



University
of Victoria

Board and Board Committee Meetings Monday March 30 and Tuesday March 31, 2026

Open Session

Tuesday March 31, 2026

11:00 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 March 31, 2026 be approved.

2. Approval of Summary Record of the Meeting held February 3, 2026 (attached)

MOTION:

THAT the summary record of the open session of the regular meeting held February 3, 2026 be approved.

3. Business Arising from the Summary Record

4. Chair's Remarks

5. Correspondence

a. Faculty Association Bargaining Petition (attached)

6. Acting President's Report

7. External Relations Report

BOG-Mar31/26-29

CONSENT

8. Operations and Facilities Committee (Paul Ramsey)

a. New and Revised Awards

BOG-Mar31/26-19

MOTION:

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

- *Afghan Women in Engineering and Computer Science Entrance Scholarship (Revised)*
- *Crabtree Award of Excellence in Legal Research & Writing (New)*
- *David Leeming Math Scholarship* (New)*
- *Douglas E. Baer Conference Travel Award* (New)*

- *IEEE Dr. Nandi Scholarship (Revised)*
- *John and Ann McLaren Award* (New)*
- *Mary and Fred Colthorpe Award in Music* (New)*
- *Nazareno Dominelli and Maria Giuseppa Tassone Award (Revised)*
- *Nimrod Hungarian Mobility Award (Revised)*
- *Soleil Brooks Vikes Women's Rugby Award* (Revised)*
- *The Purple Squirrel Award for Academic Diversity (New)*
- *Vikes International Athlete Award (Revised)*
- *Eunice Lowe Award for Entrepreneurship Studies* (Revised)*
- *Michaela Tokarski Entrepreneurship Award* (Revised)*
- *Tim Price Scholarship in Entrepreneurship* (Revised)*
- *Joanne Stewart Award* (New)*
- *Alzheimer Society of BC and Yukon Doctoral Award (New)*
- *Anthony Dawson Justice Award* (Revised)*
- *Anthony (Tony) Chan Memorial Bursary* (Revised)*
- *Douglas E. Baer Training in Quantitative Methods Award* (New)*
- *Dr. Ian Stuart MBA Scholarship in Sustainable Innovation* (Revised)*
- *Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)*
- *Ethel Clark Entrance Bursary* (Revised)*
- *Faculty Association Bursary* (Revised)*
- *Faculty of Science Research Scholarship* (Revised)*
- *Langford-Seaborne Scholarship* (Revised)*
- *Mariane Johnson Scholarship in Education* (New)*
- *Marine Geoscience and Oceanography Scholarship* (New)*
- *Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)*
- *Phyllis Margaret Wilson Scholarship* (Revised)*
- *Ross & Stephanie Bailey Graduate Award* (Revised)*
- *Syd Bulman-Fleming Collaborative Piano Award (New)*
- *UVic WIS STEM Leadership in Diversity Scholarship* (New)*
- *ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)*
- *B. Anne Tolmie Wood Scholarship for Indigenous Students* (Revised)*
- *Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization* (Revised)*
- *Courage to Persevere Award (Revised)*
- *Dr. Margaret "Marmie" Perkins Hess Graduate Fellowships in Earth, Ocean, Astronomy and Environmental Sciences* (Revised)*
- *Jim Ounsworth Graduate Scholarship for Indigenous Students (Revised)*
- *John Michael Brownutt Graduate Scholarships* (Revised)*
- *Marianne Johnson Scholarship for Bipolar Disease Research* (New)*
- *Mary & David Norton Indigenous Leadership Fellowship* (Revised)*
- *Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (Revised)*

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b. Proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL)

BOG-Mar31/26-20

MOTION:

THAT the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), effective September 2026, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

c. Proposed changes to the Master of Engineering – Biomedical Systems program

BOG-Mar31/26-21

MOTION:

THAT the Board of Governors approve the proposed changes to the Master of Engineering – Biomedical Systems program, as described in the document “Master of Engineering – Biomedical Systems: Program Change”, effective September 2026.

d. Proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory

BOG-Mar31/26-22

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Computer Graphics and Gaming, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

THAT the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Computer Communications and Networks, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

THAT the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Theory, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

THAT the Board of Governors approve the proposal to discontinue the Computer Science Major and Honours Options in Software Systems, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

e. Proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP)

BOG-Mar31/26-23

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP), as described in the document “Bachelor of Science in Nursing Post-Diploma Program (PDP)”, effective September 2026.

f. Status Report on Capital Projects

BOG-Mar31/26-13a

9. Finance Committee (Jyoti Stephens)

a. Collection and Remission of Student Fees for the University of Victoria Graduate Students' Society (GSS)

BOG-Mar31/26-08

MOTION:

THAT the Board of Governors approve Graduate Students' Society Fees 2026-27, effective May 1, 2026.

