEE

1. The Governance Committee shall consist of the following:

   (a) the Vice-President, Finance and Operations;

   (b) the Associate Vice-President, Financial Planning and Operations;

   (c) the Associate Vice-President, Human Resources; and

   (d) the Executive Director, Pensions and Plan Governance.

2. Non-Voting Members of Governance Committee

   The Governance Committee may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Governance Committee to assist the Governance Committee in its deliberations and activities. Unless the Governance Committee otherwise directs, the Director, Pension Services or their delegate, shall be a non-voting member of the Governance Committee, and shall act as the Secretary of the Governance Committee.

D. COMPOSITION OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. The IAC shall consist of the following:

   (a) the Associate Vice-President, Financial Planning and Operations;

   (b) the Associate Vice-President, Human Resources or senior Human Resources delegate approved by the Governance Committee;

   (c) the Treasurer;

   (d) three others appointed by the Governance Committee with demonstrated expertise in one or more of the field(s) of investments, communications, or staff management; and

   (e) an active member of the Plan, appointed by the Governance Committee.

2. Non-Voting Members of the Investments and Administration Committee

   The IAC may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Committee to assist the IAC in its deliberations and activities. Unless the IAC otherwise directs, the Director, Pension Services or their delegate shall act as the Secretary of the IAC.

E. BOARD MANDATE

1. Any duty of a strategic or material nature that is not assigned, or power not delegated by this Governance Policy to a Committee shall remain with the Board.

   Duties or powers of an administrative, operational or immaterial nature not assigned by this Governance Policy or other plan policy or document shall be completed by the Governance Committee, IAC or their delegate, dependent upon the nature of the duties or powers, as determined by the Chair of the Governance Committee.

2. Without limiting the application of Section E.1, the Board, acting to the extent it considers appropriate on the recommendations received from the IAC; shall review and adopt the statement of investment policies and procedures (“SIP&P”) for the Plan in accordance with the requirements of the PBSA, as well as a Responsible Investment (“RI”) Policy for the Plan.

   Material or strategic amendments to the SIP&P and RI Policy shall be reviewed and approved by the Board upon recommendation by the IAC, while administrative or operational

amendments may be made by the IAC.

3. For purposes of this Governance Policy, the determination of whether amendments or other items are considered material or strategic, and therefore require Board approval or involvement, will be determined by the Chair of the Governance Committee.

F. GOVERNANCE COMMITTEE MANDATE

The Governance Committee shall have the following duties and the required corresponding powers necessary to:

1. develop a strategic plan that:
   (a) establishes the mission and objectives of the Plan, which mission and objectives shall be approved by the Board;
   (b) sets out targets, performance measures, risks and reporting requirements and such other steps as are necessary to evaluate success in meeting the Plan's mission and objectives; and
   (c) provides for a periodic review of the Plan's governance structure to ensure that it continues to be appropriate to enable the Plan to meet its mission and objectives;
2. appoint members to the IAC and appoint members to the Pension Advisory Committee in accordance with those Committees' terms of reference;
3. recommend to the Board of Governors material or strategic amendments to the Plan that the Governance Committee deems necessary or advisable so that the Plan continues to meet its mission and objectives and approve administrative, operational or immaterial amendments that the Governance Committee deems necessary so that the Plan remains compliant with applicable law or to improve efficiencies;
4. interpret the provisions of the Plan in matters where the interpretation is without precedent and may either have a large single material impact or a widespread material impact; and
5. adopt and maintain policies related to Plan oversight, including, but not limited to:
   (a) a Policy on Delegated Signing Authorities; in the absence of a policy, any agreements, notices or other documentation required in connection with the investment of the Trust Fund, or the administration or payment of benefits under the Plan must be signed by no less than two officers or employees of the University who are members of the Governance Committee;
   (b) a Code of Conduct Policy;

(c) a Meeting Procedures Policy for the Committees;
(d) a Funding Policy;
(e) a Committee Member Education Policy;
(f) a Plan Member Communications Policy for the Plan; and
(g) a Dispute Resolution Policy for the Plan

Appendix C contains a "Calendar of Activities" for the Governance Committee to use as guidance in fulfilling its duties.

G. INVESTMENTS AND ADMINISTRATION COMMITTEE MANDATE

The IAC shall invest the Trust Fund in accordance with the terms of the Plan and applicable law, and administer the Plan in accordance with its terms, and carry out the duties set out in **Appendix A**.

H. PERFORMANCE STANDARDS

In the execution of their duties and responsibilities, the Committee members will comply with:

- applicable law;
- the terms of the Plan;
- this Governance Policy; and
- all relevant Committee policies.

I. REPORTING

1. The Governance Committee shall:
   (a) report to the Board at least annually on:
      (i) the administration of the Plan and the University's compliance with the provisions of the Plan, the PBSA and the ITA that do not relate to the investment of the Trust Fund;
      (ii) significant issues that arose in the operation of the Plan, and
   (b) receive a report on the actuarial valuation, and on periodic asset/liability studies as commissioned by the IAC.

2. The IAC shall prepare and present a report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's

compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

J. DELEGATION BY A COMMITTEE

1. Unless otherwise indicated in this Plan, the Governance Committee or the IAC may delegate such of their respective responsibilities and corresponding powers as either deems appropriate, provided that the Committee ensures that any party to whom it delegates responsibilities are properly supervised by the Committee and has the appropriate skills and training to carry out the responsibilities delegated to them.

2. The Governance Committee and the IAC shall ensure that if they delegate any of their responsibilities to other parties, such parties shall report to such Committee at such intervals as may be established by those Committees.

K. COMMITTEE MEMBER REMUNERATION

1. Committee members are not entitled to compensation, beyond their normal compensation as employees, for the time spent on the conduct of their duties as Committee members.

2. Committee members are entitled to reimbursement by the University, or as otherwise provided by the Plan, for reasonable expenses incurred personally in the conduct of their duties, in accordance with the expense payment procedures established by the University.

L. CODE OF CONDUCT POLICY

Each Committee member shall observe and be bound by the **Code of Conduct Policy**.

M. MEETING PROCEDURES

The Committees shall shall observe and be bound by the **Meeting Procedures Policy**.

N. AMENDMENT AND REVIEW OF GOVERNANCE POLICY

The Governance Committee shall review this policy at least annually, and upon review, if changes beyond those of an administrative or operational nature are believed to be appropriate, will recommend such changes to the Board.

The Board reserves the right to amend this Governance Policy. Committee members must be given notice of any change. A Committee does not have the authority to amend this Governance Policy, unless such an amendment is of a strictly administrative or operational nature, in which case the Governance Committee may amend the Policy and inform the Board in their next scheduled report. A Committee does not have authority to otherwise act in a way to alter the scope of the duties delegated to a Committee.

APPENDIX A
DUTIES OF THE
INVESTMENTS AND ADMINISTRATION COMMITTEE

1. Appoint a Trustee for the trust fund for the Plan (the "Trust Fund") and enter into a trust agreement for the performance of the duties set out in Section 15 of the Plan text.

2. Recommend to the Board a SIP&P and an RI Policy for the Plan, which satisfy the requirements of the PBSA, where applicable, and in accordance with these policies the IAC shall:

   (a) appoint and terminate investment managers, performance measurement services, consultants and such other service providers as are needed to ensure the efficient and prudent investment of the Trust Fund;

   (b) employ consultants and other service providers to conduct periodic asset/liability studies as it may deem necessary to ensure the appropriate asset allocation in the Trust Fund;

   (c) take such steps as are necessary to monitor investment performance and mandate compliance by the investment managers;

   (d) determine the materiality of, and approve temporary deviations from, the SIP&P and RI Policy in respect of asset mix ranges and allowable investments; and

   (e) no less frequently than once in every Plan year, review the SIP&P and RI Policy and either:

      (i) confirm to the Board the continued appropriateness of these policies; or

      (ii) recommend to the Board such amendments to these policies as it considers appropriate.

3. Approve administrative, operational, or otherwise immaterial amendments to the SIP&P and RI Policy. Determination of materiality may be made in consultation with the Chair of the Governance Committee.

4. On an annual basis, provide a report to the Governance Committee on the degree of success in meeting the mission and objectives of the Plan.

5. Report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

6. Appoint an Actuary to

(a) at least triennially, conduct a review of the Plan's assets and liabilities, based on assumptions determined by the IAC in consultation with the Plan's actuary, and

(b) provide advice on actuarial matters and the adoption of mortality and other tables as necessary or appropriate for the operation of the Plan.

7. Subject to the approval of the Board, create reserves within the Trust Fund for any purpose.

8. Review and approve the annual report and financial statements including the findings of the auditor appointed by the Committee to express an opinion on the financial statements.

9. Make all annual returns and other filings with regulatory authorities in respect of the Plan.

10. Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.

11. Determine, from time to time, the necessity of fiduciary insurance for any members of the Committees, and if deemed necessary acquire and thereafter periodically review the terms of such insurance.

12. Employ and supervise such counsel and agents and obtain and supervise such clerical services as it may deem necessary or appropriate in carrying out the provisions of the Plan.

13. Interpret the provisions of the Plan and determine any questions arising under the Plan, or in connection with the investment, administration or operation thereof, including but not limited to:

(a) determining the eligibility of any employee to be or become a member of the Plan, and

(b) determining the credited service of any Plan member and computation of the amount of retirement benefit, or other sum, payable under the Plan to any person.

14. Subject to the approval of the Governance Committee and the Board, enter into reciprocal agreements on behalf of the University with sponsors of other registered pension plans.

15. Approve the format for Member annual statements.

16. Adopt and maintain policies related to Plan administration, as needed, including but not limited to:

(a) a Discretionary Fee Policy applicable to the administration of pension division and subject to applicable laws and regulations; and

(b) a Small Benefit Policy which shall be subject to applicable laws and regulations and which establishes the minimum amount of a benefit calculated under the provisions of this Plan below

which the benefit must be paid to the member in the form of a Commuted Value of that benefit and not in the form of a monthly pension;

17. Monitor compliance with the Communications Policy.

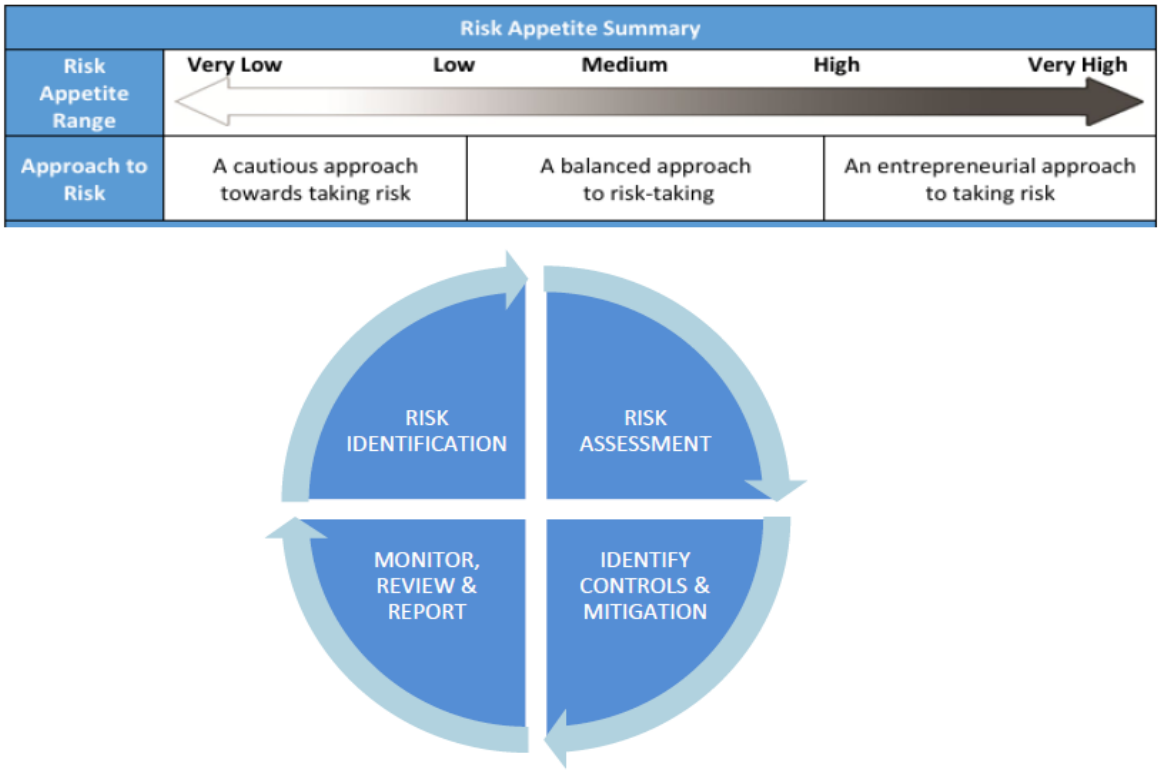
18. Adjudicate disputes involving plan beneficiaries in accordance with the Dispute Resolution Policy.

Appendix C contains a “Calendar of Activities” for the Investment and Administration Committee to use as guidance in fulfilling its duties.

APPENDIX B
RISK MANAGEMENT

1. Risk Management Framework

A Risk Management Framework has been developed for the Plan as represented in the following diagram:



Key Features are as follows:

a. **Identification of Risks**: Key potential risks will be documented, with an assessment of the risk appetite made for each category.

b. **Risk Assessment**: Each risk will be evaluated based on its likelihood of occurring and the potential impact if the risk occurs. A risk rating will then be given to identify where risks are believed to be low, medium or high.

c. **Controls and Mitigation Strategies**: Appropriate controls for the risk will be documented and measures developed and implemented where needed to mitigate identified risks.

d. **Monitoring and Review:** A Risk Register has been developed based on the framework described, which will be updated regularly and reviewed by the IAC and Governance Committees regularly (generally on a semi-annual basis) to ensure its effectiveness and relevance.

2. Key Risks

Key Risks for the Plan include:

- Funding Risk;
- Governance Risk;
- Investment Risk;
- Legal and Regulatory Risk; and
- Operational Risk.

The above risks, and the manner of addressing them, are detailed below:

a. **Funding Risk** – Funding risk is the risk that the Plan does not have sufficient assets to meet its liabilities. This is in part dependent upon the investments which are addressed in c. below, and in part dependent upon the liabilities. The interaction between the two should also be understood and managed. In addition, funding risk can increase if the actuarial assumptions and/or models used in valuations are inappropriate. Funding risk is managed as follows:

i. **Funding Policy:** Risks are identified and managed through the establishment of a Funding Policy that works in concert with the investment policy. The Funding Policy takes a long-term approach and addresses funding objectives, contribution strategy and associated matters.

ii. **Actuarial Valuations:** Statutory valuations explore funding on a going concern and solvency basis. These valuations are conducted at least every three years by a professionally qualified actuary with appropriate expertise, and review the Plan's demographic and other changes in comparison to the assumptions being made.

iii. **Investment Policies and Asset Mix/Liability Modelling:** The Plan's investment policies, as documented in the SIP&P, are determined by considering the liabilities they are funding. Asset mix studies and asset/liability modelling are also performed periodically (generally every 5-7 years) by professional, reputable consultants with appropriate expertise to ensure that asset allocation remains consistent with the Plan's goals and to ensure sustainability of the Plan and contribution levels.

b. **Governance Risk –** This risk relates to gaps in the oversight of the Plan operation and management. It includes the Board's own operations, the skillset of Committee members, and potential conflicts of interest and the understanding of fiduciary duties. These risks are managed as follows:

   i. **Committee Education** – A Committee Member Education Policy has been adopted to facilitate the education of Committee members. This policy operates in concert with a biennial skills assessment process to identify and address any skillset gaps on the Committees.

   ii. **Committee Self-Assessment** – The Committees conduct periodic self-assessments to identify any areas of improvement for their operations and oversight.

   iii. **Conflict of Interest** – A Code of Conduct has been established for the Committees to ensure that any actual or perceived conflicts are identified and managed appropriately. Orientation for Committee Members includes a review of fiduciary duty and all Plan policies.

   iv. **Governance and administration review** – The Committees conduct a self-assessment of the governance and administration of the plan triennially.

   v. **Regular meetings and reporting from Management** – The Board and Committees meet regularly to review various aspects of the Plan. Ongoing reporting is provided by Pension Services and Service Providers to the Committees, and by the Committees to the Board as set out in this and other policies.

c. **Investment Risk** – This is the risk that changes in the value of investments will negatively affect the Plan's returns and result in either additional contribution requirements or lower benefits than intended. Investments can rise and fall with market movements, interest rate changes, investor sentiment, currency changes, environment, social and governance ("ESG") and other factors. Liquidity, concentration and valuation risks are among other investment risks that must also be managed. Management of these risks is addressed within the Plan's Statement of Investment Policies and Procedures (SIP&Ps), and includes strategies such as diversification, investment limits/restrictions and careful monitoring. As noted in the SIP&Ps and in the Governance Policy, an Investment and Administration Committee has been established by the Board to meet with managers regularly and monitor the investments, managers and associated risks. In addition, the Board has established a Responsible Investing Policy to outline the Plan's commitment and approach to incorporating ESG factors into investment decisions.

   The IAC has considered and set out its investment beliefs, to assist in determining the Plan's approach to the long-term management of the investments. These beliefs are included as an Appendix to the

Plan's SIP&P and are reviewed and revised periodically to ensure they remain up to date and appropriate.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals.

d. **Legal and Regulatory Risk** – This is the risk that the Plan will not be administered in accordance with applicable legislation. It is managed by working with legal counsel and service providers with demonstrated pension expertise, by maintaining a positive relationship with the pension regulator and by ensuring individuals involved in the Plan, including the Pension Services department responsible for the majority of the day-to-day activities for the Plan, keep current with changes that may occur, through ongoing research and educational opportunities.

e. **Operational Risk** – This is the risk that deficiencies in the Plan's internal controls and processes will negatively affect the administration of the Plan and Plan Member benefits. Operational risks include areas such as cybersecurity, fraud, compliance and the possibility of human or automated errors in the detailed calculations involved in pension plans. These risks are managed as follows:

   i. **Dedicated Pension Services Office:** The University has created a dedicated Pensions Services Office to be responsible for the Plan's operations. Staff involved undergo extensive and ongoing training and are overseen by individuals who have been carefully selected with extensive experience in pension plan governance, management and administration.

      The Pension Office has its own policies, processes and procedures for use in areas such as preparing calculations, ensuring contributions are calculated and remitted accurately, ensuring benefits and expenses are paid accurately and communicating with members. Each calculation and payment involve a multi-layer peer review process, and independent audits of sample calculations are performed periodically by the Plan's actuary to ensure continued accuracy. Staff are kept up to date on new regulations and best practices through internal monitoring and research, and with the support of the Plan's actuary, consultants and legal counsel.

   ii. **Effective Governance and Oversight:** The Board and Committees monitor the Plan's operations and the Pension Services Office through regular meetings, reports and information sharing. Areas monitored by each Committee are set out in their terms of reference. The Board and Committees review information such as annual compliance reports, reports on ongoing plan activities and plan financial statements prepared by an independent auditor who also reviews key plan risks including fraud and investment activities. The Committees also actively participate in

activities such as formal service provider reviews and triennial plan assessments.

iii. **Information Technology and Systems**: In consideration of the extensive systems and tools required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the systems, tools and data involved.

Internally, the systems and tools are managed through ongoing monitoring and testing of systems in use. Pension Office infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department with whom the Pension Office works closely in this area.

Where external service providers are used in the provision of systems or tools, use and integration with UVic systems will be considered extensively upon implementation, with the involvement of University Systems where appropriate.

A component of Information and Systems risk involves cybersecurity management, addressed below.

iv. **Cybersecurity Management:**
In consideration of the extensive data, personal and financial information required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the information involved.

Internally, cybersecurity management includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The University Systems department is instrumental in managing the Plan's cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

External (third-party) service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, the Committees shall review an annual cybersecurity report (which commenced in 2024) addressing all entities involved in the administration of the Plan.

Any new systems are subject to a Privacy Impact Assessment ("PIA"), which is completed with UVic's Privacy Office. UVic also has a Protection of Privacy Policy (GV0235) to provide guidance where applicable in respect of UVic data used in the administration of the Plans.

v. **Service Provider Oversight**: The Committees follow appropriate processes for retaining, monitoring and termination of service providers. This includes having formal contracts where appropriate, where roles, responsibilities and expectations are documented. Service providers are reviewed at least annually to ensure expectations are being met.

vi. **Plan Member Communications Policy:** Members' understanding of their pension benefit is critical to retirement outcomes and financial wellbeing. To manage this risk, a Plan Member Communications Policy has been established which outlines the approach and expectations with regards to member communication.

APPENDIX C
COMMITTEE CALENDAR OF ACTIVITIES

STAFF PENSION PLAN BOARD CALENDAR – GOVERNANCE COMMITTEE

University of Victoria

STAFF PENSION PLAN GOVERNANCE COMMITTEE *The SPP Governance Committee generally meets two times a year: One meeting in the Spring and one in the Fall.* *This schedule is for guidance purposes only. Dates may change.*												
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
COMPLIANCE												
Annual Compliance Report				X								
Triennial Plan Assessment (2023)											X	
STRATEGY												
Strategic Plan Review (every 3-5 years) -last visited Nov 25, 2020				X								
Communications Plan for Year				X								
COMMITTEE REVIEWS												
Annual Skills Matrix Review											X	
Annual Committee Self-Evaluation				X								
Appointment of members to IAC or Advisory Committee *(as needed)*												
POLICY REVIEWS												
Annual Reviews:												
Governance Policy (2024)											X	
Funding Policy (2015)											X	
As Needed:												
Code of Conduct Policy (2013)				X							X	
Delegated Signing Authority Policy (2023)				X							X	
Dispute Resolution policy (2016)				X							X	

(continued)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Committee Member Education Policy (2023)				X							X	
Meetings Procedures policy (2016)				X							X	
Plan Member Communications Policy (2024)				X							X	
Records Mgmt & Retention Policy (2016)				X							X	
REPORTING												
Annual Cyber Security Report (Pension Svcs report to Gov. Committee)											X	
Risk Register				X							X	
Report to Board of Governors on compliance (at least annually) or other significant issues				X								
Receive IAC Report on degree of success				X							X	
Receive IAC Report on Actuarial Valuations or Asset/Liability Studies when completed				X							X	
OTHER												
As needed.				X							X	

STAFF PENSION PLAN BOARD CALENDAR - IAC

University of Victoria

STAFF PENSION PLAN INVESTMENT AND ADMINISTRATION COMMITTEE ("IAC")

The SPP IAC generally meets four times a year. This schedule is for guidance purposes only. Dates may change. Meetings may be held jointly with the UVic Pension Board where topics overlap.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
INVESTMENT PERFORMANCE AND POLICY												
Quarterly Performance Review		X			X				X		X	
Annual Investment & RI Policy Reviews											X	
INVESTMENT MANAGER MEETINGS												
BCI – Global Equities		X										
BCI – ESG									X			
JP Morgan – Infrastructure (every 2 years)					X							
Macquarie – Infrastructure (every 2 years)					X							
PH&N – Fixed Income					X							
Pier 21/C WorldWide – Global Equities											X	
QuadReal – Real Estate									X			
Walter Scott – Global Equities											X	
FINANCIAL UPDATES												
Actuarial Valuations (min. every 3 years) (most recent as of Dec. 31, 2022)					X							
Audit Plan for Upcoming Year											X	
Audited Financial Statement Approval					X							
Budget Adoption (subj. to VPFO approval) and Mid-Year Review (w/ Oper. Update)		X							X			
COLA Update (Approval if Needed)											X	

(continued)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
COMMUNICATION UPDATES												
Annual Report Approval					X							
Communications Plan & Compliance with Policy		X										
ANNUAL COMMITTEE REVIEWS												
Annual Skills Matrix Review											X	
Annual Committee Self-Evaluation		X										
REPORTING												
Pension Services to IAC												
Annual Cyber Security Report											X	
Annual Service Provider Review											X	
Meeting Calendar for Upcoming Year											X	
Risk Register Review					X						X	
Trend Report for Prior Year					X							
IAC to Other												
Report to Board of Governors (min. semi-annually) on performance/compliance					X						X	
Report to Governance Committee (min. annually) on degree of success				X							X	
OTHER												
Review Annual Compliance Report		X									X	
Triennial Plan Assessment (2023)											X	
Discretionary Fee Policy (2024) (as needed)												
Small Benefit Policy (2016) (as needed)												
Other (as needed)												

University of Victoria Staff Pension Plan
GOVERNANCE POLICY

Governance Committee
and
Investment and Administration Committee

A. INTRODUCTION

The University of Victoria (the "University") maintains the University of Victoria Staff Pension Plan (the "Plan").

The Plan is a defined benefit pension plan, where a lifetime pension is available to eligible Plan members based primarily on their earnings and service in the Plan and age at retirement. Contributions are made by the University and the Plan Members based on periodic valuations of the Plan and applicable Plan terms.

Under the terms of the Plan, the University is:

- the "Administrator" of the Plan for the purposes of applicable laws and regulations, including the *Pension Benefits Standards Act* (British Columbia) (the “PBSA”) and the *Income Tax Act* (Canada) (the “ITA”); and
- has ultimate legal responsibility for the administration of the Plan and the investment of the Plan’s trust fund (the “Trust Fund”).

The Board of Governors (the “Board”) of the University have created the:

1. “Governance Committee”; and
2. Investments and Administration Committee (the “IAC”),

and have delegated to those Committees certain of the University’s duties and powers, as described below. The Governance Committee and the IAC are collectively referred to in this Governance Policy as the “Committees”.

The Board has established a “Pension Advisory Committee” to promote awareness and understanding of the Plan amongst members and retired members of the Plan. The composition, roles and

responsibilities of such committee shall be as determined by the Governance Committee in consultation with the Pension Advisory Committee.

Normally, the Board will delegate on-going administration of the Plan, communication with Members and other aspects of Plan management and oversight to the University of Victoria (the "University")'s Pension Office (hereinafter the "Pension Office"), The Pension Office provides regular reports to the Committees, and may be supported by other University departments as needed, such as Financial Reporting, General Counsel and University Systems, to ensure high standards of service are maintained with appropriate expertise.

The above structure, including the Board, Committees and Pension Office, together with the processes and policies set out for each, and for the Plan, are intended to provide a robust oversight and risk management framework. A summary of key risks identified for the Plan, with commentary on how these risks are managed, is set out in Appendix B.

B. APPOINTMENT OF THE COMMITTEES

1. The members of the:

   (a) Governance Committee are appointed in accordance with Sections C.1 and 2; and

   (b) IAC are appointed in accordance with Sections D.1 and 2.

2. The Board and the Governance Committee, as applicable, may, at any time, make changes to the composition of a Committee including removing a Committee member.

3. Initial and successor members will confirm acceptance of their appointment to the Committee in writing. However, Committee members who do not so confirm are deemed to accept by attending any Committee meeting.

4. The Chairs of the Governance Committee and the IAC will be determined by the Governance Committee. If there is no Chair of a Committee at any particular point in time, then the Meeting Procedures Policy will determine who the Chair is for that meeting or period. The Chair of a Committee shall designate one of the Committee members as Secretary of that Committee, or he or she may appoint someone who is not a Committee member to be a non-voting Secretary to that Committee to attend meetings and prepare minutes.

5. A Committee member, who is designated by name, may resign from that Committee by notifying the Chair and the University in writing. Such notice will state the future date on which his or her resignation takes effect and his or her resignation shall be effective from that date,

but no earlier than the date of receipt. A Committee member, who is appointed by virtue of their employment position, is not permitted to resign from a Committee while holding that position.

6. A person's participation on a Committee who is a voting member of the Committee cannot be exercised by a representative. His or her participation will automatically terminate on:

   (a) the appointment of a successor to that person as a member of that Committee;

   (b) the date the person ceases to be in the role that led to a position on the Committee, if the person is a Committee member by virtue of their office or position;

   (c) the death of the person or their legal inability to fulfill his or her duties; or

   (d) the date the person's appointment is revoked by the Board the Governance Committee or the IAC, as applicable, for any reason.

7. A Committee member who has resigned or been removed (and the personal representative of a deceased or incapacitated Committee member) will promptly return any and all confidential records, books, documents, and other property pertaining to the governance and administration of the Plan to the Secretary of that Committee.

C. COMPOSITION OF THE GOVERNANCE COMMITTEE

1. The Governance Committee shall consist of the following:

   (a) the Vice-President, Finance and Operations;

   (b) the Associate Vice-President, Financial Planning and Operations;

   (c) the Associate Vice-President, Human Resources; and

   (d) the Executive Director, Pensions and Plan Governance.

2. Non-Voting Members of Governance Committee

   The Governance Committee may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Governance Committee to assist the Governance Committee in its deliberations and activities. Unless the Governance Committee otherwise directs, the Director, Pension Services or their delegate, shall be a non-voting member of the Governance Committee, and shall act as the Secretary of the Governance Committee.

D. COMPOSITION OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. The IAC shall consist of the following:

   (a) the Associate Vice-President, Financial Planning and Operations;

   (b) the Associate Vice-President, Human Resources or senior Human Resources delegate approved by the Governance Committee;

   (c) the Treasurer;

   (d) three others appointed by the Governance Committee with demonstrated expertise in one or more of the field(s) of investments, communications, or staff management; and

   (e) an active member of the Plan, appointed by the Governance Committee.

2. Non-Voting Members of the Investments and Administration Committee

   The IAC may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Committee to assist the IAC in its deliberations and activities. Unless the IAC otherwise directs, the Director, Pension Services or their delegate shall act as the Secretary of the IAC.

E. BOARD MANDATE

1. Any duty of a strategic or material nature that is not assigned, or power not delegated by this Governance Policy to a Committee shall remain with the Board.

   Duties or powers of an administrative, operational or immaterial nature not assigned by this Governance Policy or other plan policy or document shall be completed by the Governance Committee, IAC or their delegate, dependent upon the nature of the duties or powers, as determined by the Chair of the Governance Committee.

2. Without limiting the application of Section E.1, the Board, acting to the extent it considers appropriate on the recommendations received from the IAC; shall review and adopt the statement of investment policies and procedures ("SIP&P") for the Plan in accordance with the requirements of the PBSA, as well as a Responsible Investment ("RI") Policy for the Plan.

   Material or strategic amendments to the SIP&P and RI Policy shall be reviewed and approved by the Board upon recommendation by the IAC, while administrative or operational

amendments may be made by the IAC.

3. For purposes of this Governance Policy, the determination of whether amendments or other items are considered material or strategic, and therefore require Board approval or involvement, will be determined by the Chair of the Governance Committee.

F. GOVERNANCE COMMITTEE MANDATE

The Governance Committee shall have the following duties and the required corresponding powers necessary to:

1. develop a strategic plan that:
   (a) establishes the mission and objectives of the Plan, which mission and objectives shall be approved by the Board;
   (b) sets out targets, performance measures, risks and reporting requirements and such other steps as are necessary to evaluate success in meeting the Plan's mission and objectives; and
   (c) provides for a periodic review of the Plan's governance structure to ensure that it continues to be appropriate to enable the Plan to meet its mission and objectives;
2. appoint members to the IAC and appoint members to the Pension Advisory Committee in accordance with those Committees' terms of reference;
3. recommend to the Board of Governors material or strategic amendments to the Plan that the Governance Committee deems necessary or advisable so that the Plan continues to meet its mission and objectives and approve administrative, operational or immaterial amendments that the Governance Committee deems necessary so that the Plan remains compliant with applicable law or to improve efficiencies;
4. interpret the provisions of the Plan in matters where the interpretation is without precedent and may either have a large single material impact or a widespread material impact; and
5. adopt and maintain policies related to Plan oversight, including, but not limited to:
   (a) a Policy on Delegated Signing Authorities; in the absence of a policy, any agreements, notices or other documentation required in connection with the investment of the Trust Fund, or the administration or payment of benefits under the Plan must be signed by no less than two officers or employees of the University who are members of the Governance Committee;
   (b) a Code of Conduct Policy;

(c) a Meeting Procedures Policy for the Committees;
(d) a Funding Policy;
(e) a Committee Member Education Policy;
(f) a Plan Member Communications Policy for the Plan; and
(g) a Dispute Resolution Policy for the Plan

Appendix C contains a "Calendar of Activities" for the Governance Committee to use as guidance in fulfilling its duties.

G. INVESTMENTS AND ADMINISTRATION COMMITTEE MANDATE

The IAC shall invest the Trust Fund in accordance with the terms of the Plan and applicable law, and administer the Plan in accordance with its terms, and carry out the duties set out in **Appendix A**.

H. PERFORMANCE STANDARDS

In the execution of their duties and responsibilities, the Committee members will comply with:

- applicable law;
- the terms of the Plan;
- this Governance Policy; and
- all relevant Committee policies.

I. REPORTING

1. The Governance Committee shall:
   (a) report to the Board at least annually on:
      (i) the administration of the Plan and the University's compliance with the provisions of the Plan, the PBSA and the ITA that do not relate to the investment of the Trust Fund;
      (ii) significant issues that arose in the operation of the Plan, and
   (b) receive a report on the actuarial valuation, and on periodic asset/liability studies as commissioned by the IAC.

2. The IAC shall prepare and present a report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's

compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

J. DELEGATION BY A COMMITTEE

1. Unless otherwise indicated in this Plan, the Governance Committee or the IAC may delegate such of their respective responsibilities and corresponding powers as either deems appropriate, provided that the Committee ensures that any party to whom it delegates responsibilities are properly supervised by the Committee and has the appropriate skills and training to carry out the responsibilities delegated to them.

2. The Governance Committee and the IAC shall ensure that if they delegate any of their responsibilities to other parties, such parties shall report to such Committee at such intervals as may be established by those Committees.

K. COMMITTEE MEMBER REMUNERATION

1. Committee members are not entitled to compensation, beyond their normal compensation as employees, for the time spent on the conduct of their duties as Committee members.

2. Committee members are entitled to reimbursement by the University, or as otherwise provided by the Plan, for reasonable expenses incurred personally in the conduct of their duties, in accordance with the expense payment procedures established by the University.

L. CODE OF CONDUCT POLICY

Each Committee member shall observe and be bound by the **Code of Conduct Policy**.

M. MEETING PROCEDURES

The Committees shall shall observe and be bound by the **Meeting Procedures Policy**.

N. AMENDMENT AND REVIEW OF GOVERNANCE POLICY

The Governance Committee shall review this policy at least annually, and upon review, if changes beyond those of an administrative or operational nature are believed to be appropriate, will recommend such changes to the Board.

The Board reserves the right to amend this Governance Policy. Committee members must be given notice of any change. A Committee does not have the authority to amend this Governance Policy, unless such an amendment is of a strictly administrative or operational nature, in which case the Governance Committee may amend the Policy and inform the Board in their next scheduled report. A Committee does not have authority to otherwise act in a way to alter the scope of the duties delegated to a Committee.

APPENDIX A
DUTIES OF THE
INVESTMENTS AND ADMINISTRATION COMMITTEE

1. Appoint a Trustee for the trust fund for the Plan (the "Trust Fund") and enter into a trust agreement for the performance of the duties set out in Section 15 of the Plan text.

2. Recommend to the Board a SIP&P and an RI Policy for the Plan, which satisfy the requirements of the PBSA, where applicable, and in accordance with these policies the IAC shall:

   (a) appoint and terminate investment managers, performance measurement services, consultants and such other service providers as are needed to ensure the efficient and prudent investment of the Trust Fund;

   (b) employ consultants and other service providers to conduct periodic asset/liability studies as it may deem necessary to ensure the appropriate asset allocation in the Trust Fund;

   (c) take such steps as are necessary to monitor investment performance and mandate compliance by the investment managers;

   (d) determine the materiality of, and approve temporary deviations from, the SIP&P and RI Policy in respect of asset mix ranges and allowable investments; and

   (e) no less frequently than once in every Plan year, review the SIP&P and RI Policy and either:

      (i) confirm to the Board the continued appropriateness of these policies; or

      (ii) recommend to the Board such amendments to these policies as it considers appropriate.

3. Approve administrative, operational, or otherwise immaterial amendments to the SIP&P and RI Policy. Determination of materiality may be made in consultation with the Chair of the Governance Committee.

4. On an annual basis, provide a report to the Governance Committee on the degree of success in meeting the mission and objectives of the Plan.

5. Report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

6. Appoint an Actuary to

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(a) at least triennially, conduct a review of the Plan's assets and liabilities, based on assumptions determined by the IAC in consultation with the Plan's actuary, and

(b) provide advice on actuarial matters and the adoption of mortality and other tables as necessary or appropriate for the operation of the Plan.

7. Subject to the approval of the Board, create reserves within the Trust Fund for any purpose.

8. Review and approve the annual report and financial statements including the findings of the auditor appointed by the Committee to express an opinion on the financial statements.

9. Make all annual returns and other filings with regulatory authorities in respect of the Plan.

10. Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.

11. Determine, from time to time, the necessity of fiduciary insurance for any members of the Committees, and if deemed necessary acquire and thereafter periodically review the terms of such insurance.

12. Employ and supervise such counsel and agents and obtain and supervise such clerical services as it may deem necessary or appropriate in carrying out the provisions of the Plan.

13. Interpret the provisions of the Plan and determine any questions arising under the Plan, or in connection with the investment, administration or operation thereof, including but not limited to:

(a) determining the eligibility of any employee to be or become a member of the Plan, and

(b) determining the credited service of any Plan member and computation of the amount of retirement benefit, or other sum, payable under the Plan to any person.

14. Subject to the approval of the Governance Committee and the Board, enter into reciprocal agreements on behalf of the University with sponsors of other registered pension plans.

15. Approve the format for Member annual statements.

16. Adopt and maintain policies related to Plan administration, as needed, including but not limited to:

(a) a Discretionary Fee Policy applicable to the administration of pension division and subject to applicable laws and regulations; and

(b) a Small Benefit Policy which shall be subject to applicable laws and regulations and which establishes the minimum amount of a benefit calculated under the provisions of this Plan below

which the benefit must be paid to the member in the form of a Commuted Value of that benefit and not in the form of a monthly pension;

17. Monitor compliance with the Communications Policy.

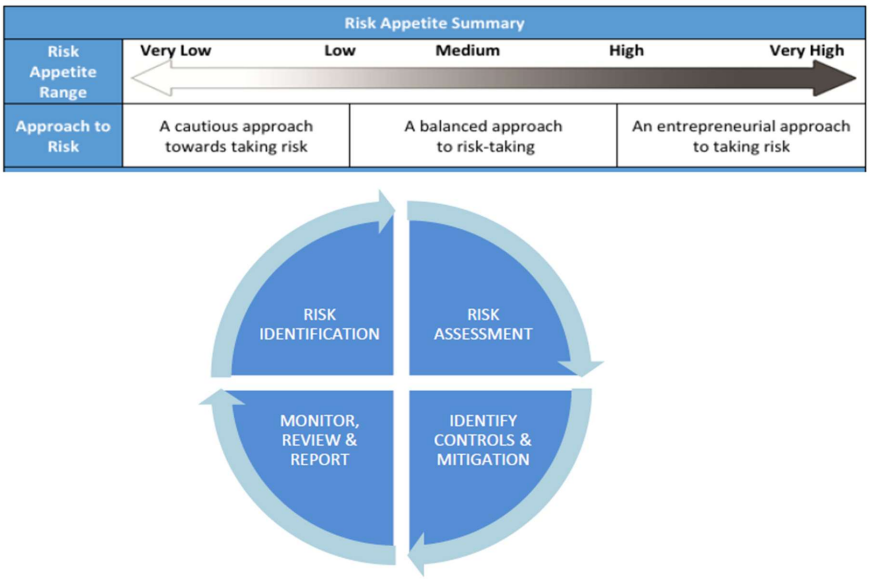
18. Adjudicate disputes involving plan beneficiaries in accordance with the Dispute Resolution Policy.

Appendix C contains a “Calendar of Activities” for the Investment and Administration Committee to use as guidance in fulfilling its duties.