Pro Forma Motion:

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

REGULAR

10. Finance Committee (Jyoti Stephens)

a. Planning and Budget Framework 2027-2029

BOG-Mar31/26-04

MOTION:

THAT the Board of Governors approve the Planning and Budget Framework 2027–2029, including the tuition and other fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2026/27 fiscal year.

11. Operations and Facilities Committee (Paul Ramsey)

a. Enrolment Projections for 2026/27

BOG-Mar31/26-11

MOTION:

THAT the Board of Governors approve a recommended enrolment level of 20,300 FTE for the 2026/27 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, application rates and world events.

b. Transnational Education (TNE) Partnership with PSB Academy for delivery of UVic Bachelor of Engineering in Biomedical Engineering and Management

c. Academic Accommodations

12. Other Business

Adjournment



University
of Victoria

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

Open Session
Tuesday February 3, 2026
Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

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

By Invitation: Elizabeth Croft, Chris Horbachewski, Lisa Kalynchuk, Kristi Simpson

Regrets: Param Bhatti, Val Napoleon

Call to Order: The meeting was called to order at 11:34 a.m.

1. Approval of Agenda

MOTION: (B. Cant/I. Watson)

THAT the agenda of the open session of the regular meeting of February 3, 2026 be approved.

CARRIED

2. Approval of Summary Record of the Meeting held November 25, 2025

MOTION: (B. Cant/P. Ramsey)

THAT the summary record of the open session of the regular meeting held November 25, 2025 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

Brian Cant, Chair welcomed the Board members and provided a territorial acknowledgement. He noted these are the first meetings of the new year and spoke about setting resolutions.

B. Cant welcomed the visitors in the gallery and informed them that there would not be opportunity for visitors to speak at the Open Session.

5. Correspondence

a. Canadian Association of University Teachers

B. Cant acknowledged the correspondence received in the form of a petition and noted that the correspondence addresses collective bargaining. B. Cant thanked those who signed the petition.

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

B. Cant acknowledged the correspondence and petition received from several associations related to Students with a Disability (SSD). He stated that inclusion and accessibility are core values to this institution with shared responsibilities. He noted that a Centre for Accommodated Assessments is being established and that the Board of Governors will support the work with oversight. B. Cant said that a more fulsome update would be provided to Board at the March meetings.

6. Acting President's Report

Robina Thomas, Acting President and Vice-Chancellor stated it was nice to see so many people attending the Open Session. She introduced herself and where she comes from. She provided her territorial acknowledgment.

R. Thomas reported on implications of changes to the province's drug decriminalization policy for the university.

She reported on the appointment of Dr. Angela Jaime as Vice-President Indigenous.

R. Thomas informed the members that the United Way Plasma Car Race would be taking place on February 12, 2026 on campus. It is the signature event for this fundraiser with faculty, staff and students participating.

R. Thomas reported that Stephanie Willerth has been elected as a Fellow of the Engineering Institute of Canada (EIC) for exceptional contributions to engineering in Canada.

She reported on performance of Vikes teams.

R. Thomas reported that in November 2025, R. Thomas and other UVic leaders attended the International Traditional Indigenous Knowledges Institute conference in Australia and New Zealand.

There were no questions for R. Thomas.

7. External Relations Report

BOG-Feb03/26-30

Chris Horbachewski, Vice-President External Relations indicated he had nothing to add to the circulated report.

There were no questions for C. Horbachewski.

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)*

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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: (B. Cant/M. Buller)

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

CARRIED

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

J. Stephens stated that the Finance Committee met and reviewed the three policies. The new Responsible Investment Policy is aligned with similar policies. There are minor clarifications and changes in the Governance Policy and the Statement of Investment Policies and Procedures. Kristi Simpson, Vice-President Finance and Operations noted that climaterisk modelling was used to test the updates.