APPENDIX B
RISK MANAGEMENT

1. Risk Management Framework

A Risk Management Framework has been developed for the Plan as represented in the following diagram:



Key Features are as follows:

a. **Identification of Risks**: Key potential risks will be documented, with an assessment of the risk appetite made for each category.

b. **Risk Assessment**: Each risk will be evaluated based on its likelihood of occurring and the potential impact if the risk occurs. A risk rating will then be given to identify where risks are believed to be low, medium or high.

c. **Controls and Mitigation Strategies**: Appropriate controls for the risk will be documented and measures developed and implemented where needed to mitigate identified risks.

d. **Monitoring and Review:** A Risk Register has been developed based on the framework described, which will be updated regularly and reviewed by the IAC and Governance Committees regularly (generally on a semi-annual basis) to ensure its effectiveness and relevance.

2. Key Risks

Key Risks for the Plan include:

- Funding Risk;
- Governance Risk;
- Investment Risk;
- Legal and Regulatory Risk; and
- Operational Risk.

The above risks, and the manner of addressing them, are detailed below:

a. **Funding Risk** – Funding risk is the risk that the Plan does not have sufficient assets to meet its liabilities. This is in part dependent upon the investments which are addressed in c. below, and in part dependent upon the liabilities. The interaction between the two should also be understood and managed. In addition, funding risk can increase if the actuarial assumptions and/or models used in valuations are inappropriate. Funding risk is managed as follows:

i. **Funding Policy:** Risks are identified and managed through the establishment of a Funding Policy that works in concert with the investment policy. The Funding Policy takes a long-term approach and addresses funding objectives, contribution strategy and associated matters.

ii. **Actuarial Valuations:** Statutory valuations explore funding on a going concern and solvency basis. These valuations are conducted at least every three years by a professionally qualified actuary with appropriate expertise, and review the Plan's demographic and other changes in comparison to the assumptions being made.

iii. **Investment Policies and Asset Mix/Liability Modelling:** The Plan's investment policies, as documented in the SIP&P, are determined by considering the liabilities they are funding. Asset mix studies and asset/liability modelling are also performed periodically (generally every 5-7 years) by professional, reputable consultants with appropriate expertise to ensure that asset allocation remains consistent with the Plan's goals and to ensure sustainability of the Plan and contribution levels.

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b. **Governance Risk –** This risk relates to gaps in the oversight of the Plan operation and management. It includes the Board's own operations, the skillset of Committee members, and potential conflicts of interest and the understanding of fiduciary duties. These risks are managed as follows:

i. **Committee Education** – A Committee Member Education Policy has been adopted to facilitate the education of Committee members. This policy operates in concert with a biennial skills assessment process to identify and address any skillset gaps on the Committees.

ii. **Committee Self-Assessment** – The Committees conduct periodic self-assessments to identify any areas of improvement for their operations and oversight.

iii. **Conflict of Interest** – A Code of Conduct has been established for the Committees to ensure that any actual or perceived conflicts are identified and managed appropriately. Orientation for Committee Members includes a review of fiduciary duty and all Plan policies.

iv. **Governance and administration review** – The Committees conduct a self-assessment of the governance and administration of the plan triennially.

v. **Regular meetings and reporting from Management** – The Board and Committees meet regularly to review various aspects of the Plan. Ongoing reporting is provided by Pension Services and Service Providers to the Committees, and by the Committees to the Board as set out in this and other policies.

c. **Investment Risk** – This is the risk that changes in the value of investments will negatively affect the Plan's returns and result in either additional contribution requirements or lower benefits than intended. Investments can rise and fall with market movements, interest rate changes, investor sentiment, currency changes, environment, social and governance ("ESG") and other factors. Liquidity, concentration and valuation risks are among other investment risks that must also be managed. Management of these risks is addressed within the Plan's Statement of Investment Policies and Procedures (SIP&Ps), and includes strategies such as diversification, investment limits/restrictions and careful monitoring. As noted in the SIP&Ps and in the Governance Policy, an Investment and Administration Committee has been established by the Board to meet with managers regularly and monitor the investments, managers and associated risks. In addition, the Board has established a Responsible Investing Policy to outline the Plan's commitment and approach to incorporating ESG factors into investment decisions.

The IAC has considered and set out its investment beliefs, to assist in determining the Plan's approach to the long-term management of the investments. These beliefs are included as an Appendix to the

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Plan's SIP&P and are reviewed and revised periodically to ensure they remain up to date and appropriate.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals.

d. **Legal and Regulatory Risk** – This is the risk that the Plan will not be administered in accordance with applicable legislation. It is managed by working with legal counsel and service providers with demonstrated pension expertise, by maintaining a positive relationship with the pension regulator and by ensuring individuals involved in the Plan, including the Pension Services department responsible for the majority of the day-to-day activities for the Plan, keep current with changes that may occur, through ongoing research and educational opportunities.

e. **Operational Risk** – This is the risk that deficiencies in the Plan's internal controls and processes will negatively affect the administration of the Plan and Plan Member benefits. Operational risks include areas such as cybersecurity, fraud, compliance and the possibility of human or automated errors in the detailed calculations involved in pension plans. These risks are managed as follows:

   i. **Dedicated Pension Services Office:** The University has created a dedicated Pensions Services Office to be responsible for the Plan's operations. Staff involved undergo extensive and ongoing training and are overseen by individuals who have been carefully selected with extensive experience in pension plan governance, management and administration.

      The Pension Office has its own policies, processes and procedures for use in areas such as preparing calculations, ensuring contributions are calculated and remitted accurately, ensuring benefits and expenses are paid accurately and communicating with members. Each calculation and payment involve a multi-layer peer review process, and independent audits of sample calculations are performed periodically by the Plan's actuary to ensure continued accuracy. Staff are kept up to date on new regulations and best practices through internal monitoring and research, and with the support of the Plan's actuary, consultants and legal counsel.

   ii. **Effective Governance and Oversight:** The Board and Committees monitor the Plan's operations and the Pension Services Office through regular meetings, reports and information sharing. Areas monitored by each Committee are set out in their terms of reference. The Board and Committees review information such as annual compliance reports, reports on ongoing plan activities and plan financial statements prepared by an independent auditor who also reviews key plan risks including fraud and investment activities. The Committees also actively participate in

activities such as formal service provider reviews and triennial plan assessments.

iii. **Information Technology and Systems**: In consideration of the extensive systems and tools required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the systems, tools and data involved.

Internally, the systems and tools are managed through ongoing monitoring and testing of systems in use. Pension Office infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department with whom the Pension Office works closely in this area.

Where external service providers are used in the provision of systems or tools, use and integration with UVic systems will be considered extensively upon implementation, with the involvement of University Systems where appropriate.

A component of Information and Systems risk involves cybersecurity management, addressed below.

iv. **Cybersecurity Management:**

In consideration of the extensive data, personal and financial information required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the information involved.

Internally, cybersecurity management includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The University Systems department is instrumental in managing the Plan's cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

External (third-party) service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, the Committees shall review an annual cybersecurity report (which commenced in 2024) addressing all entities involved in the administration of the Plan.

Any new systems are subject to a Privacy Impact Assessment ("PIA"), which is completed with UVic's Privacy Office. UVic also has a Protection of Privacy Policy (GV0235) to provide guidance where applicable in respect of UVic data used in the administration of the Plans.

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Deleted: In consideration of the extensive data, information and service providers used and required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the data and systems involved. This includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The Committee and Pension Services infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department. This department is instrumental in managing the Plan's cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

Deleted: Third-party service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, an annual cybersecurity report (commencing in 2024) is being developed addressing all entities involved in the administration of the Plan.

v. **Service Provider Oversight**: The Committees follow appropriate processes for retaining, monitoring and termination of service providers. This includes having formal contracts where appropriate, where roles, responsibilities and expectations are documented. Service providers are reviewed at least annually to ensure expectations are being met.

vi. **Plan Member Communications Policy:** Members' understanding of their pension benefit is critical to retirement outcomes and financial wellbeing. To manage this risk, a Plan Member Communications Policy has been established which outlines the approach and expectations with regards to member communication.

APPENDIX C
COMMITTEE CALENDAR OF ACTIVITIES

STAFF PENSION PLAN BOARD CALENDAR – GOVERNANCE COMMITTEE

University of Victoria

STAFF PENSION PLAN GOVERNANCE COMMITTEE *The SPP Governance Committee generally meets two times a year: One meeting in the Spring and one in the Fall.* *This schedule is for guidance purposes only. Dates may change.*	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
COMPLIANCE												
Annual Compliance Report				X								
Triennial Plan Assessment (2023)											X	
STRATEGY												
Strategic Plan Review (every 3-5 years) -last visited Nov 25, 2020				X								
Communications Plan for Year				X								
COMMITTEE REVIEWS												
Annual Skills Matrix Review											X	
Annual Committee Self-Evaluation				X								
Appointment of members to IAC or Advisory Committee *(as needed)*												
POLICY REVIEWS												
Annual Reviews:												
Governance Policy (2024)											X	
Funding Policy (2015)											X	
As Needed:												
Code of Conduct Policy (2013)				X							X	
Delegated Signing Authority Policy (2023)				X							X	
Dispute Resolution policy (2016)				X							X	

(continued)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Committee Member Education Policy (2023)				X							X	
Meetings Procedures policy (2016)				X							X	
Plan Member Communications Policy (2024)				X							X	
Records Mgmt & Retention Policy (2016)				X							X	
REPORTING												
Annual Cyber Security Report (Pension Svcs report to Gov. Committee)											X	
Risk Register				X							X	
Report to Board of Governors on compliance (at least annually) or other significant issues				X								
Receive IAC Report on degree of success				X							X	
Receive IAC Report on Actuarial Valuations or Asset/Liability Studies when completed				X							X	
OTHER												
As needed.				X							X	

STAFF PENSION PLAN BOARD CALENDAR - IAC

University of Victoria

STAFF PENSION PLAN INVESTMENT AND ADMINISTRATION COMMITTEE ("IAC") *The SPP IAC generally meets four times a year. This schedule is for guidance purposes only. Dates may change. Meetings may be held jointly with the UVic Pension Board where topics overlap.*												
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
INVESTMENT PERFORMANCE AND POLICY												
Quarterly Performance Review		X			X				X		X	
Annual Investment & RI Policy Reviews											X	
INVESTMENT MANAGER MEETINGS												
BCI – Global Equities		X										
BCI – ESG									X			
JP Morgan – Infrastructure (every 2 years)					X							
Macquarie – Infrastructure (every 2 years)					X							
PH&N – Fixed Income					X							
Pier 21/C WorldWide – Global Equities											X	
QuadReal – Real Estate									X			
Walter Scott – Global Equities											X	
FINANCIAL UPDATES												
Actuarial Valuations (min. every 3 years) (most recent as of Dec. 31, 2022)					X							
Audit Plan for Upcoming Year											X	
Audited Financial Statement Approval					X							
Budget Adoption (subj. to VPFO approval) and Mid-Year Review (w/ Oper. Update)		X							X			
COLA Update (Approval if Needed)											X	

(continued)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
COMMUNICATION UPDATES												
Annual Report Approval					X							
Communications Plan & Compliance with Policy		X										
ANNUAL COMMITTEE REVIEWS												
Annual Skills Matrix Review											X	
Annual Committee Self-Evaluation		X										
REPORTING												
Pension Services to IAC												
Annual Cyber Security Report											X	
Annual Service Provider Review											X	
Meeting Calendar for Upcoming Year											X	
Risk Register Review					X						X	
Trend Report for Prior Year					X							
IAC to Other												
Report to Board of Governors (min. semi-annually) on performance/compliance					X						X	
Report to Governance Committee (min. annually) on degree of success				X							X	
OTHER												
Review Annual Compliance Report		X									X	
Triennial Plan Assessment (2023)											X	
Discretionary Fee Policy (2024) (as needed)												
Small Benefit Policy (2016) (as needed)												
Other (as needed)												

UNIVERSITY OF VICTORIA
STAFF PENSION PLAN

STATEMENT OF INVESTMENT POLICIES AND P ROCEDURES

29 January 2001

Last Reviewed November 19 2025
Effective Date: February 3, 2026

TABLE OF CONTENTS Page

I – INTRODUCTION 3
A – Purpose of the Investment Policy 3
B – Nature of the Plan 3
C – Distinction of Responsibilities 4

II – ASSET MIX AND DIVERSIFICATION POLICY 5
A – Long Term Mission Statement 5
B – Risk Management 5
C – Combined Fund Primary Objective and Asset Mix Guidelines 6
D – Manager Rebalancing Guidelines 6
E – Asset Mix Ranges for the Active Managers 8
F – Foreign Currency Hedging 9
G – Responsible Investing 9

III – PERMITTED AND PROHIBITED INVESTMENTS 9
A – General Guidelines 9
B – Equities 10
C – Fixed Income - Bonds and Mortgages 10
D – Cash and Short-Term Investments 10
E – Real Estate 10
F – Infrastructure 10
G – Other Investments 10
H – Minimum Quality Requirements 11
I – Maximum Quantity Restrictions 11
J – Prior Permission Required 12
K – Securities Lending 12

IV – MONITORING AND CONTROL 13
A – Delegation of Responsibilities 13
B - Compliance 14
C – Performance Measurement 14
D – Monitoring and Rebalancing the Fund's Asset Mix 15
E – Reporting by the Investment Managers 16
F – Investment Policy Review 16

V – OTHER ISSUES 17
A – Conflicts of Interest 17
B – Related Party Transactions 17
C – Valuation of Securities Not Regularly Traded 18
D – Voting Rights 18
E – Directed Brokerage Commissions 18
F – Reasons for Terminating an Investment Manager 19

APPENDIX
A - Summary of Investment Beliefs
B - Compliance Reports
C - Current Managers
D - Legislative Constraints

I – INTRODUCTION

A – Purpose of the Investment Policy

The purpose of this investment policy (the Policy) is to provide a framework for management of the pension fund within levels of risk acceptable to the Staff Pension Plan Investment Committee (the Committee), which reports through the Finance Committee to the Board of Governors of the University.

A major goal of this policy statement is to establish ongoing communication between the Committee and the investment managers. Effective communication will contribute to the management of the portfolio in a manner that is consistent with market conditions and with the objectives of the Committee. Consultation between the parties will take the form of regular meetings supplemented, from time to time, by informal contact requested by the parties.

Restrictions listed in this policy are complementary to those that must be adhered to as specified within the Pension Benefits Standards Act (BC) and the Income Tax Act (Canada), as amended from time to time.

B – Nature of the Plan

In order to establish an appropriate Policy for the investment and administration of the Plan assets, it is important to understand the nature of the obligations that are being funded. Accordingly, this section of the Policy summarizes various aspects of the Plan that impact investment return requirements and risk tolerance.

The Plan is a contributory defined benefit pension plan. Its primary purpose is to provide retirement and related benefits for employees of the University of Victoria who are members of the Specialist/Instructional, Office and Technical, Maintenance and Food Services, Exempt and Other staffs. The assets of the Plan ("the Fund") include the Basic Plan and the Supplementary Retirement Benefit Account.

Contribution levels for the University and plan members are set every three years following the plan's actuarial valuation as per the provisions in the plan document. Supplementary contributions of 0.25% of salary for both the University and plan members, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.

The normal annual retirement benefit is years of credited service times 2% of the five-year final average earnings below final average YMPE for service prior to 1966, 1.65% for service from 1966 to December 1989, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI (Canadian Consumer Price Index) up to a maximum of 3.0% per annum.

The Plan is mature with a significant portion of retirees. Contributions are less than benefits in payment. Investment income is used to pay benefits. Asset mix needs to take investment risk to secure long term returns but also manage the need to pay benefits from investment income.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan's assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan's assets has been delegated to professional investment managers. Trusteeship and custody of the Plan's assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.

II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The investment goal of the fund is to pay retirement benefits in full and on time while keeping Plan contributions predictable and affordable. This means achieving a minimum annualized rate of return equal to or in excess of the actuarial discount rate and a pattern of return that maintains the stability of Employer and Member contributions, while also reducing the risks of Going Concern measures of funding falling below 100% (including provisions for adverse deviations) and Solvency measures of funding falling below 90%.

To achieve this long-term investment goal, the Fund has adopted an asset mix that has a return objective, with a majority allocation to return seeking assets and a fixed income allocation that manages risk with respect to liabilities and regulatory measures of funding.

B – Risk Management

Plan risks include the risk of underfunding:

(i) Long term investment returns lower than the long-term discount rate used to fund the Plan on a going concern basis;

(ii) Additional contributions required due to underfunding relative to a going concern or solvency measure of funding;

(iii) Member demographics or mortality experience (longevity) cause liabilities to be greater than expected.

There are also a variety of risks inherent in the investment strategy over a market cycle. These risks, that could change the value of the Plan's investments and impact returns, include:

(iv) Experienced returns are lower and experienced volatility higher than assumed when setting asset mix policy;

(v) Changes to the economic environment, including but not limited to economic growth, interest rates and inflation;

(vi) Other economic risks such as credit risk, currency or other market risks;

(vii) Climate risk and other Environmental, Social and Governance risks;

(viii) Liquidity risk could cause forced sales of assets below market value, prevents timely payment of benefits or cause higher fees and transaction costs;

(ix) Concentration risk could create loss due to excess exposure to a market, sector, corporation or other asset;

(x) The possibility that active management may not add value or may be negative.

Risks are considered when determining an appropriate investment strategy. Risks are mitigated through investing in a well-diversified portfolio of asset classes and managers. Both return and volatility will be considered when setting the asset mix, as well as volatility of the assets relative to the liabilities. Within the fixed income portfolio, risk is also managed with reference to the interest rate and liquidity characteristics of the liabilities.

The Committee regularly monitors investment performance including, but not limited to, managers, liquidity, economic environment and portfolio diversification. This document contains requirements for diversification, limits and restrictions to prevent concentration risks as well as various reporting requirements from managers to assist in oversight.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals and demographic changes are considered.

C – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Morgan Stanley Capital International World Net Index (the "MSCI World Net") (in Canadian dollars), the Custom Fixed Income Benchmark (a portfolio of fixed income assets designed to partially replicate the risk characteristics of the liabilities) and the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

The following table presents the total fund long-term benchmark and asset component ranges, based on market values.

COMBINED FUND – LONG-TERM BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	**Benchmark %**	**Maximum %**
Equities			
Global equities	27.5	37.5	47.5
Fixed Income	**25**	**35**	**45**
Custom Fixed Income*	20	*25*	*30*
Mortgages*	5	10	15
Alternatives			
Infrastructure/private equity	0	17.5	22.5
Real estate	0	10	15
TOTAL FUND		100	

*The Custom Fixed Income Mandate is described later in this policy, and within a separate Letter of Direction. This Custom Fixed Income Mandate may include some exposure to mortgages, but the exposure is expected to be relatively small and will not be included in the measurement of the explicit Mortgages allocation shown in this table.

The allocation and associated ranges shown in this table represent long-term targets for the Fund. As infrastructure and mortgage investment commitments can take some time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in this asset class during the applicable measurement period. In addition, it is acceptable if allocations are outside of the long-term ranges during the transition period.

D – Manager Rebalancing Guidelines

The Fund is managed under several mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund's investment managers where rebalancing is possible (i.e., all managers except the Infrastructure Managers).

MANAGER REBALANCING GUIDELINES – LONG-TERM (% of Market Value – excluding Infrastructure assets)			
Manager*	**Minimum %**	**Target %**	**Maximum %**
Custom Fixed Income Manager**	24	30	36
Mortgage Manager**	10	12	15
Equity Manager A	10	14	18
Equity Manager B	14	18	22
Equity Manager C	10	14	18
Real Estate Manager	6	12	18

* Refer to Appendix C for current managers.
** The Custom Fixed Income Mandate is described later in this policy, and within a separate Letter of Direction. This Custom Fixed Income Mandate may include some exposure to mortgages, but the exposure is expected to be relatively small and will not be included in the measurement of the explicit Mortgages allocation shown in this table.

The allocation and associated ranges shown in this table represent long-term targets for the Fund. As infrastructure and mortgage investment commitments can take some time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in this asset class during the applicable measurement period. In addition, it is acceptable if allocations are outside of the long-term ranges during the transition period.

Implementation of the rebalancing is the responsibility of the University, specifically the Pension Services Department.

Procedures

General

The Fund will be managed to maintain sufficient liquidity to fund benefit payment outflows or other obligations for the Plan as needed. Consideration will be given to liquidity needs when structuring the portfolios for the Fund.

The rebalancing guidelines are intended to assist in managing the asset mix. Neither rebalancing for market fluctuations, nor allocation of new cash flow, will be used as a method to reward or express dissatisfaction with manager performance. Manager performance is a long-term measure and will be dealt with during manager performance reviews.

Regular monthly cash-flows will generally be directed to and from the Custom Fixed Income Manager. This process may cause the fixed income allocation to drift above or below its target, in which case Pension Services may use its discretion to bring the allocation closer to its target by transferring funds between managers as appropriate.

Allocations will be reviewed at least quarterly, to determine if holdings (expressed as a percentage of all liquid assets) are outside the ranges shown in Table II(D). If it is determined that this is true, holdings shall be rebalanced by cash transfers between Managers to bring the allocations approximately to the point that is halfway between the range limit (either minimum or maximum) and the Target in that same table.

The proposed rebalancing may be modified or cancelled at any time at the discretion of the Executive Director, Pensions and Plan Governance or delegate in unique circumstances if market forces have moved the portfolio weights such that the restructuring is no longer deemed to be appropriate. If such a situation arises, it will be reported to the Committee at the next Committee meeting.

Rebalancing to (from) the Custom Fixed Income Manager may also be initiated in response to an increase (decrease) needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate.

Custom Fixed Income

The Custom Fixed Income Manager is responsible for rebalancing the Custom Fixed Income allocation based on the Plan liability cashflows according to the procedures and limits set out in the Letter of Direction for the Custom ("LDC") Fixed Income Mandate and has discretion to determine allocations to each fund mandate therein as described below.

E – Asset Mix Ranges for the Active Managers

Custom Fixed Income Mandate

The Custom Fixed Income Manager determines allocations to each fixed income fund identified in the LDC with consideration given to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.

The Custom Fixed Income Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark. Procedures for determining a Custom Fixed Income Benchmark, risk limits and permitted funds are set out in the Letter of Direction for the Custom Fixed Income Mandate.

The Letter of Direction for the Custom Fixed Income Mandate gives the Custom Fixed Income Manager discretion to determine allocations to a list of permitted funds according to the characteristics of the Custom Fixed Income Benchmark and the Plan's cashflows.

Changes in economic conditions that lead to changes in the Plan's regulatory funding metrics may require targets within the Letter of Direction for the Custom Fixed Income Mandate to be reviewed. Any updates to the Custom Fixed Income Mandate will be communicated to the Board at the next Board meeting following the change.

Equity, Real Estate, and Infrastructure Managers

The following tables present the asset mix policy for the Real Estate Manager(s) and the aggregate of the Plan's Global Equity Managers. These limits are included to ensure that the Combined Fund asset mix remains within the ranges established in Section II.C above.

GLOBAL EQUITY MANAGERS			
	Minimum %	**Benchmark* %**	**Maximum %**
Global equities**	90	100	100
Short term investments	0	0	10
TOTAL		100	

Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves. Individual manager policies on maximum short-term investments will vary. Manager compliance reports shall reflect the manager's individual policy limit. The aggregate limit will be monitored by the investment consultant.

* Effective 1 July 2005

** Global equities may include exposure to Emerging Market equities at the Manager's discretion, but not as an explicit allocation. Individual manager policies will contain limits to this exposure, as reflected in the Manager compliance reports.

REAL ESTATE MANAGER			
	Minimum %	**Benchmark* %**	**Maximum %**
Real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	

Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.

* Effective 1 October 2007

F – Foreign Currency Hedging

The Custom Fixed Income Manager, the Global Equity Managers, the Real Estate Manager and the Infrastructure Managers will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the global equity exposure associated with the Infrastructure Managers will be hedged where cashflow is a larger component of return and currency hedging services are offered. If an Infrastructure Manager does not offer currency hedging services or is more return focused than cashflow focused the foreign currency exposure will not be hedged.

G - Responsible Investing

The Board has adopted a Responsible Investment Policy that outlines and provides details on its beliefs, commitments and approach to responsible investing. As stated in that Responsible Investment Policy, the Board and Committee believe that:

a) The integration of material ESG factors into investment decisions supports risk management, aligns with its fiduciary responsibilities, and can enhance long-term financial performance and returns;
b) There is a responsibility to support society and key systems, like the climate and economy, that long-term returns depend on. Climate change is a material risk to the Plan, and addressing it, when aligned with fiduciary duties, recognizes that investment returns are closely tied to the health and stability of society;
c) Selecting investment managers who incorporate ESG analysis to identify systemic, long-term, and unpriced risks as well as value-creation opportunities is a priority;
d) Stewardship supports the preservation and enhancement of long-term value; and
e) Ongoing dialogue with external managers and investee companies helps embed sustainability into their values, behaviours, and ways of working across the organization. This approach can be effective at driving long-term positive change.

In the event of any conflict or inconsistency between the following policies, the order of precedence will be: (1) this Statement of Investment Policies and Procedures, (2) the Responsible Investment Policy.

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

With the approval of the Committee, the investment managers may hold any part of the portfolio in one or more pooled or commingled funds managed by the investment managers, provided that such pooled funds are expected to be operated within constraints reasonably similar to those described in this Mandate. It is recognized by the Committee that complete adherence to this Mandate may not be entirely possible; however, the investment managers are expected to advise the Committee in the event that material changes are made to the investment policy of a pooled fund. In the event of a material change, the investment manager shall disclose the change to the Committee.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Equities

- common and convertible preferred stock, listed on a recognized exchange
- debentures convertible into common or convertible preferred stock
- rights, warrants and special warrants for common or convertible preferred stock
- installment receipts, American Depository Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)

C – Fixed Income - Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian, U.S and foreign government and corporate issuers
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- Asset-backed securities
- Convertible bonds and loans
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H
- The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps, and repurchase agreements.
- Derivatives should only be used to:
    - Manage interest rate risk and foreign currency exposure

D – Cash and Short-Term Investments

- cash on hand and demand deposits
- treasury bills issued by Canadian federal and provincial governments and their agencies or foreign governments
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers' acceptances
- commercial paper and term deposits
- repurchase agreements

E – Real Estate

- Real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings
- real estate securities including trust units, shares in real estate related companies, and debt

F – Infrastructure

Domestic or foreign infrastructure assets as defined by investment manager(s), either full or partial ownership.

G – Other Investments

- investments in open-or closed-ended pooled funds provided that the assets of such funds are permissible investments under the Policy
- deposit accounts of the custodian can be used to invest surplus cash holdings
- the fund may use derivatives for risk management purposes, including currency and interest rate risk management
    - permissible derivatives include options, futures, forwards and swaps
- exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;
- such instruments are not used for speculative purposes or on a leveraged basis; and
- all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.

H –Minimum Quality Requirements

Within the investment restrictions for a manager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

- in general, the minimum quality standard for individual bonds and debentures and asset-backed securities is "BBB" or equivalent as rated by a recognized bond rating agency, at the time of purchase (includes all sub-rating levels within the overall "BBB" rating)
- bonds rated "BB" and below ("high yield" bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short-term investments is "R-1 Low" or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- the amount of any mortgage loan within the Custom Fixed Income Mandate may not exceed 75% of the appraised value, at the time of purchase
- the amount of any mortgage loan within the Mortgage Mandate may not exceed 85% of the appraised value, at the time of purchase (100% if CMHC insured)
- the leverage on overall real estate holdings is not to exceed 55% of the value of the overall real estate portfolio

I – Maximum Quantity Restrictions
The following restrictions are to be respected:

Equities (market value)
- no one equity holding shall represent more than 10% of the total equities for a manager
- no one equity holding shall represent more than 30% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Custom Fixed income Portfolio

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of the Custom Fixed Income portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- Bonds rated "BB+" and below may not be purchased if the purchase would raise the "BB+" and lower holdings to more than 25% of the market value of the Custom Fixed Income portfolio
- up to 25% of the market value of the Custom Fixed Income portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 30% of the market value of the Custom Fixed Income portfolio shall be invested in securities denominated in currencies other than Canadian dollars

Mortgage Portfolio

- no more than 10% of the assets managed by the Mortgage Manager shall be held in any single conventional mortgage
- no more than 20% of the total market value in loans made to the same borrower or group of affiliated borrowers
- second or other subordinated debt 15% maximum
- no more than 15% of the portfolio is to be invested in high ratio loans
- no more than 20% of the portfolio is to be invested in high ratio and second or other subordinated loans on a combined basis
- no foreign pay mortgages
- no more than 10% of the portfolio is to be invested in short term investments

Pooled Fund/Limited Partnership Investments

- an investment by the Fund in a single pooled fund or limited partnership should not exceed 10% of the market value of that fund or partnership unless provision has been made to transfer assets out of the fund or partnership "in kind"

J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,
- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- direct investments in bonds of foreign issuers that are not held in pooled funds
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.

IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan's assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on material or strategic investment policy amendments, while administrative or operational amendments to the investment policy may be made by the Committee. In addition, the Committee appoints and terminates investment managers and other service providers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The managers will:

- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- integrate ESG issues into their investment decision-making process as governed by the investment manager's ESG policy, if available. ESG considerations will be implemented in a manner that supports the efficient investment of the Plan's assets to achieve its investment return objectives, which are in the best financial interests of the Plan's current and future beneficiaries,
- provide the Committee or its delegates with annual disclosure on ESG practices and metrics where available, in line with the Plan's Responsible Investment Policy, including items such as (i) the processes by which ESG factors are incorporated into the investment decision making process; (ii) information on how they engage with corporations to improve ESG practices, including proxy voting reports and policies; and (iii) information on actions being taken, and metrics where available, relating to climate change and the reduction of greenhouse gas emissions
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies, key risks in the mandate(s) and the management thereof, and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:

- provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmarks indices and universe.
- maintain safe custody over the assets of the Fund,
- execute the instructions of the Sponsor, as delegated to any manager appointed to manage the assets of the Fund, and
- record income and provide monthly financial statements to the Sponsor as required.

The actuary will:

- provide actuarial valuations of the Plan as required, and
- provide advice to the Board of Governors on any matters relating to plan funding and contribution rates.

The investment consultant will:

- meet with the Committee as required and provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmark indices and universe,
- consolidate quarterly manager compliance reports for the Committee, identifying any non-compliances for managers individually and in aggregate,
- provide the Committee with commentary on manager performance, key risks and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan,
- prepare and deliver to the Committee an annual report on the Fund and the Managers' performance, including key risks to which the Fund is exposed and adherence to the Plan's Responsible Investment Policy.

The Pension Services Department, or other individuals as may be delegated by the Plan's governance policy, will:

- prepare the agenda and minutes for each meeting of the Committee,
-
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month's custody report and direct the Plan custodian to transfer cash between managers if a manager's range is breached and a reallocation is determined to be appropriate,
- prepare annual financial statements together with other University staff as appropriate, and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the managers.

The auditor will

- audit and prepare an auditor's report on the financial statements of the Plan as prepared by the Pension Services.

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:

- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

LONG-TERM COMBINED FUND BENCHMARK*	
MSCI World Net Index (Cdn. $)	37.5
FTSE Canada Universe Bond Index	5
FTSE Canada 20+ Strips	20
FTSE Canada Short Term Bond Index + 1%	10
CPI plus 4% per annum	10
CPI plus 5% per annum	17.5
	100%

* This benchmark represents the long-term benchmark for the Fund. As infrastructure and mortgage investment commitments can take time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in the applicable asset class during the applicable measurement period.

Active Manager Benchmarks

The benchmark portfolio consists of the following benchmark total returns weighted as indicated:

CUSTOM FIXED INCOME MANAGER BENCHMARK*	
Custom Fixed Income Benchmark**	100%

* effective 1 July 2022

** Custom Fixed Income Benchmark is agreed upon by the Investment Consultant, Pension Services team and the Custom Fixed Income Manager, and documented in the LDC. The primary goal of this benchmark is to mitigate interest rate risk relative to the Plan's liabilities using a target hedge ratio approach.

MORTGAGE MANAGER BENCHMARK*	
FTSE Canada Short Term Bond Index + 1%	100%

* effective date TBD

GLOBAL EQUITY MANAGER BENCHMARK*	
MSCI World Net Index (Cdn. $)	100%

* effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

* effective 30 November 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

* effective 1 April 2008

The benchmark performance objectives for the active managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

Global equities	=	MSCI World Net Index (Cdn. $) + 1.00% net of fees
Fixed Income	=	Custom Fixed Income Portfolio
Mortgages	=	FTSE Canada Short Term Bond Index plus 1% per annum (temporary until mortgage mandate finalized)
Real estate	=	CPI + 4%
Infrastructure	=	CPI + 5%

The market indices referred to in this section may be changed to match the specific investment mandates for the investment managers selected to manage the portfolio, recognizing that at all times the Fund must be managed in accordance with the asset mix guidelines and permitted and prohibited investments set out in Sections II and III above.

D – Monitoring and Rebalancing the Fund's Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension Services Department shall monitor the asset mix on a quarterly basis. Subject to the rebalancing guidelines and procedures in Section II.D, the Pension

Services will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

E – Reporting by the Investment Managers

On a calendar quarterly basis, the manager will provide a performance report and a strategy review for the portfolio under management.

Also, with the exception of the Infrastructure Managers, the managers are required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager's portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee or its delegate. Report formats for the compliance reports are included under the appendix.

In the event that a manager is not in compliance with this Policy, the Manager is required to advise the Committee or its delegate immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the manager believes the Asset Mix Guidelines or Letter of Direction for the Custom Fixed Income Mandate are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee or its delegate that a change in guidelines is desirable and the reasons therefore.

The manager should advise the Committee or its delegate immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund's investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies.

F – Investment Policy Review

This Policy may be reviewed and revised at any time, but it must be formally reviewed by the Committee at least once in every calendar year. A more detailed study of the asset allocation will be undertaken following an actuarial valuation.

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the "Affected Persons").

An "agent" is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

(a) The securities of the related party are held in an investment fund or segregated fund in which investors other than the administrator and its affiliates may invest. The investment fund or segregated fund holding the securities of the related party must comply with certain legislative quantitative limits; or

(b) The transaction can be considered nominal or immaterial to the Plan. To the extent that applicable legislation permits related party transactions which are nominal or immaterial to the Plan, a transaction shall be considered nominal or immaterial if it involves an amount equal to less than 1% of the market value of the Plan. In assessing whether the value of a transaction is nominal or immaterial, two or more transactions with the same related party shall be considered as a single transaction; or

(c) The transaction is i) for the operation and administration of the Plan, ii) under terms and conditions not less favorable to the Plan than market terms and conditions and iii) does not involve the making of loans to, or investments in, the related party.

For the purposes of these guidelines, related parties are defined as:

(d) Committee members or such person or firm as may, from time to time, be employed by the Committee, for the purpose of assisting the Committee with the administration of the Plan;
(e) an individual Committee member;
(f) a person responsible for holding or investing the assets of the Plan, or any officer, director or employee thereof;
(g) An association or union representing the employees of the employer or an officer or employee thereof;
(h) An employee who participates in the Plan, or an employee, officer or director thereof;
(i) a Member of the Plan;
(j) a person who directly or indirectly holds, or together with the spouse or a child of the person holds, more than 10% of the voting shares, carrying more than 10% of the voting rights attached to all voting securities of a participating employer, if a participating employer is a corporation;
(k) the spouse or child of any person referred to in any of paragraphs d) to j);
(l) a corporation that is directly or indirectly controlled by a person referred to in any of paragraphs d) to i);
(m) an entity in which a person referred to in paragraph d), e), f), or j), or the spouse or a child of such person, has a substantial investment; or
(n) an entity that holds a substantial investment in a participating employer.

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C – Valuation of Securities Not Regularly Traded

The following principles will apply for the independent valuation of investments that are not traded regularly. Managers of non-regularly traded assets are expected to value investments as follows:

- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis at least once a year; and
- infrastructure; on a fair value basis (using appraisals) at least once a year.

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager's instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan's behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute

F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager's services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -

APPENDICES

Appendix A -
Staff Pension Plan
Investments & Administration Committee
Summary of Investment Beliefs

Investment beliefs codify investment practices to educate new trustees and remind current board members why a certain practice was initiated.

1. CURRENCY HEDGING

Over the long term, the Staff Plan Investments & Administration Committee believes investment returns are not materially affected by currency fluctuations; however, short term variability of returns can arise from these positions.

Currency risk is introduced to the portfolio by owning foreign assets that can positively and negatively affect the portfolio in the short term; however, there is not an expected return difference in the long term. The current practice of evaluating global equity managers holistically, including their ability to manage foreign asset currency decisions, should be continued.

The cost savings and diversification benefits of not hedging currency positions outweigh the transaction costs and currency certainty of passively hedging. For infrastructure equity, where regular cashflow is a larger component of return, strategic currency hedging can be implemented at the portfolio level if it can be done in a cost-effective manner to mitigate overall portfolio volatility from foreign currency-denominated investments.

This belief should be revisited if the Fund's foreign currency exposure (currently 40% global equities and 15% infrastructure(7.5% of which is currently hedged)) is changed.

2. PORTFOLIO MANAGEMENT

- **Active versus Passive investment management**
  Active investment management will add value relative to its benchmark net of fees.

  The committee believes that active management will add value over and above the fund benchmark and that investing passively through market indexes cannot, with confidence, generate the superior risk-adjusted returns.

- **Specialist versus balanced mandates**
  The committee is in the best position to determine the asset allocation and select investment managers to implement each mandate.

  In the long run, evidence has shown that specialist investment managers for each asset class is best practice and that balanced fund investment managers cannot consistently add value though tactical asset allocation.

- **Number of mandates within an asset class**
  The number of mandates within an asset class should be dictated by the size of the mandate, the size of the investable universe and the ability to achieve the diversification benefits within an asset class with multiple managers.

  In order to optimize the effects of active management and take advantage of lower fees, we believe having one mandate per asset class is optimal unless there is a compelling reason otherwise (i.e. infrastructure).

- **Diversification**
  Diversification is a core portfolio management strategy.

  The committee believes prudent diversification of investments improves portfolio risk and return characteristics.

3. RESPONSIBLE INVESTING

The Board has adopted a Responsible Investment Policy that outlines and provides details on its beliefs, commitments and approach to responsible investing. As stated in that Policy, the Board and Committee believe that:

a) The integration of material ESG factors into investment decisions supports risk management, aligns with its fiduciary responsibilities, and can enhance long-term financial performance and returns;

b) There is a responsibility to support society and key systems, like the climate and economy, that long-term returns depend on. Climate change is a material risk to the Plan, and addressing it, when aligned with fiduciary duties, recognizes that investment returns are closely tied to the health and stability of society;

c) Selecting investment managers who incorporate ESG analysis to identify systemic, long-term, and unpriced risks as well as value-creation opportunities is a priority;

d) Stewardship supports the preservation and enhancement of long-term value; and

e) Ongoing dialogue with external managers and investee companies helps embed sustainability into their values, behaviours, and ways of working across the organization. This approach can be effective at driving long-term positive change.