MOTION: (J. Stephens/P. Ramsey)

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.

CARRIED

10. Operations and Facilities Committee (Paul Ramsey)

a. Policy for the Establishment, Review and Closure of Research Centres (RH8300)

BOG-Feb03/26-34

P. Ramsey stated that the policy has been updated. The policy was approved by Senate in January. He noted the highlighted changes.

Lisa Kalynchuk, Vice-President Research and Innovation recognized the excellent work by Fraser Hof, Associate Vice-President Research.

MOTION: (P. Ramsey/M. Jensen)

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

CARRIED

11. Other Business

I. Watson expressed his gratitude for the people in the gallery. In light of the good news from the Provost's office on the Centre for Accommodated Assessments, it is important to work collaboratively with the campus community in the spirit of collegial governance. He thanked the those in the gallery and noted this will be discussed in March.

There being no other business, the meeting adjourned at 11:52 a.m.

Faculty Association Bargaining Petition

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.

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BOG-Mar31/26-29

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Board of Governors

For: Information

From: Chris Horbachewski, Vice President, External Relations

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: External Relations Report - 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

UVic named Top BC Employer 5th year in a row

In February, UVic was named both a [Top BC Employer](#) (five years in a row) and a Canada's Best Diversity Employer (for the 15th consecutive year).

Three new websites in 2026

Building on our commitment to heightened standards for brand, accessibility, user experience and overall quality, fully redesigned websites for the [Farquhar Auditorium](#), the [UVic Innovation Centre](#), and the Faculty of Health's have been launched.

CELEBRATING SUCCESS AND EXCELLENCE

Champions of Discovery: International Women's Day at UVic

In celebration of International Women's Day, UVic recognized stories and achievements of many amazing women on campus and beyond. [International Women's Day](#) storytelling includes web and social media driving engagement and awareness.



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Eleven outstanding UVic grads are being recognized for their [remarkable achievements](#) in one of three categories: Presidents' Alumni Awards, Emerging Alumni Awards and Indigenous Community Alumni Awards. Media coverage in local outlets has included CTV Vancouver Island, CHEK News and Victoria Buzz.

FOSTERING A CULTURE OF PHILANTHROPY

Driving momentum with UVic's partnership with United Way

UVic has continued its more than 32-year partnership with United Way. Planning sessions are underway to increase UVic's partnership and local impact with United Way.

Alumni Engagement

Highlights from January/February:

- Signature February programming gave alumni opportunities to reconnect, recharge and rediscover.
- This programming included a digital plant guide developed with an alumna, a movie matinee at Cinecenta and a UVic Alumni Guest Speaker Series event on evidence-based approaches to happiness.
- February engagement extended to students as well, with 300 chocolates and plant-guide information cards distributed on campus to build alumni awareness.
- A monthly learning contest tied to the theme of reconnection ran alongside the February programming and has had more than 1,000 participants. This follows a "Happy New Year" survey in January that had more than 700 responses.
- International alumni outreach continued with alumni events in Tokyo (Dr. Lisa Kalynchuk hosted 32 participants), Hong Kong (Jim Dunsdon hosted 17 participants) and Edinburgh (volunteer-led with 7 participants).
- Locally, alumni sold out the annual Vikes Basketball Alumni Game Night.
- Finally, the ᑭᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦᑭᑦ ᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ | SIÁMĆEŁ | Distinguished Alumni Award recipients were announced on February 23, with a celebration event planned in Victoria for March 26.

Philanthropy and Fundraising

Vikes Giving Day

On February 4th, Annual Giving and Wellness, Recreation & Athletics led Vikes Giving Day for its fourth year. Vikes Giving Day was designed to provide a platform for varsity teams and recreation clubs to fundraise for team priorities such as travel, international tours and matches, and equipment. This year the teams raised \$378,422 from 856 donations to support student-athletes and their journeys. Team specific results and impact updates can be viewed [here](#).