APPENDIX B

COMPLIANCE REPORTS

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PH&N FIXED INCOME MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
Custom Fixed Income Mandate			
Monitor a Target Hedge Ratio		Target Hedge Ratio is monitored within an allowable range [fill in details as appropriate for the period from the LDC] *e.g. +/-7% vs a target of 35%*	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market		
	- Diversification	Max 10% of the market value of an equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
BONDS*	- Quality	Min "BBB" at the time of purchase	
		"BB and below permissible as part of diversified pool at the time of purchase	
		Max 5% unrated securities	
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.	
		Except for federal or provincial, max 10% of a bond issue	
		Max 25% of bond portfolio market value in bonds rated "BB+" or below	
		Max 25% in high yield bonds	
	- Foreign Pay	Max 30% of market value of bond portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps and repos. Derivatives should only be used to: • Create and maintain the LDI Portfolio's overlay strategy; • Manage interest rate risk and foreign currency exposure	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

_____ _____

Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER A)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		90 - 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 10% exposure to Emerging Market Equities.		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		Currency futures and forward currency exchange contracts for defensive purposes, exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided; - such instruments are not used for speculative purposes or on a leveraged basis; and - all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

_____ _____

Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
WALTER SCOTT GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER B)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		95 - 100	
SHORT TERM & CASH		0 – 5%	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 15% exposure to Emerging Market Equities.		
	- Diversification	Max 5% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 5% of the voting or public float stock of any corporation	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

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Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PIER 21 (FUND SUB-ADVISED BY C WORLDWIDE) GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER C)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH
		%	YES/NO*
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		80 - 100	
SHORT TERM & CASH		0 – 20%	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 20% exposure to Emerging Market Equities.		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee or its delegate	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

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Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
REAL ESTATE		90 – 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
REAL ESTATE	Global real estate partial or full ownership Global real estate-related securities		
	- Leverage	Max 55% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 low" rating	
DERIVATIVES		Permitted Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes: i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index. ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies. iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies. iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by	

		allowing instantaneous implementation of the shift through derivatives. v. To hedge the Plan's exposure to a specific foreign currency for defensive purposes. vi. Their use through participation in BCI pooled funds as expressly permitted by the investment policies of those pooled funds.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

_____ _____
Signature and Title Company Name

Appendix C
Current Managers as of SIPP Effective Date

Manager Category	Manager(s)	Mandate
Custom Fixed Income Manager	PH&N	Custom Fixed Income
Mortgage Manager	TBD	Mortgages
Equity Manager A	BCI	Global Equities
Equity Manager B	Walter Scott	Global Equities
Equity Manager C	Pier 21 (Sub-advised by C WorldWide)	Global Equities
Real Estate Manager	BCI/QuadReal	Real Estate
Infrastructure Managers	Macquarie	Infrastructure - Core+/Value Add - 7.5% target allocation
	JP Morgan	Infrastructure - Core - 10% target allocation

Managers Released from Providing Quarterly Compliance Reports

Managers:	Manager Mandate	Date of Approval
Macquarie	Infrastructure	December 4th, 2017
JP Morgan	Infrastructure	December 4th, 2017

Appendix D
Legislative Constraints

Pension Benefits Standards Act (BC) Constraints

The Regulations to the PBSA (BC) state that investments must be made in accordance with the investment policy of the plan and Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada), SOR/87-19, as amended from time to time.

Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints

The quantitative rules in Schedule III to the Federal PBSA Regulations include:

1.	Maximum investment in one company's securities	10% of the market value of the Fund
2.	Maximum proportion of the voting shares of any company	30%

Income Tax Act (Canada) and Canada Revenue Agency Constraints

1. No money is to be borrowed by the Fund, except for the purpose of acquiring real property or occasionally for 90 days or less as provided in Income Tax Regulation 8502(i).

2. No prohibited investment (see Income Tax Regulation 8514) may be purchased, such as the securities of a participating employer, if the shares of that employer are not listed on a designated stock exchange.

UNIVERSITY OF VICTORIA
STAFF PENSION PLAN

STATEMENT OF INVESTMENT POLICIES AND PROCEDURES

29 January 2001

Last Reviewed November 19 2025
Effective Date: February 3, 2026

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TABLE OF CONTENTS Page

I – INTRODUCTION 3
A – Purpose of the Investment Policy 3
B – Nature of the Plan 3
C – Distinction of Responsibilities 4

II – ASSET MIX AND DIVERSIFICATION POLICY 5
A – Long Term Mission Statement 5
B – Risk Management 5
C – Combined Fund Primary Objective and Asset Mix Guidelines 6
D – Manager Rebalancing Guidelines 6
E – Asset Mix Ranges for the Active Managers 8
F – Foreign Currency Hedging 9
G – Responsible Investing 9

III – PERMITTED AND PROHIBITED INVESTMENTS 9
A – General Guidelines 9
B – Equities 10
C – Fixed Income - Bonds and Mortgages 10
D – Cash and Short-Term Investments 10
E – Real Estate 10
F – Infrastructure 10
G – Other Investments 10
H – Minimum Quality Requirements 11
I – Maximum Quantity Restrictions 11
J – Prior Permission Required 12
K – Securities Lending 12

IV – MONITORING AND CONTROL 13
A – Delegation of Responsibilities 13
B - Compliance 14
C – Performance Measurement 14
D – Monitoring and Rebalancing the Fund's Asset Mix 15
E – Reporting by the Investment Managers 16
F – Investment Policy Review 16

V – OTHER ISSUES 17
A – Conflicts of Interest 17
B – Related Party Transactions 17
C – Valuation of Securities Not Regularly Traded 18
D – Voting Rights 18
E – Directed Brokerage Commissions 18
F – Reasons for Terminating an Investment Manager 19

APPENDIX
A - Summary of Investment Beliefs
B - Compliance Reports
C - Current Managers
D - Legislative Constraints

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I – INTRODUCTION

A – Purpose of the Investment Policy

The purpose of this investment policy (the Policy) is to provide a framework for management of the pension fund within levels of risk acceptable to the Staff Pension Plan Investment Committee (the Committee), which reports through the Finance Committee to the Board of Governors of the University.

A major goal of this policy statement is to establish ongoing communication between the Committee and the investment managers. Effective communication will contribute to the management of the portfolio in a manner that is consistent with market conditions and with the objectives of the Committee. Consultation between the parties will take the form of regular meetings supplemented, from time to time, by informal contact requested by the parties.

Restrictions listed in this policy are complementary to those that must be adhered to as specified within the Pension Benefits Standards Act (BC) and the Income Tax Act (Canada), as amended from time to time.

B – Nature of the Plan

In order to establish an appropriate Policy for the investment and administration of the Plan assets, it is important to understand the nature of the obligations that are being funded. Accordingly, this section of the Policy summarizes various aspects of the Plan that impact investment return requirements and risk tolerance.

The Plan is a contributory defined benefit pension plan. Its primary purpose is to provide retirement and related benefits for employees of the University of Victoria who are members of the Specialist/Instructional, Office and Technical, Maintenance and Food Services, Exempt and Other staffs. The assets of the Plan ("the Fund") include the Basic Plan and the Supplementary Retirement Benefit Account.

Contribution levels for the University and plan members are set every three years following the plan's actuarial valuation as per the provisions in the plan document. Supplementary contributions of 0.25% of salary for both the University and plan members, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.

The normal annual retirement benefit is years of credited service times 2% of the five-year final average earnings below final average YMPE for service prior to 1966, 1.65% for service from 1966 to December 1989, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI (Canadian Consumer Price Index) up to a maximum of 3.0% per annum.

The Plan is mature with a significant portion of retirees. Contributions are less than benefits in payment. Investment income is used to pay benefits. Asset mix needs to take investment risk to secure long term returns but also manage the need to pay benefits from investment income.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan's assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan's assets has been delegated to professional investment managers. Trusteeship and custody of the Plan's assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.

II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The investment goal of the fund is to pay retirement benefits in full and on time while keeping Plan contributions predictable and affordable. This means achieving a minimum annualized rate of return equal to or in excess of the actuarial discount rate and a pattern of return that maintains the stability of Employer and Member contributions, while also reducing the risks of Going Concern measures of funding falling below 100% (including provisions for adverse deviations) and Solvency measures of funding falling below 90%.

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To achieve this long-term investment goal, the Fund has adopted an asset mix that has a return objective, with a majority allocation to return seeking assets and a fixed income allocation that manages risk with respect to liabilities and regulatory measures of funding.

B – Risk Management

Plan risks include the risk of underfunding:

(i) Long term investment returns lower than the long-term discount rate used to fund the Plan on a going concern basis;

(ii) Additional contributions required due to underfunding relative to a going concern or solvency measure of funding;

(iii) Member demographics or mortality experience (longevity) cause liabilities to be greater than expected.

There are also a variety of risks inherent in the investment strategy over a market cycle. These risks, that could change the value of the Plan's investments and impact returns, include:

(iv) Experienced returns are lower and experienced volatility higher than assumed when setting asset mix policy;

(v) Changes to the economic environment, including but not limited to economic growth, interest rates and inflation;

(vi) Other economic risks such as credit risk, currency or other market risks;

(vii) Climate risk and other Environmental, Social and Governance risks;

(viii) Liquidity risk could cause forced sales of assets below market value, prevents timely payment of benefits or cause higher fees and transaction costs;

(ix) Concentration risk could create loss due to excess exposure to a market, sector, corporation or other asset;

(x) The possibility that active management may not add value or may be negative.

Risks are considered when determining an appropriate investment strategy. Risks are mitigated through investing in a well-diversified portfolio of asset classes and managers. Both return and volatility will be considered when setting the asset mix, as well as volatility of the assets relative to the liabilities. Within the fixed income portfolio, risk is also managed with reference to the interest rate and liquidity characteristics of the liabilities.

The Committee regularly monitors investment performance including, but not limited to, managers, liquidity, economic environment and portfolio diversification. This document contains requirements for diversification, limits and restrictions to prevent concentration risks as well as various reporting requirements from managers to assist in oversight.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals and demographic changes are considered.

C – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Morgan Stanley Capital International World Net Index (the "MSCI World Net") (in Canadian dollars), the Custom Fixed Income Benchmark (a portfolio of fixed income assets designed to partially replicate the risk characteristics of the liabilities) and the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

The following table presents the total fund long term benchmark and asset component ranges, based on market values.

COMBINED FUND – LONG-TERM BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	**Benchmark %**	**Maximum %**
Equities			
Global equities	27.5	37.5	47.5
Fixed Income	**25**	**35**	**45**
Custom Fixed Income*	20	25	30
Mortgages*	5	10	15
Alternatives			
Infrastructure/private equity	0	17.5	22.5
Real estate	0	10	15
TOTAL FUND		100	

*The Custom Fixed Income Mandate is described later in this policy, and within a separate Letter of Direction. This Custom Fixed Income Mandate may include some exposure to mortgages, but the exposure is expected to be relatively small and will not be included in the measurement of the explicit Mortgages allocation shown in this table.

The allocation and associated ranges shown in this table represent long-term targets for the Fund. As infrastructure and mortgage investment commitments can take some time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in this asset class during the applicable measurement period. In addition, it is acceptable if allocations are outside of the long-term ranges during the transition period.

D – Manager Rebalancing Guidelines

The Fund is managed under several mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund's investment managers where rebalancing is possible (i.e., all managers except the Infrastructure Managers).

MANAGER REBALANCING GUIDELINES – LONG-TERM (% of Market Value – excluding Infrastructure assets)			
Manager*	**Minimum %**	**Target %**	**Maximum %**
Custom Fixed Income Manager**	24	30	36
Mortgage Manager**	10	12	15
Equity Manager A	10	14	18
Equity Manager B	14	18	22
Equity Manager C	10	14	18

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Real Estate Manager	6	12	18

* Refer to Appendix C for current managers.

** The Custom Fixed Income Mandate is described later in this policy, and within a separate Letter of Direction. This Custom Fixed Income Mandate may include some exposure to mortgages, but the exposure is expected to be relatively small and will not be included in the measurement of the explicit Mortgages allocation shown in this table.

The allocation and associated ranges shown in this table represent long-term targets for the Fund. As infrastructure and mortgage investment commitments can take some time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in this asset class during the applicable measurement period. In addition, it is acceptable if allocations are outside of the long-term ranges during the transition period.

Implementation of the rebalancing is the responsibility of the University, specifically the Pension Services Department.

Procedures

General

The Fund will be managed to maintain sufficient liquidity to fund benefit payment outflows or other obligations for the Plan as needed. Consideration will be given to liquidity needs when structuring the portfolios for the Fund.

The rebalancing guidelines are intended to assist in managing the asset mix. Neither rebalancing for market fluctuations, nor allocation of new cash flow, will be used as a method to reward or express dissatisfaction with manager performance. Manager performance is a long term measure and will be dealt with during manager performance reviews.

Regular monthly cash-flows will generally be directed to and from the Custom Fixed Income Manager. This process may cause the fixed income allocation to drift above or below its target, in which case Pension Services may use its discretion to bring the allocation closer to its target by transferring funds between managers as appropriate.

Allocations will be reviewed at least quarterly, to determine if holdings (expressed as a percentage of all liquid assets) are outside the ranges shown in Table II(D). If it is determined that this is true, holdings shall be rebalanced by cash transfers between Managers to bring the allocations approximately to the point that is halfway between the range limit (either minimum or maximum) and the Target in that same table.

The proposed rebalancing may be modified or cancelled at any time at the discretion of the Executive Director, Pensions and Plan Governance or delegate in unique circumstances if market forces have moved the portfolio weights such that the restructuring is no longer deemed to be appropriate. If such a situation arises, it will be reported to the Committee at the next Committee meeting.

Rebalancing to (from) the Custom Fixed Income Manager may also be initiated in response to an increase (decrease) needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate.

Custom Fixed Income

The Custom Fixed Income Manager is responsible for rebalancing the Custom Fixed Income allocation based on the Plan liability cashflows according to the procedures and limits set out in the Letter of Direction for the Custom ("LDC") Fixed Income Mandate, and has discretion to determine allocations to each fund mandate therein as described below.

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In addition, the Manager allocations will be monitored monthly as described in this policy. Should a manager's range be breached, rebalancing will occur to move the allocations back towards the Manager Rebalancing Targets. The rebalancing shall be achieved by transferring the appropriate amount(s) between manager portfolios at the end of the following month. This is intended to allow the manager(s) sufficient time to raise the necessary amount.

E – Asset Mix Ranges for the Active Managers

Custom Fixed Income Mandate

The Custom Fixed Income Manager determines allocations to each fixed income fund identified in the LDC with consideration given to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.

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The Custom Fixed Income Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark. Procedures for determining a Custom Fixed Income Benchmark, risk limits and permitted funds are set out in the Letter of Direction for the Custom Fixed Income Mandate.

The Letter of Direction for the Custom Fixed Income Mandate gives the Custom Fixed Income Manager discretion to determine allocations to a list of permitted funds according to the characteristics of the Custom Fixed Income Benchmark and the Plan's cashflows.

Changes in economic conditions that lead to changes in the Plan's regulatory funding metrics may require targets within the Letter of Direction for the Custom Fixed Income Mandate to be reviewed. Any updates to the Custom Fixed Income Mandate will be communicated to the Board at the next Board meeting following the change.

Equity, Real Estate and Infrastructure Managers

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The following tables present the asset mix policy for the Real Estate Manager(s) and the aggregate of the Plan's Global Equity Managers. These limits are included to ensure that the Combined Fund asset mix remains within the ranges established in Section II.C above.

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GLOBAL EQUITY MANAGERS			
	Minimum %	**Benchmark* %**	**Maximum %**
Global equities**	90	100	100
Short term investments	0	0	10
TOTAL		100	

Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves. Individual manager policies on maximum short-term investments will vary. Manager compliance reports shall reflect the manager's individual policy limit. The aggregate limit will be monitored by the investment consultant.

* Effective 1 July 2005

** Global equities may include exposure to Emerging Market equities at the Manager's discretion, but not as an explicit allocation. Individual manager policies will contain limits to this exposure, as reflected in the Manager compliance reports.

REAL ESTATE MANAGER			
	Minimum %	**Benchmark* %**	**Maximum %**
Real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	

Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.

* Effective 1 October 2007

F – Foreign Currency Hedging

The Custom Fixed Income Manager, the Global Equity Managers, the Real Estate Manager and the Infrastructure Managers will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the global equity exposure associated with the Infrastructure Managers will be hedged where cashflow is a larger component of return and currency hedging services are offered. If an Infrastructure Manager does not offer currency hedging services, or is more return focused than cashflow focused the foreign currency exposure will not be hedged.

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G - Responsible Investing

The Board has adopted a Responsible Investment Policy that outlines and provides details on its beliefs, commitments and approach to responsible investing. As stated in that Responsible Investment Policy, the Board and Committee believe that:

a) The integration of material ESG factors into investment decisions supports risk management, aligns with its fiduciary responsibilities, and can enhance long-term financial performance and returns;
b) There is a responsibility to support society and key systems, like the climate and economy, that long-term returns depend on. Climate change is a material risk to the Plan, and addressing it, when aligned with fiduciary duties, recognizes that investment returns are closely tied to the health and stability of society;
c) Selecting investment managers who incorporate ESG analysis to identify systemic, long-term, and unpriced risks as well as value-creation opportunities is a priority;
d) Stewardship supports the preservation and enhancement of long-term value; and
e) Ongoing dialogue with external managers and investee companies helps embed sustainability into their values, behaviours, and ways of working across the organization. This approach can be effective at driving long-term positive change.

In the event of any conflict or inconsistency between the following policies, the order of precedence will be: (1) this Statement of Investment Policies and Procedures, (2) the Responsible Investment Policy.

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

With the approval of the Committee, the investment managers may hold any part of the portfolio in one or more pooled or commingled funds managed by the investment managers, provided that such pooled funds are expected to be operated within constraints reasonably similar to those described in this Mandate. It is recognized by the Committee that complete adherence to this Mandate may not be entirely possible; however, the investment managers are expected to advise the Committee in the event that material changes are made to the investment policy of a pooled fund. In the event of a material change, the investment manager shall disclose the change to the Committee.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Equities

- common and convertible preferred stock, listed on a recognized exchange
- debentures convertible into common or convertible preferred stock
- rights, warrants and special warrants for common or convertible preferred stock
- installment receipts, American Depository Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)

C – Fixed Income - Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian, U.S and foreign government and corporate issuers
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- Asset-backed securities
- Convertible bonds and loans
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H
- The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps, and repurchase agreements.
- Derivatives should only be used to:
  - Manage interest rate risk and foreign currency exposure

D – Cash and Short-Term Investments

- cash on hand and demand deposits
- treasury bills issued by Canadian federal and provincial governments and their agencies or foreign governments
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers' acceptances
- commercial paper and term deposits
- repurchase agreements

E – Real Estate

- Real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings
- real estate securities including trust units, shares in real estate related companies, and debt

F – Infrastructure

Domestic or foreign infrastructure assets as defined by investment manager(s), either full or partial ownership

G – Other Investments

- investments in open-or closed-ended pooled funds provided that the assets of such funds are permissible investments under the Policy
- deposit accounts of the custodian can be used to invest surplus cash holdings
- the fund may use derivatives for risk management purposes, including currency and interest rate risk management
  - permissible derivatives include options, futures, forwards and swaps
- exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;
- such instruments are not used for speculative purposes or on a leveraged basis; and
- all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.

H –Minimum Quality Requirements

Within the investment restrictions for a manager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

- in general, the minimum quality standard for individual bonds and debentures and asset-backed securities is "BBB" or equivalent as rated by a recognized bond rating agency, at the time of purchase (includes all sub-rating levels within the overall "BBB" rating)
- bonds rated "BB" and below ("high yield" bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short-term investments is "R-1 Low" or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- the amount of any mortgage loan within the Custom Fixed Income Mandate may not exceed 75% of the appraised value, at the time of purchase
- the amount of any mortgage loan within the Mortgage Mandate may not exceed 85% of the appraised value, at the time of purchase (100% if CMHC insured)
- the leverage on overall real estate holdings is not to exceed 55% of the value of the overall real estate portfolio

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I – Maximum Quantity Restrictions
The following restrictions are to be respected:

Equities (market value)
- no one equity holding shall represent more than 10% of the total equities for a manager
- no one equity holding shall represent more than 30% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Custom Fixed income Portfolio

Deleted: - Bonds, Mortgages and Short-Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of the Custom Fixed Income portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- Bonds rated "BB+" and below may not be purchased if the purchase would raise the "BB+" and lower holdings to more than 25% of the market value of the Custom Fixed Income portfolio
- up to 25% of the market value of the Custom Fixed Income portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 30% of the market value of the Custom Fixed Income portfolio shall be invested in securities denominated in currencies other than Canadian dollars

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Mortgage Portfolio

- no more than 10% of the assets managed by the Mortgage Manager shall be held in any single conventional mortgage
- no more than 20% of the total market value in loans made to the same borrower or group of affiliated borrowers
- second or other subordinated debt 15% maximum
- no more than 15% of the portfolio is to be invested in high ratio loans
- no more than 20% of the portfolio is to be invested in high ratio and second or other subordinated loans on a combined basis
- no foreign pay mortgages
- no more than 10% of the portfolio is to be invested in short term investments

Pooled Fund/Limited Partnership Investments

- an investment by the Fund in a single pooled fund or limited partnership should not exceed 10% of the market value of that fund or partnership unless provision has been made to transfer assets out of the fund or partnership "in kind"

J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,
- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- direct investments in bonds of foreign issuers that are not held in pooled funds
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.

IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan's assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on material or strategic investment policy amendments, while administrative or operational amendments to the investment policy may be made by the Committee. In addition, the Committee appoints and terminates investment managers and other service providers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The managers will:

- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- integrate ESG issues into their investment decision-making process as governed by the investment manager's ESG policy, if available. ESG considerations will be implemented in a manner that supports the efficient investment of the Plan's assets to achieve its investment return objectives, which are in the best financial interests of the Plan's current and future beneficiaries,
- provide the Committee or its delegates with annual disclosure on ESG practices and metrics where available, in line with the Plan's Responsible Investment Policy, including items such as (i) the processes by which ESG factors are incorporated into the investment decision making process; (ii) information on how they engage with corporations to improve ESG practices, including proxy voting reports and policies; and (iii) information on actions being taken, and metrics where available, relating to climate change and the reduction of greenhouse gas emissions
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies, key risks in the mandate(s) and the management thereof, and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:

- provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmarks indices and universe.
- maintain safe custody over the assets of the Fund,
- execute the instructions of the Sponsor, as delegated to any manager appointed to manage the assets of the Fund, and
- record income and provide monthly financial statements to the Sponsor as required.

The actuary will:

- provide actuarial valuations of the Plan as required, and
- provide advice to the Board of Governors on any matters relating to plan funding and contribution rates.

The investment consultant will:

- meet with the Committee as required and provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmark indices and universe,
- consolidate quarterly manager compliance reports for the Committee, identifying any non-compliances for managers individually and in aggregate,
- provide the Committee with commentary on manager performance, key risks and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan.
- prepare and deliver to the Committee an annual report on the Fund and the Managers' performance, including key risks to which the Fund is exposed and adherence to the Plan's Responsible Investment Policy.

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The Pension Services Department, or other individuals as may be delegated by the Plan's governance policy, will:

- prepare the agenda and minutes for each meeting of the Committee,
-
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month's custody report and direct the Plan custodian to transfer cash between managers if a manager's range is breached and a reallocation is determined to be appropriate,
- prepare annual financial statements together with other University staff as appropriate, and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the managers.

The auditor will

- audit and prepare an auditor's report on the financial statements of the Plan as prepared by the Pension Services.

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:

- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

LONG-TERM COMBINED FUND BENCHMARK*	
MSCI World Net Index (Cdn. $)	37.5
FTSE Canada Universe Bond Index	5
FTSE Canada 20+ Strips	20
FTSE Canada Short Term Bond Index +1%	10
CPI plus 4% per annum	10
CPI plus 5% per annum	17.5
	100%

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* This benchmark represents the long-term benchmark for the Fund. As infrastructure and mortgage investment commitments can take time to become fully invested, during the transition to full investment, the benchmark used to measure performance will be determined by the Investment Consultant at their discretion to reflect the approximate allocation that is invested in the applicable asset class during the applicable measurement period.

Active Manager Benchmarks

The benchmark portfolio consists of the following benchmark total returns weighted as indicated:

CUSTOM FIXED INCOME MANAGER BENCHMARK*	
Custom Fixed Income Benchmark**	100%

* effective 1 July 2022
** Custom Fixed Income Benchmark is agreed upon by the Investment Consultant, Pension Services team and the Custom Fixed Income Manager, and documented in the LDC. The primary goal of this benchmark is to mitigate interest rate risk relative to the Plan's liabilities using a target hedge ratio approach.

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MORTGAGE MANAGER BENCHMARK*	
FTSE Canada Short Term Bond Index + 1%	100%

* effective date TBD

GLOBAL EQUITY MANAGER BENCHMARK*	
MSCI World Net Index (Cdn. $)	100%

* effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

* effective 30 November 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

* effective 1 April 2008

The benchmark performance objectives for the active managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

Global equities	=	MSCI World Net Index (Cdn. $) + 1.00% net of fees
Fixed Income	=	Custom Fixed Income Portfolio
Mortgages	=	FTSE Canada Short Term Bond Index plus 1% per annum (temporary until mortgage mandate finalized)
Real estate	=	CPI + 4%
Infrastructure	=	CPI + 5%

The market indices referred to in this section may be changed to match the specific investment mandates for the investment managers selected to manage the portfolio, recognizing that at all times the Fund must be managed in accordance with the asset mix guidelines and permitted and prohibited investments set out in Sections II and III above.

D – Monitoring and Rebalancing the Fund's Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension Services Department shall monitor the asset mix on a quarterly basis. Subject to the rebalancing guidelines and procedures in Section II.D, the Pension

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Services will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

E – Reporting by the Investment Managers

On a calendar quarterly basis, the manager will provide a performance report and a strategy review for the portfolio under management.

Also, with the exception of the Infrastructure Managers, the managers are required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager's portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee or its delegate. Report formats for the compliance reports are included under the appendix.

In the event that a manager is not in compliance with this Policy, the Manager is required to advise the Committee or its delegate immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the manager believes the Asset Mix Guidelines or Letter of Direction for the Custom Fixed Income Mandate are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee or its delegate that a change in guidelines is desirable and the reasons therefore.

The manager should advise the Committee or its delegate immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund's investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies.

F – Investment Policy Review

This Policy may be reviewed and revised at any time, but it must be formally reviewed by the Committee at least once in every calendar year. A more detailed study of the asset allocation will be undertaken following an actuarial valuation.

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the "Affected Persons").

An "agent" is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

(a) The securities of the related party are held in an investment fund or segregated fund in which investors other than the administrator and its affiliates may invest. The investment fund or segregated fund holding the securities of the related party must comply with certain legislative quantitative limits; or

(b) The transaction can be considered nominal or immaterial to the Plan. To the extent that applicable legislation permits related party transactions which are nominal or immaterial to the Plan, a transaction shall be considered nominal or immaterial if it involves an amount equal to less than 1% of the market value of the Plan. In assessing whether the value of a transaction is nominal or immaterial, two or more transactions with the same related party shall be considered as a single transaction; or

(c) The transaction is i) for the operation and administration of the Plan, ii) under terms and conditions not less favorable to the Plan than market terms and conditions and iii) does not involve the making of loans to, or investments in, the related party.

For the purposes of these guidelines, related parties are defined as:

(d) Committee members or such person or firm as may, from time to time, be employed by the Committee, for the purpose of assisting the Committee with the administration of the Plan;
(e) an individual Committee member;
(f) a person responsible for holding or investing the assets of the Plan, or any officer, director or employee thereof;
(g) An association or union representing the employees of the employer or an officer or employee thereof;
(h) An employee who participates in the Plan, or an employee, officer or director thereof;
(i) a Member of the Plan;
(j) a person who directly or indirectly holds, or together with the spouse or a child of the person holds, more than 10% of the voting shares, carrying more than 10% of the voting rights attached to all voting securities of a participating employer, if a participating employer is a corporation;
(k) the spouse or child of any person referred to in any of paragraphs d) to j);
(l) a corporation that is directly or indirectly controlled by a person referred to in any of paragraphs d) to i);
(m) an entity in which a person referred to in paragraph d), e), f), or j), or the spouse or a child of such person, has a substantial investment; or
(n) an entity that holds a substantial investment in a participating employer.

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C – Valuation of Securities Not Regularly Traded

The following principles will apply for the independent valuation of investments that are not traded regularly. Managers of non-regularly traded assets are expected to value investments as follows:

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- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis at least once a year; and
- infrastructure; on a fair value basis (using appraisals) at least once a year.

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager's instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan's behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute

F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager's services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -

APPENDICES

Appendix A -
Staff Pension Plan
Investments & Administration Committee
Summary of Investment Beliefs

Investment beliefs codify investment practices to educate new trustees and remind current board members why a certain practice was initiated.

1. CURRENCY HEDGING

Over the long term, the Staff Plan Investments & Administration Committee believes investment returns are not materially affected by currency fluctuations; however, short term variability of returns can arise from these positions.

Currency risk is introduced to the portfolio by owning foreign assets that can positively and negatively affect the portfolio in the short term; however, there is not an expected return difference in the long term. The current practice of evaluating global equity managers holistically, including their ability to manage foreign asset currency decisions, should be continued.

The cost savings and diversification benefits of not hedging currency positions outweigh the transaction costs and currency certainty of passively hedging. For infrastructure equity, where regular cashflow is a larger component of return, strategic currency hedging can be implemented at the portfolio level if it can be done in a cost-effective manner to mitigate overall portfolio volatility from foreign currency-denominated investments.

This belief should be revisited if the Fund's foreign currency exposure (currently 40% global equities and 15% infrastructure(7.5% of which is currently hedged)) is changed.

2. PORTFOLIO MANAGEMENT

- **Active versus Passive investment management**
  Active investment management will add value relative to its benchmark net of fees.

  The committee believes that active management will add value over and above the fund benchmark and that investing passively through market indexes cannot, with confidence, generate the superior risk-adjusted returns.

- **Specialist versus balanced mandates**
  The committee is in the best position to determine the asset allocation and select investment managers to implement each mandate.

  In the long run, evidence has shown that specialist investment managers for each asset class is best practice and that balanced fund investment managers cannot consistently add value though tactical asset allocation.

- **Number of mandates within an asset class**
  The number of mandates within an asset class should be dictated by the size of the mandate, the size of the investable universe and the ability to achieve the diversification benefits within an asset class with multiple managers.

  In order to optimize the effects of active management and take advantage of lower fees, we believe having one mandate per asset class is optimal unless there is a compelling reason otherwise (i.e. infrastructure).

- **Diversification**
  Diversification is a core portfolio management strategy.

  The committee believes prudent diversification of investments improves portfolio risk and return characteristics.

3. RESPONSIBLE INVESTING

The Board has adopted a Responsible Investment Policy that outlines and provides details on its beliefs, commitments and approach to responsible investing. As stated in that Policy, the Board and Committee believe that:

a) The integration of material ESG factors into investment decisions supports risk management, aligns with its fiduciary responsibilities, and can enhance long-term financial performance and returns;

b) There is a responsibility to support society and key systems, like the climate and economy, that long-term returns depend on. Climate change is a material risk to the Plan, and addressing it, when aligned with fiduciary duties, recognizes that investment returns are closely tied to the health and stability of society;

c) Selecting investment managers who incorporate ESG analysis to identify systemic, long-term, and unpriced risks as well as value-creation opportunities is a priority;

d) Stewardship supports the preservation and enhancement of long-term value; and

e) Ongoing dialogue with external managers and investee companies helps embed sustainability into their values, behaviours, and ways of working across the organization. This approach can be effective at driving long-term positive change.

Deleted: As long term investors, we believe responsible investing, taking environmental, social and governance (ESG) factors into consideration, can have a positive effect on long term financial performance and investment returns.¶
¶
We will apply the following measures, consistent with the United Nations Principles for Responsible Investment (UNPRI) in the area of responsible investing:¶
¶
In evaluating prospective investment managers, the Board will consider how ESG issues are incorporated into the investment decision making process;¶
¶
In evaluating prospective investment managers, the Board considers how investment managers engage with management to improve ESG practices;¶
¶
Existing equity investment managers will provide proxy voting reports on a quarterly basis and, if applicable, provide their proxy voting policy; and¶
¶
Request annual disclosure by investment managers regarding the processes by which ESG factors are incorporated into the investment decision-making process.¶

Deleted: Investment beliefs for future consideration¶
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~~Currency Hedging~~¶
~~Portfolio Management~~¶
~~Active Investment Management versus Passive Investment Management~~¶
~~Specialist Mandates versus Balanced Portfolio~~¶
~~Number of mandates within an asset class~~¶
~~Globale Equity Allocation~~¶
~~Responsible Investing – How Environment, Social and Governance factors are consider with regard to investment decisions~~¶
Rebalancing Asset Allocation¶
Alternative Investments - Over the long term investment horizon provides opportunities to earn higher expected risk premiums from illiquid assets¶
Risk Management - Long term, asset mix is the main determinant of portfolio return and risk¶

APPENDIX B

COMPLIANCE REPORTS

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PH&N FIXED INCOME MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
Custom Fixed Income Mandate			
Monitor a Target Hedge Ratio		Target Hedge Ratio is monitored within an allowable range [fill in details as appropriate for the period from the LDC] *e.g. +/-7% vs a target of 35%*	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market		
	- Diversification	Max 10% of the market value of an equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
BONDS*	- Quality	Min "BBB" at the time of purchase	
		"BB and below permissible as part of diversified pool at the time of purchase	
		Max 5% unrated securities	
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.	
		Except for federal or provincial, max 10% of a bond issue	
		Max 25% of bond portfolio market value in bonds rated "BB+" or below	
		Max 25% in high yield bonds	
	- Foreign Pay	Max 30% of market value of bond portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps and repos. Derivatives should only be used to: • Create and maintain the LDI Portfolio's overlay strategy; • Manage interest rate risk and foreign currency exposure	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER A)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		90 - 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 10% exposure to Emerging Market Equities.		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		Currency futures and forward currency exchange contracts for defensive purposes, exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided; - such instruments are not used for speculative purposes or on a leveraged basis; and - all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

_____ _____

Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
WALTER SCOTT GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER B)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		95 - 100	
SHORT TERM & CASH		0 – 5%	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 15% exposure to Emerging Market Equities.		
	- Diversification	Max 5% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 5% of the voting or public float stock of any corporation	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

_____ _____

Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PIER 21 (FUND SUB-ADVISED BY C WORLDWIDE) GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER C)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		80 - 100	
SHORT TERM & CASH		0 – 20%	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market. - Maximum 20% exposure to Emerging Market Equities.		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee or its delegate	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

_____ _____

Signature and Title Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
REAL ESTATE		90 – 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
REAL ESTATE	Global real estate partial or full ownership Global real estate-related securities		
	- Leverage	Max 55% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 low" rating	
DERIVATIVES		Permitted Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes: i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index. ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies. iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies. iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by	

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		allowing instantaneous implementation of the shift through derivatives. v. To hedge the Plan's exposure to a specific foreign currency for defensive purposes. vi. Their use through participation in BCI pooled funds as expressly permitted by the investment policies of those pooled funds.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

_____ _____
Signature and Title Company Name

Appendix C
Current Managers as of SIPP Effective Date

Manager Category	Manager(s)	Mandate
Custom Fixed Income Manager	PH&N	Custom Fixed Income
Mortgage Manager	TBD	Mortgages
Equity Manager A	BCI	Global Equities
Equity Manager B	Walter Scott	Global Equities
Equity Manager C	Pier 21 (Sub-advised by C WorldWide)	Global Equities
Real Estate Manager	BCI/QuadReal	Real Estate
Infrastructure Managers	Macquarie	Infrastructure - Core+/Value Add - 7.5% target allocation
	JP Morgan	Infrastructure - Core - 10% target allocation

Deleted: & JP Morgan

Managers Released from Providing Quarterly Compliance Reports

Managers:	Manager Mandate	Date of Approval
Macquarie	Infrastructure	December 4th, 2017
JP Morgan	Infrastructure	December 4th, 2017

Appendix D
Legislative Constraints

Pension Benefits Standards Act (BC) Constraints

The Regulations to the PBSA (BC) state that investments must be made in accordance with the investment policy of the plan and Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada), SOR/87-19, as amended from time to time.

Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints

The quantitative rules in Schedule III to the Federal PBSA Regulations include:

1.	Maximum investment in one company's securities	10% of the market value of the Fund
2.	Maximum proportion of the voting shares of any company	30%

Income Tax Act (Canada) and Canada Revenue Agency Constraints

1. No money is to be borrowed by the Fund, except for the purpose of acquiring real property or occasionally for 90 days or less as provided in Income Tax Regulation 8502(i).

2. No prohibited investment (see Income Tax Regulation 8514) may be purchased, such as the securities of a participating employer, if the shares of that employer are not listed on a designated stock exchange.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: January 19, 2026

To: Operations and Facilities Committee

For: Decision

From: Lisa Kalynchuk, Vice-President Research and Innovation

cc: Acting President and Vice-Chancellor

Meeting Date: February 3, 2026

Subject: Policy for the Establishment, Review and Closure of Research Centres (RH8300)

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed revisions to the policy for the Establishment, Review, and Closure of Research Centres (RH8300).

Background:
The Office of the Vice President Research and Innovation (OVPRI) has updated the Policy for Establishment, Review, and Closure of Research Centres (RH8300). The final draft policy was presented and approved at Senate on January 9, 2026. We are now seeking Board of Governors approval. Given the extent of the updates, the track changes document is complemented by an easier-to-read document in which every major change is presented in red text. The motivations and content relevant to all major changes are summarized below.

Summary: Policy revision objectives
1) Update and tighten the language throughout. The old policy language has some redundancies and ambiguous word choices that were difficult to interpret. The many possible sources of funding for Centre activities were vague in their presentation. The old Policy for Establishment, Review, and Closure of Research Centres included one associated Procedure for Establishment and Review of Research Centres that was silent on some important procedural elements. That omnibus Procedure has now been split out into three separate Procedure documents: one each for Establishment, Review, and Closure.

2) Align the external reviews of Centres with the 7-year cycle for Academic Program Reviews. Current policy sets this cycle at every five years. We heard strong feedback from Deans and

Centre Directors that they want to preserve the valuable opportunities for reflection that arise from the review process, while also reducing frequency to reduce the administrative burden on Centres and their administrative units. It makes sense to settle on the same frequency as the one used for Academic Program Reviews.

3) Simplifying the framework for Centres, by reducing the different types of centres down to three: Intra-faculty, Multi-faculty, and Multi-institution. Previously, two mostly redundant categories ("Inter-Faculty" and "Multi-Faculty") existed, with Inter-Faculty having less Senate oversight and Multi-Faculty having more Senate oversight. We have collapsed them into one category ("Multi-Faculty") and applied the old language that provided the higher level of Senate oversight. The new framework also includes clear guidelines for Advisory Committees for each type of Centre, along with clear statements of responsibility for both administrative oversight and approval. A further simplification is the introduction of a single, streamlined annual report, which consolidates five different reports that are currently required annually or biannually: Centre financial reports, requests for information that OVPRI brings to Senate, requests for information that OVPRI brings to Board of Governors, requests for content for the Academic Calendar, and Centre Director reports.

4) Clarifying the conditions and processes for centre closure, while implementing strong safeguards around this process, is essential for ensuring accountability and strategic alignment with UVic's research mission. Recent and ongoing experiences have highlighted that the existing policy has no effective tools for meaningfully facilitating the evolution of Centres, nor does it specify any guardrails around the decision to close a Centre. We seek a framework that balances flexibility with oversight, allowing for adaptation and change as research priorities evolve, while also protecting Centres. This approach will mitigate risks associated with abrupt decisions while ensuring that Centres continue to serve the university's research mission effectively.

5) Asking each Centre to provide clarity around requirements for its own membership as well as a framework for participation by external partners.

Finally, it should be noted that core space and core funding (i.e., salaries for faculty members) are not discussed in the Research Centres Policy because, unlike Academic Units, Centres do not hold salary lines for regular Faculty appointments. The Policy continues to provide some clarity around the options for the funding of a Centre's research activities.

Previous Consultation:
The revision process was initiated in 2022 with a task force comprising five Centre Directors. An iterative consultation process has occurred since, including the VPRI Executive Committee, the Research Advisory Committee, the Centre Directors Community of Practice, Deans Council, and Senate, culminating in the mandated formal consultation with the Faculty Association. Senate approved the draft revised policy at its January 2026 meeting.

Basis for Jurisdiction: Establishment, Review and Closure of Research Centres RH8300
Policy on University Policies and Procedures GV0100
Board of Governors Operations and Facilities Committee Terms of Reference

Attachment(s):

I. Establishment, Review and Closure of Research Centres (RH8300): track changes version
II. Establishment, Review and Closure of Research Centres (RH8300): clean red-text version

University of Victoria

University Policy No: RH8300
Classification: Research
Approving Authority: Board of Governors (on the recommendation of Senate)
Effective Date: ~~January 2019~~tbd
Supersedes: January ~~2010~~2019
Last Editorial Change: March 2021
Mandated Review: ~~January 2026~~tbd

Establishment, Review, and Closure of Research Centres

Associated Procedures
Procedures for the Establishment of Research Centres
Procedures for the Review of Research Centres
Procedures for the Closure of Research Centres

Purpose
~~Procedures for the Establishment and Review of Research Centres~~

~~Purpose~~

~~1.00~~ 1.00 The purpose of this policy is to provide direction on:

- ~~to those seeking university approval for the~~the scope and establishment of Research Centres; ~~and~~
- ~~on~~ the procedures for the operation of Research Centres;
- the review of the performance of Research Centres; and
- the renaming and decommissioning of Research Centres.

Definitions

~~2.00~~ ~~**Research Centre** is a formally approved research organization made up of a group of faculty members, students, and other research personnel who collaborate on an area of research, inclusive of all research, scholarship, and creative activity, whose work together provides added value over and above their individual research programs, and who benefit from the university's official recognition of that collaboration.~~

~~3.00~~2.00 **Research Centres** are University-approved organized groups with clearly defined projects in research and/or creative works. Research Centres provide a framework to coordinate and advance research and/or creative works of multiple faculty members whose collaboration supports the research mission of the University, contributes to research relationships with other universities and/or external partners, and enhances the university's reputation. While some Research Centres use the title "Institute" for historical reasons, there is no distinction conferred by this choice of name. This Policy and associated Procedures provides a governance framework that allows them to conduct multiple projects and benefit from stability over multi-year time frames. There are three categories of Research Centre:

a) **Intra-Faculty** – membership and activities primarily within a single faculty working with significant external partner(s).
b) **Multi-Faculty** – collaborative, multi- and inter-disciplinary research with national and international impact, and membership and activities across more than one faculty.
c) **Multi-Institutional** – membership and activities between two or more institutions with UVic as the lead institution.

Academic Unit is an academic department, school, division, or faculty.

4.00 **Director** is the leader ofadministrative position that leads a Research Centre.

5.00 **Academic Constituency** of a Research Centre isare the academic unit(s)units from which a Research Centre primarily draws its membership.

Scope

63.00 This policy applies to the establishment, review, closure, and governance of Research Centres at the University of Victoria including intermulti-institutional Research Centres in which the University Ofof Victoria is the lead institution.

Policy

7.00 The university encourages the establishment of Research Centres at various levels of the organization that respond to emerging research opportunities, promote collaborative and interdisciplinary research, and enhance research networking capacity and infrastructure. Research Centres take a leading role at the university in forming external partnerships in Canada and throughout the world, and in mobilizing knowledge. Faculty may be

involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.

84.00 The university is committed to developing and maintaining high-quality interdisciplinary programs of research. Therefore, it provides for appropriate reviews and management of Research Centres as well as ongoing improvement activities and an evolving strategic direction (i.e. as articulated in the university's Strategic Research Plan).

9.00 The administrative requirements, approval and renewal processes, scope of activities, and other aspects of Research Centres, which are dependent onadvanced in part through the breadthwork of their academic constituencies. Research Centres are of four types:.

- Intra-faculty - membership and activities primarily within a single department, a non-departmentalized faculty, or between departments in a single faculty
- Inter-faculty - membership and activities primarily between 2 faculties
- Multi-faculty - membership and activities primarily between 3 or more faculties
- Inter-institutional - membership and activities between multiple institutions.

Purposes and Objectives of Research Centres

5.00 **Purpose**

The purposes of establishing a Research Centre are to:

10.00a) Make significant contributions to: UVic's excellence in research through collective effort;

a.b) Promote and facilitate collaborative and/or, interdisciplinary research and enhancement ofenhance research networking capacity through shared effort and/or infrastructure.;

b.c) IncreaseObtain and effectively manage theexternal resources and researchto support for its members and the wider university community.;

c. Provide education and training in research and related skills, especially for graduate and undergraduate students, and thereby enhance the academic programs of their constituent academic units.

d.d) Contribute to the university'sAdvance UVic's strategic educational and research missionsplans and to support synergies between research, teaching, and learning.;

e.e) TransferEngage with external constituents to transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.; and

f. Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

f) 11Form provincial, national and/or international partnerships.

6.00 Research Centres are expected to develop their own objectives and measurable goals to meet, as well as plans for operational and financial sustainability, such that they can achieve the purposes stated in section 10Section 5.00 of this policy. The Research Centre's objectives and goals should be appropriate for the size and

~~scope of its Academic Constituency~~.

Approval~~, Governance,~~ and ~~Review~~Establishment of Research Centres

~~12~~ 7.00 Research Centres are constituted formally as part of the university's organization and are subject to its direction, oversight, and strategic plans. Table I provides the Administrative Authority, Approval Authority, and Notification responsibilities that are relevant to the establishment, review, and closure of each category of Research Centre, and which are referred to in the associated Procedures.

Table I

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors

Multi-Institutional	Vice-President Research and Innovation	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a

8.00 The ~~administrative and organizational structures of Research Centres are developed as appropriate to the mandate and type of the centre. All have equal status as University of Victoria Research Centres.~~

~~14.00 Research Centres may use cognate titles such as "institute". Such titles do not imply differences in structure or function.~~

~~15.00 The~~ approval and establishment~~, approval, review, and closure~~ of all Research Centres shall be in accordance with the associated ~~*Procedures for the Establishment, Review, and Closure of Research Centres*~~ and the ~~*Guidelines for the Review of Research Centres*~~.*Procedures for the Establishment of Research Centres.*

~~16~~ 9.00 Research Centres are typically approved for a term of ~~normally five~~seven years. Continuance of a Research Centre is subject to a review~~,~~ which covers the ongoing purpose for the Research Centre, ~~and~~the meeting of established goals, sustainable external funding~~,~~ and governance arrangements~~.~~

~~17.00 Research Centres and their constituent academic units are expected to establish mechanisms to assure there is ongoing communication for purposes of coordinating resources, training, research activities, and strategic planning.~~

~~Administrative and~~ as per the *Procedures for the Review of Research Centres.*

Administration~~Financial Structure~~ of Research Centres

~~18~~10.00 A Research Centre will be led by a Director who is normally a regular faculty member of the university. The duties and responsibilities of the Director will be negotiated between the Administrative Authority (Table 1) and the Director, in accordance with the university's *Duties and Responsibilities of Directors of Research Centres policy* (GV0715) and *Procedures for ~~the~~ Appointment and ~~Review~~Re-appointment of Research Centre Directors* (GV0705~~.~~

~~19.00).~~ Contributions to the ~~work~~leadership of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.

~~20~~

11.00 ~~A Research Centre~~ Research Centres may have Associate Directors who are normally regular faculty members of the university.

12.00 Advisory committees will be established as appropriate to the mandate and categorization of Research Centres as outlined below:

a) Advisory committees are optional for Intra-Faculty Centres.
b) Multi-Faculty Research Centres normally have an advisory committee with representation from each participating faculty and from external partner(s).
c) Multi-Institutional Research Centres will establish an executive committee that includes, at minimum, the Vice-President Research and Innovation or designate from all partner institutions, the Executive Director, and normally also including a member from a relevant branch of government.

13.00 Research Centres may employ ~~its~~their own research, technical~~,~~ and ~~clerical~~administrative staff ~~on term appointments~~, subject to the relevant collective agreements ~~and~~, the university human resource policies, and EDI best practices.

~~21~~14.00 ~~A~~ Research ~~Centre~~Centres may occupy space assigned by the OVPRI or Dean, designated specifically for ~~its~~their own use, or ~~its~~their activities may be carried out without assigned space. ~~A~~ Research ~~Centre~~Centres may be located on the university campus~~,~~ or in off-campus premises owned by the university, or in premises owned by a third-party.

Financial Structure~~22~~

15.00 ~~Funding~~The majority of funding for Research Centres ~~can be made up of a combination of multiple internal and~~is normally from external sources, including but not limited to: external funding agreements, services and credentialing fees, indirect funding, philanthropic donations and endowments. Internal funding such as academic unit operating funds~~,~~ and non-recurring funds~~, indirect funding, and endowments.~~ may be included. Funding sources may change and adapt over time~~.~~

~~23.00 A Research Centre~~, though financial sustainability must ~~obtain approval from~~be demonstrated in the seven-year request for renewal as per the *Procedures for the Review of Research Centres.*

16.00 Research Centres that seek additional donations should work with the Associate Vice-President Alumni and Development for fundraising activities directed at external donors~~.~~, to be consistent with the University's fundraising plan. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's *Fundraising and Gift Acceptance Policy (ER4105~~.~~).*

~~24.00 A Research Centre that plans to sell services or products on a commercial basis may not compete unfairly with private sector organizations offering similar services or products and must comply with the intellectual property and commercialization policies of the university.~~

~~25.00~~ 17.00 Any agreement defining the obligations and liability of the university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research and Innovation or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

Membership

18.00 Each Research Centre must establish guidelines for membership that include the expectations of members. The following may hold the title of "member" or "fellow": University faculty, including active, retired or adjunct; postdoctoral fellows; students; and research personnel. Members may be involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.

19.00 Research Centres are encouraged to involve the participation of community, government and private sector partners, as well as from other academic institutions, reflecting diverse collaborations. These external members may hold the title of "affiliate" members with the expectations as defined by each Centre.

Closure

20.00 Research Centres are not expected to continue in perpetuity but to have a lifespan according to the original goals, continued relevance and decommissioning plan.

21.00 The closure of a Research Centre shall be decided upon in accordance with the *Procedures for the Review of Research Centres* and *Procedures for the Closure of Research Centres*.

Authorities and Officers

~~26.00~~ The authorities and officers for this policy are:

i) Approving Authority: Board of Governors (on the recommendation of Senate)
ii) Designated Executive Officer: Vice-President Research and Innovation
iii) Procedural Authority: Board of Governors
iv) Procedural Officer: Vice-President Research and Innovation

Relevant Legislation

University Act, RSBC 1996 c 468

Related Policies and Documents

Duties and Responsibilities of Directors of Research Centres (GV0715)
Fundraising and Gift Acceptance (ER4105)
Intellectual Property (GV0215)
Procedures for the Establishment, Review, and Closure of Research Centres (RH8300)
~~Procedures for Appointment and Review of Research Centre Directors (GV0705)~~
~~Guidelines for the Review of Research Centres~~
Procedures for the Appointment and Re-appointment of Research Centre Directors (GV0705)
Guidelines for the Review of Research Centres

University of Victoria

~~Procedures for the Establishment, Review, and Closure of Research Centres~~

~~**Procedural Authority:** Board of Governors~~ ~~**Effective Date:** January 2019~~

Procedural Officer: Vice-President Procedures for the Establishment of Research and InnovationCentres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: January 2010
Last Editorial Change: March 2021

~~**Parent Policy:** Establishment, Review, and Closure of Research Centres RH8300~~ ~~**Last Editorial Change:** March 2021~~

~~**Purpose**~~

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to ~~set out~~supplement the university's policy and describe the processes for ~~the establishment,~~ proposal and approval~~, administration, review, and closure~~ of Research Centres at the university. These are intended to enable due diligence related to review of a proposed Research Centre, its ability to contribute to the strategic research priorities of the university and its viability for a minimum of a seven-year term.

Procedures

2.00 Table I in the Policy (RH8300) identifies the Administrative Authority and Approval ~~2.00~~ Authority for each category of Research Centre where:

a) The Administrative Authority ~~has responsibility~~is responsible for submitting the recommendation to establish or ~~renew~~continue a Research Centre and ongoing responsibility for the oversight of the administration and activities of the Centre~~.~~;

b) The Administrative Authority ~~also has responsibility~~is responsible for the review of a Research Centre ~~2.01~~ following the ~~procedures specific below.~~Procedure for the Review of Research Centres;

c) The Administrative Authority is responsible for recommending that a Research Centre be continued or closed; and

~~2.02~~d) The Approval Authority ~~has responsibility~~is responsible for ~~the formal approval of the establishment or renewal of a Research Centre.~~approvals as indicated

~~In~~ in the ~~case~~Procedure for the Establishment of ~~an inter-faculty~~a Research Centre, Procedure

~~2.03~~ for the ~~Dean~~Review of ~~the faculty is both~~a Research Centre, and Procedure for the ~~Administrative and the Approval Authority.~~Closure of a Research Centre.

3.00 Table I in Policy RH8300 also specifies the notification requirements ~~when a Research Centre is established or renewed~~.

Table I

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean of Faculty	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Inter-Faculty	Deans of Faculties	Vice-President Research and Innovation on the recommendation of the Deans	Vice-President Research and Innovation notifies Senate and the Board of Governors
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors
Multi-Institutional	Vice-President Research and Innovation in consultation with the Vice-President Academic and Provost	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a

Establishment and Approval of a Research CentreCentres

4.00 The Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed fiveseven years.

5.00 Proposals for the establishment of a Research Centre should be submitted to the Administrative Authority and include detailed information on the following items where applicable:

a) Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as

outlined in Section ~~10~~ 5.00 of the ~~Establishment and Review of Research Centres Policy~~

RH8300.*Establishment, Review and Closure of Research Centres Policy RH8300;*

b) The statement should be in accordance with the priorities and goals of the Centre's Academic Constituency and the university.;

c) An explanation of whyhow the proposed activities can best be achieved through

- the establishment of a Research Centre.;

d) An administrative and organizational structure with clear reporting lines and accountability, and the duties and responsibilities of the Director. The organizational structure and governance will be agreed upon between the Administrative Authority and the Director;

e) The membership and provisional terms of reference for the advisory committee, if relevant;

f) Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Research Centre, aan interdisciplinary group of faculty members, with established reputations in the field proposed for the centre Research Centre, who are willing to collaborate on projects the Research

- Centre will sponsor or undertake.;

g) Identification of the required direct and indirect resources, including

- funding, space, services and personnel, and their sources, in a detailed business plan. to assure operational and financial stability during the first seven years;

h) A statement outlining the benefits of the proposed centre to the university

- and society.;

6.00 An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the Administrative Authority. The organizational structure and governance of the Research Centre will include a steering committee whose membership will include representatives commensurate with the Academic Constituency of the Centre. The duties and responsibilities of the Director will be negotiated between the Administrative Authority and the Director.

i) 7 A plan for ongoing communication and alignment with the Office of the Vice-President Research and Innovation (OVPRI) and relevant faculties for purposes of coordinating resources, research training, research activities and strategic planning; and

j) A decommissioning plan that addresses the criteria for closure and the risks associated with closure. Criteria for closure are outlined in the *Procedures for the Closure of Research Centres.*

6.00 After approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I.

Review**Renaming of Research** Centre**Centres**

The review of 7.00 For a Research Centre will be initiatedto change its name, the Director must

prepare a proposal outlining the rationale for a new name. The proposal should include direct input indicating support by the members and by external partners where relevant. This proposal is submitted to the Administrative Authority for approval before submission to the Approval Authority.

University of Victoria

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: NEW (some content from prior omnibus Procedure)
Last Editorial Change: NEW

Procedures for the Review of Research Centres

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for review of Research Centres at the university every seven years, or as indicated otherwise below.

Overview

2.00 Research Centres are normally approved for a period of seven years based on the completion of a review.

Annual Reports and Administrative Reviews

3.00 Research Centres are responsible for submitting an annual report to their Administrative Authority. A template for this report will be provided. These annual reports must articulate:

a) progress against the objectives and measurable research goals as stated in the prior report;
b) the past year's expenditures, allocation of resources (including space), and ongoing plans for financial sustainability; and
c) objectives and measurable research goals for the coming year.

4.00 The Administrative Authority will respond to the annual report in writing where it has any concerns or comments on the elements of the report.

External Review of Research Centres

~~8.00~~ 5.00 When an external review is due, the Administrative Authority will normally initiate the review process 12 months in advance of the expiry of the current term.

~~In the event that the Director, after consultation with the faculty members in~~ 6.00 If the Research Centre~~, advised~~ cannot meet the seven-year renewal deadline with justifiable reasons, the Administrative Authority~~ that~~, with agreement of the Chair of the Senate Committee on Planning, may extend the ~~Research~~Approved Centre ~~should not be considered~~Status for ~~renewal, the Centre will be closed as described in Sections 25.00-27~~up to 12 months. Such extension is allowable once per renewal cycle.

~~8.01~~ 7.00~~.~~

~~9.00~~ A panel shall be established for the review, consisting of one internal and two

external members appointed by the Administrative Authority in consultation with the Director of the Research Centre. The Administrative Authority will appoint the chair, who will normally be an external member. ~~The Administrative Authority may add additional external members if that is necessary to undertake a fulsome review of the Centre.~~

~~10~~ 8.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with the Research Centre. Internal members will normally be from a department, school, or faculty other than the home unit of the ~~Centre~~ Director.

~~11~~9.00 In the case of an ~~intra-faculty~~Intra-Faculty Centre, and with the approval of the ~~Vice-President Research and Innovation~~Dean, an external member may be a UVic faculty member in a faculty other than the Centre's home faculty.

~~12~~

10.00 Prior to the review, the Director, in consultation with others in the Centre, will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment ~~or previous review.~~and/or prior review, drawing on the content in the annual reports. The self-assessment report will include contributions from members and affiliate members, as appropriate. The Administrative Authority will review the report and may require alterations before it is sent to the review panel.

~~13~~11.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the *Guidelines for the Review of Research Centres.*

~~14.00 The panel shall satisfy itself that the self-assessment report has included contributions from the Centre's faculty members, staff, students, and other internal and external stakeholders as appropriate.~~

~~15~~12.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority ~~and members of the Centre including,~~ the Director, ~~faculty, staff, students, and steering~~members, the advisory committee ~~members. The panel may also meet with~~ , and others as ~~required~~appropriate to ~~assess~~ the ~~Centre, e.g. representatives from other institutions in the case of a multi-institutional~~structure of the Research Centre.

~~16~~13.00 The panel shall prepare a detailed external review report on the Research Centre and its activities, and make ~~a recommendation on its~~one of the following recommendations:

a) continuation ~~or closure or a~~, normally for 7 years (also called "renewal");

b) conditional continuation of the Research Centre not to exceed two years with

~~17~~ specific conditions outlined and a timeline for those conditions to be met; or

c) closure.

14.00 The panel chair shall submit the ~~panel's~~ external review report to the Administrative Authority ~~who~~for review and approval, and to share with the Director. If the Administrative Authority differs from the external reviewers in their recommendation, they will ~~in turn relay it to the Director for~~provide their own recommendation and a written rationale along with the external review report to the Director. The Director will provide a written response to ~~any issues raised in~~ the recommendations from the external review report~~.~~

~~18.00 In the event~~ and, where provided, the recommendations from the Administrative ~~Authority supports the renewal of a Centre, a recommendation for renewal, normally for five years, is submitted to the Approving~~ Authority ~~accompanied by the~~ .

15.00 The Administrative Authority will submit a memo with their recommendation to the Approval Authority along with the following:

a) the Research Centre's self-assessment report~~;~~;

b) the panel's external review report~~;~~; and

c) the Director's ~~response to the panel's report.~~ written responses.

The ~~Approving~~Approval Authority will ~~undertake the necessary~~make a decision and notifications will proceed as outlined in Table I.

~~19.00 If the Approval Authority's decision is a~~16.00 For conditional continuation~~ of the Centre, a~~ , further review of the Research Centre's activities will be conducted under the direction of the Administrative Authority during the continuation period. A Research Centre cannot be granted two consecutive conditional continuations.

~~20~~

17.00 ~~In~~For a closure, the ~~event~~Research Centre will be closed as described in the *Procedures for the Closure of Research Centres.*

University of Victoria

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: NEW (some content from prior omnibus Procedure)
Last Editorial Change: NEW

Procedures for the Closure of Research Centres

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to supplement the Establishment, Review, and Closure of Research Centres (RH8300) and set out the appropriate instances and processes for the closure of Research Centres at the university. The procedures outlined below are intended to provide rationale for closure and ensure that in the event of closure, actions have been undertaken to ensure appropriate review and disposition of assets and liabilities (including consideration of personnel, contractual obligations and partnerships) and that a strategy has been established for both internal and external parties to communicate closure of the centre.

Procedures

2.00 The university recognizes the following circumstances in which closure of a Research Centre may be appropriate:

- A Centre, through the annual reporting process, demonstrates evidence of fundamental performance problems, including lack of financial sustainability and/or activities demonstrably not meeting research objectives, as determined by the Administrative Authority ~~does not support renewal of a~~ .
- A Centre~~,~~ ceases to be active as demonstrated by failure to submit an annual report for two consecutive years or inability to appoint a Director.
- A Centre Director recommends that the ~~Approving Authority shall be so informed~~Research Centre should be closed, after consultation with ~~reasons. The Approving Authority may accept~~their membership and, where present, the ~~decision of~~Centre's Advisory Committee, and the Administrative Authority~~, or may request~~ agrees.
- A Centre receives a recommendation to close or fails to obtain approval for continuation from its Approval Authority following an external review process.

3.00 In the event of a closure, the Administrative Authority ~~to reconsider. If~~will determine the ~~Approving Authority accepts the decision~~appropriate process for closure of the Research Centre. The Administrative Authority~~, the Centre will be closed as described in Sections 25.00 - 27.00.~~ will submit a brief written notice of intent to the Director and Deans from the principal Faculties to close a Centre. The notice will outline:

a) ~~Renaming~~Name of ~~a Research Centre~~centre;
b) ~~21~~Anticipated date of closure;
c) Rationale for closure (see above 2.00~~ For a Research Centre to change its name,~~);
d) Identify individual/team overseeing the ~~Director must prepare a proposal outlining the rationale for a new name. This proposal is submitted to~~closure; and
e) High-level communication strategy to internal and external partners.

4.00 After notification from the Administrative Authority ~~for approval before submission to the Approving Authority.~~

~~22.00 Once the proposal for a name change is approved by the Approving Authority, the Research Centre Director will distribute the proposal to members of the Research Centre or other internal or external stakeholders, and solicit letters of support in favour of the new name. Letters must be on official letterhead of the member's unit or institution, and addressed to the Approving Authority.~~

~~23.00 The Director will forward all letters of support to the Administrative Authority for completion of the approval and notification process, as required in Table I.~~

~~Closure of a Research Centre~~

~~24.00 In exceptional circumstances, a Centre may be closed before the end of its current term, with the agreement of the Administrative Authority and the Director after consultation with faculty members in the Centre.~~

~~25.00 When~~that a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible for coordinating the appropriate and orderly closure of the Centre according to the decommissioning plan in collaboration with the OVPRI and relevant Deans. The Director will submit a report briefly outlining the decommissioning plan to the Administrative Authority, including but not limited to~~:~~

- completion, transfer, or termination of research activities and projects~~ in the Centre, ;~~
- resolution of financial matters~~,~~ (e.g. review and close all funds associated with the centre, including disposition/management of surpluses/deficits);
- management of personnel, including re-location and/or appropriate notice and layoff;
- disposition of infrastructure (including computers~~)~~), space, and other physical resources (e.g. furnishings~~),);~~
- archiving of ~~management~~ records, ~~and~~ including data management, in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), the University's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures;
- working with Occupation, Health, Safety and Environment on proper disposal of hazardous materials;
- communication plan to inform/engage internal and external partners; and
- proper handling of research resources including archiving of research data, records, and research results as required by university or funding agency policy.

~~26.00 The Vice-President Research and Innovation shall notify Senate and the Board of Governors of any closures in the annual report on Research Centres.~~

~~Related Policies and Documents~~

~~Duties and Responsibilities of Directors of Research Centres policy GV0715~~ ~~Establishment, Review, and Closure of Research Centres policy RH8300~~ ~~Procedures for Appointment and Review of Research Centre Directors GV0705~~ ~~Guidelines for the Review of Research Centres~~5.00 The Administrative Authority will submit to the Approval Authority a recommendation of closure outlining the following:

a) Name of centre;
b) Anticipated Date of closure;
c) Rationale for closure (see above 2.00);
d) Identify individual/team overseeing the closure; and
e) Decommissioning plan provided by the Director.

University of Victoria

Establishment, Review, and Closure of Research Centres

University Policy No: RH8300
Classification: Research
Approving Authority: Board of Governors (on the recommendation of Senate)
Effective Date: tbd
Supersedes: January 2019
Last Editorial Change: March 2021
Mandated Review: tbd

Associated Procedures
Procedures for the Establishment of Research Centres
Procedures for the Review of Research Centres
Procedures for the Closure of Research Centres

Purpose

1.00 The purpose of this policy is to provide direction on:

- the scope and establishment of Research Centres;
- the procedures for the operation of Research Centres;
- the review of the performance of Research Centres; and
- the renaming and decommissioning of Research Centres.

Definitions

2.00 **Research Centres** are University-approved organized groups with clearly defined projects in research and/or creative works. Research Centres provide a framework to coordinate and advance research and/or creative works of multiple faculty members whose collaboration supports the research mission of the University, contributes to research relationships with other universities and/or external partners, and enhances the university's reputation. While some Research Centres use the title "Institute" for historical reasons, there is no distinction conferred by this choice of name. This Policy and associated Procedures provides a governance framework that allows them to conduct multiple projects and benefit from stability over multi-year time frames. There are three categories of Research Centre:

a) **Intra-Faculty** – membership and activities primarily within a single faculty working with significant external partner(s).
b) **Multi-Faculty** – collaborative, multi- and inter-disciplinary research with national and international impact, and membership and activities across more than one faculty.
c) **Multi-Institutional** – membership and activities between two or more institutions with UVic as the lead institution.

Academic Unit is an academic department, school, division, or faculty.

Director is the administrative position that leads a Research Centre.

Academic Constituency of a Research Centre are the academic units from which a

Research Centre primarily draws its membership.

Scope

3.00 This policy applies to the establishment, review, closure, and governance of Research Centres at the University of Victoria including multi-institutional Research Centres in which the University of Victoria is the lead institution.

Policy

4.00 The university is committed to developing and maintaining high-quality interdisciplinary programs of research, which are advanced in part through the work of Research Centres.

5.00 **Purpose**

The purposes of a Research Centre are to:

a) Make significant contributions to UVic's excellence in research through collective effort;
b) Promote and facilitate collaborative, interdisciplinary research and enhance research capacity through shared effort and/or infrastructure;
c) Obtain and effectively manage external resources to support its members;
d) Advance UVic's strategic plans and to support synergies between research, teaching, and learning;
e) Engage with external constituents to transfer and mobilize knowledge gained through research for the benefit of society; and
f) Form provincial, national and/or international partnerships.

6.00 Research Centres are expected to develop their own objectives and measurable goals, as well as plans for operational and financial sustainability, such that they can achieve the purposes stated in Section 5.00.

Approval and Establishment of Research Centres

7.00 Research Centres are constituted formally as part of the university's organization and are subject to its direction, oversight, and strategic plans. Table I provides the Administrative Authority, Approval Authority, and Notification responsibilities that are relevant to the establishment, review, and closure of each category of Research Centre, and which are referred to in the associated Procedures.

Table I

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors
Multi-Institutional	Vice-President Research and Innovation	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a

8.00 The approval and establishment of all Research Centres shall be in accordance with the associated *Procedures for the Establishment of Research Centres.*

9.00 Research Centres are typically approved for a term of seven years. Continuance of a Research Centre is subject to a review which covers the ongoing purpose for the Research Centre, the meeting of established goals, sustainable external funding, and governance arrangements as per the *Procedures for the Review of Research Centres.*

Administration of Research Centres

10.00 A Research Centre will be led by a Director who is normally a regular faculty member of the university. The duties and responsibilities of the Director will be negotiated between the Administrative Authority (Table 1) and the Director, in accordance with the university's *Duties and Responsibilities of Directors of Research Centres policy* (GV0715) and *Procedures for the Appointment and Re-appointment of Research Centre Directors*

*(*GV0705). Contributions to the leadership of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.

11.00 Research Centres may have Associate Directors who are normally regular faculty members of the university.

12.00 Advisory committees will be established as appropriate to the mandate and categorization of Research Centres as outlined below:

a) Advisory committees are optional for Intra-Faculty Centres.
b) Multi-Faculty Research Centres normally have an advisory committee with representation from each participating faculty and from external partner(s).
c) Multi-Institutional Research Centres will establish an executive committee that includes, at minimum, the Vice-President Research and Innovation or designate from all partner institutions, the Executive Director, and normally also including a member from a relevant branch of government.

13.00 Research Centres may employ their own research, technical and administrative staff, subject to the relevant collective agreements, the university human resource policies, and EDI best practices.

14.00 Research Centres may occupy space assigned by the OVPRI or Dean, designated specifically for their own use, or their activities may be carried out without assigned space. Research Centres may be located on the university campus or in off-campus premises owned by the university, or in premises owned by a third-party.

Financial Structure

15.00 The majority of funding for Research Centres is normally from external sources, including but not limited to: external funding agreements, services and credentialing fees, indirect funding, philanthropic donations and endowments. Internal funding such as academic unit operating funds and non-recurring funds may be included. Funding sources may change and adapt over time, though financial sustainability must be demonstrated in the seven-year request for renewal as per the *Procedures for the Review of Research Centres.*

16.00 Research Centres that seek additional donations should work with the Associate Vice-President Alumni and Development for fundraising activities directed at external donors, to be consistent with the University's fundraising plan. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's *Fundraising and Gift Acceptance Policy (ER4105)*.

17.00 Any agreement defining the obligations and liability of the university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research and Innovation or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

Membership

18.00 Each Research Centre must establish guidelines for membership that include the expectations of members. The following may hold the title of "member" or "fellow": University faculty, including active, retired or adjunct; postdoctoral fellows; students; and research personnel. Members may be involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.

19.00 Research Centres are encouraged to involve the participation of community, government and private sector partners, as well as from other academic institutions, reflecting diverse collaborations. These external members may hold the title of "affiliate" members with the expectations as defined by each Centre.

Closure

20.00 Research Centres are not expected to continue in perpetuity but to have a lifespan according to the original goals, continued relevance and decommissioning plan.

21.00 The closure of a Research Centre shall be decided upon in accordance with the *Procedures for the Review of Research Centres* and *Procedures for the Closure of Research Centres.*

Authorities and Officers

The authorities and officers for this policy are:

i) Approving Authority: Board of Governors (on the recommendation of Senate)
ii) Designated Executive Officer: Vice-President Research and Innovation
iii) Procedural Authority: Board of Governors
iv) Procedural Officer: Vice-President Research and Innovation

Relevant Legislation

University Act, RSBC 1996 c 468

Related Policies and Documents

Duties and Responsibilities of Directors of Research Centres (GV0715)
Fundraising and Gift Acceptance (ER4105)
Intellectual Property (GV0215)
Procedures for the Establishment, Review, and Closure of Research Centres (RH8300)
Procedures for the Appointment and Re-appointment of Research Centre Directors (GV0705)
Guidelines for the Review of Research Centres
Collective Agreement with the Faculty Association

University of Victoria

Procedures for the Establishment of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: January 2010
Last Editorial Change: March 2021

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for proposal and approval of Research Centres at the university. These are intended to enable due diligence related to review of a proposed Research Centre, its ability to contribute to the strategic research priorities of the university and its viability for a minimum of a seven-year term.

Procedures

2.00 Table I in the Policy (RH8300) identifies the Administrative Authority and Approval Authority for each category of Research Centre where:

a) The Administrative Authority is responsible for submitting the recommendation to establish or continue a Research Centre and ongoing responsibility for the oversight of the administration and activities of the Centre;
b) The Administrative Authority is responsible for the review of a Research Centre following the Procedure for the Review of Research Centres;
c) The Administrative Authority is responsible for recommending that a Research Centre be continued or closed; and
d) The Approval Authority is responsible for formal approvals as indicated in the Procedure for the Establishment of a Research Centre, Procedure for the Review of a Research Centre, and Procedure for the Closure of a Research Centre.

3.00 Table I in Policy RH8300 also specifies the notification requirements.

Establishment and Approval of Research Centres

4.00 The Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed seven years.

5.00 Proposals for the establishment of a Research Centre should be submitted to the Administrative Authority and include detailed information on the following items:

a) Statement of objectives and measurable goals showing how the proposed

activities of the Research Centre relate to the purposes as outlined in Section 5.00 of the *Establishment, Review and Closure of Research Centres Policy RH8300;*

b) The statement should be in accordance with the priorities and goals of the Centre's Academic Constituency and the university;

c) An explanation of how the proposed activities can best be achieved through the establishment of a Research Centre;

d) An administrative and organizational structure with clear reporting lines and accountability, and the duties and responsibilities of the Director. The organizational structure and governance will be agreed upon between the Administrative Authority and the Director;

e) The membership and provisional terms of reference for the advisory committee, if relevant;

f) Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Research Centre, an interdisciplinary group of faculty members, with established reputations in the field proposed for the Research Centre, who are willing to collaborate on projects the Research Centre will sponsor or undertake;

g) Identification of the required direct and indirect resources, including funding, space, services and personnel, and their sources to assure operational and financial stability during the first seven years;

h) A statement outlining the benefits of the proposed centre to the university and society;

i) A plan for ongoing communication and alignment with the Office of the Vice-President Research and Innovation (OVPRI) and relevant faculties for purposes of coordinating resources, research training, research activities and strategic planning; and

j) A decommissioning plan that addresses the criteria for closure and the risks associated with closure. Criteria for closure are outlined in the *Procedures for the Closure of Research Centres.*

6.00 After approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I.

Renaming of Research Centres

7.00 For a Research Centre to change its name, the Director must prepare a proposal outlining the rationale for a new name. The proposal should include direct input indicating support by the members and by external partners where relevant. This proposal is submitted to the Administrative Authority for approval before submission to the Approval Authority.

University of Victoria

Procedures for the Review of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: NEW (some content from prior omnibus Procedure)
Last Editorial Change: NEW

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for review of Research Centres at the university every seven years, or as indicated otherwise below.

Overview

2.00 Research Centres are normally approved for a period of seven years based on the completion of a review.

Annual Reports and Administrative Reviews

3.00 Research Centres are responsible for submitting an annual report to their Administrative Authority. A template for this report will be provided. These annual reports must articulate:

a) progress against the objectives and measurable research goals as stated in the prior report;
b) the past year's expenditures, allocation of resources (including space), and ongoing plans for financial sustainability; and
c) objectives and measurable research goals for the coming year.

4.00 The Administrative Authority will respond to the annual report in writing where it has any concerns or comments on the elements of the report.

External Review of Research Centres

5.00 When an external review is due, the Administrative Authority will normally initiate the review process 12 months in advance of the expiry of the current term.

6.00 If the Research Centre cannot meet the seven-year renewal deadline with justifiable reasons, the Administrative Authority, with agreement of the Chair of the Senate Committee on Planning, may extend the Approved Centre Status for up to 12 months. Such extension is allowable once per renewal cycle.

7.00 A panel shall be established for the review, consisting of one internal and two external members appointed by the Administrative Authority in consultation with the Director of the Research Centre. The Administrative Authority will appoint the chair, who will normally be an external member.

8.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with

the Research Centre. Internal members will normally be from a department, school, or faculty other than the home unit of the Director.

9.00 In the case of an Intra-Faculty Centre, and with the approval of the Dean, an external member may be a UVic faculty member in a faculty other than the Centre's home faculty.

10.00 Prior to the review, the Director, in consultation with others in the Centre, will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment and/or prior review, drawing on the content in the annual reports. The self-assessment report will include contributions from members and affiliate members, as appropriate. The Administrative Authority will review the report and may require alterations before it is sent to the review panel.

11.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the *Guidelines for the Review of Research Centres.*

12.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority, the Director, members, the advisory committee, and others as appropriate to the structure of the Research Centre.

13.00 The panel shall prepare a detailed external review report on the Research Centre and its activities, and make one of the following recommendations:

a) continuation, normally for 7 years (also called "renewal");
b) conditional continuation of the Research Centre not to exceed two years with specific conditions outlined and a timeline for those conditions to be met; or
c) closure.

14.00 The panel chair shall submit the external review report to the Administrative Authority for review and approval, and to share with the Director. If the Administrative Authority differs from the external reviewers in their recommendation, they will provide their own recommendation and a written rationale along with the external review report to the Director. The Director will provide a written response to the recommendations from the external review report and, where provided, the recommendations from the Administrative Authority.

15.00 The Administrative Authority will submit a memo with their recommendation to the Approval Authority along with the following:

a) the Research Centre's self-assessment report;
b) the panel's external review report; and
c) the Director's written responses.

The Approval Authority will make a decision and notifications will proceed as outlined in Table I.

16.00 For conditional continuation, further review of the Research Centre's activities will be conducted under the direction of the Administrative Authority during the continuation period. A Research Centre cannot be granted two consecutive conditional continuations.

17.00 For a closure, the Research Centre will be closed as described in the *Procedures for the Closure of Research Centres.*

University of Victoria

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: NEW (some content from prior omnibus Procedure)
Last Editorial Change: NEW

Procedures for the Closure of Research Centres

Parent Policy
Establishment, Review, and Closure of Research Centres RH8300

Purpose

1.00 The purpose of these procedures is to supplement the Establishment, Review, and Closure of Research Centres (RH8300) and set out the appropriate instances and processes for the closure of Research Centres at the university. The procedures outlined below are intended to provide rationale for closure and ensure that in the event of closure, actions have been undertaken to ensure appropriate review and disposition of assets and liabilities (including consideration of personnel, contractual obligations and partnerships) and that a strategy has been established for both internal and external parties to communicate closure of the centre.

Procedures

2.00 The university recognizes the following circumstances in which closure of a Research Centre may be appropriate:

- A Centre, through the annual reporting process, demonstrates evidence of fundamental performance problems, including lack of financial sustainability and/or activities demonstrably not meeting research objectives, as determined by the Administrative Authority.
- A Centre ceases to be active as demonstrated by failure to submit an annual report for two consecutive years or inability to appoint a Director.
- A Centre Director recommends that the Research Centre should be closed, after consultation with their membership and, where present, the Centre's Advisory Committee, and the Administrative Authority agrees.
- A Centre receives a recommendation to close or fails to obtain approval for continuation from its Approval Authority following an external review process.

3.00 In the event of a closure, the Administrative Authority will determine the appropriate process for closure of the Research Centre. The Administrative Authority will submit a brief written notice of intent to the Director and Deans from the principal Faculties to close a Centre. The notice will outline:

a) Name of centre;
b) Anticipated date of closure;
c) Rationale for closure (see above 2.00);
d) Identify individual/team overseeing the closure; and
e) High-level communication strategy to internal and external partners.

4.00 After notification from the Administrative Authority that a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible

for coordinating the appropriate and orderly closure of the Centre according to the decommissioning plan in collaboration with the OVPRI and relevant Deans. The Director will submit a report briefly outlining the decommissioning plan to the Administrative Authority, including but not limited to:

- completion, transfer, or termination of research activities and projects;
- resolution of financial matters (e.g. review and close all funds associated with the centre, including disposition/management of surpluses/deficits);
- management of personnel, including re-location and/or appropriate notice and layoff;
- disposition of infrastructure (including computers), space, and other physical resources (e.g. furnishings);
- archiving of records, including data management, in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), the University's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures;
- working with Occupation, Health, Safety and Environment on proper disposal of hazardous materials;
- communication plan to inform/engage internal and external partners; and
- proper handling of research resources including archiving of research data, records, and research results as required by university or funding agency policy.

5.00 The Administrative Authority will submit to the Approval Authority a recommendation of closure outlining the following:

a) Name of centre;
b) Anticipated Date of closure;
c) Rationale for closure (see above 2.00);
d) Identify individual/team overseeing the closure; and
e) Decommissioning plan provided by the Director.