Impact Week

From March 2-6, UVic celebrated Impact Week, which is designed to build awareness about the impact of philanthropy on campus and to encourage gratitude for UVic donors through student engagement. Activities throughout the week included highlighting stories of philanthropy, Thank-a-thons to engage students in sharing messages of gratitude with UVic donors, and directly thanking faculty and staff donors at the annual employee donor breakfast.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

TEDx comes to UVic

[TEDxVictoria](#) is being held at Farquhar Auditorium on Oct. 7, 2026. The University is supporting the recruitment of speakers, ticket sales, and highlighting UVic as an engaged, forward-thinking convener of ideas amplifying the institution's role as a hub for innovation, research, and community impact.

Upcoming events at the Farquhar:

- UVic Concert Band Performance-Apr 2, 2026 at 8pm
- Island Catholic Schools Concert-April 14, 2026 at 6pm
- Arbutus Night of Music Concert-April 15, 2026 at 7pm
- Victoria Symphony Kids Concert-April 18, 2026 at 3pm
- Greater Victoria Youth Orchestra Concert-April 19, 2026 at 2:30pm
- Greater Victoria Performing Arts Festival-School Dance Sessions-April 21-23, 2026, sessions at 9am & 1pm
- UVic Engineering-Iron Ring Ceremony-April 26, 2026 at 2pm
- St Michaels University School Strings Concert-April 28, 2026 at 7pm
- Karen Clark Dance Studio Recitals-May 1 & 2, 2026 at 1:30pm and 6:30pm
- Greater Victoria Performing Arts Festival School Dance Highlights-May 4, 2026 at 7pm
- Pirouette Dance Recitals-May 12 & 13, 2026 at 7pm
- Podium Choral Conference Concerts-May 14 & 17, 2026 at 1pm and 4pm
- Victoria Choral Society Concert-May 24, 2026 at 2:30pm

- St Michaels University School Cross Campus Concert-May 25, 2026 at 7pm
- Reynolds School Band Concert-May 27, 2026 at 7pm
- Mount Douglas High School Recognition Ceremony-May 28, 2026 at 6pm
- Choirs YYJ Spring Concert-May 30, 2026 at 7:30pm

BUILDING MEANINGFUL PARTNERSHIPS

Strengthening UVic–City of Victoria collaboration

In 2025, UVic and the City of Victoria signed an MOU to support collaborative opportunities that drive meaningful, positive impacts in the community. As part of this work, UVic and the City co-hosted a workshop designed to create space for participants to explore areas for collaboration. Approximately 50 people from both organizations participated, representing a wide range of areas from facilities to community wellbeing to climate action. The workshop resulted in several ideas from data sharing, co-developed programs and a community of practice, that are now being explored further.

Spring 2026 Convocation

- Planning is in full swing. There will be twelve (12) ceremonies held from June 8 to 12: two per day on Monday, Tuesday, and Friday, and three per day on Wednesday and Thursday. The Spring 2026 Convocation schedule is finalized and attached.
- There will be five honorary degree recipients recognized during Spring 2026 Convocation.

Attachment(s):

1. Spring 2026 Convocation Schedule



University
of Victoria

BOG-Mar31/26-19

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 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:

- Afghan Women in Engineering and Computer Science Entrance Scholarship (Revised)
- Crabtree Award of Excellence in Legal Research & Writing (New)
- David Leeming Math Scholarship* (New)
- Douglas E. Baer Conference Travel Award* (New)
- IEEE Dr. Nandi Scholarship (Revised)
- John and Ann McLaren Award* (New)
- Mary and Fred Colthorpe Award in Music* (New)
- Nazareno Dominelli and Maria Giuseppa Tassone Award (Revised)
- Nimrod Hungarian Mobility Award (Revised)
- Soleil Brooks Vikes Women's Rugby Award* (Revised)
- The Purple Squirrel Award for Academic Diversity (New)
- Vikes International Athlete Award (Revised)
- Eunice Lowe Award for Entrepreneurship Studies* (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Tim Price Scholarship in Entrepreneurship* (Revised)
- Joanne Stewart Award* (New)

- Alzheimer Society of BC and Yukon Doctoral Award (New)
- Anthony Dawson Justice Award* (Revised)
- Anthony (Tony) Chan Memorial Bursary* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation* (Revised)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Ethel Clark Entrance Bursary* (Revised)
- Faculty Association Bursary* (Revised)
- Faculty of Science Research Scholarship* (Revised)
- Langford-Seaborne Scholarship* (Revised)
- Mariane Johnson Scholarship in Education* (New)
- Marine Geoscience and Oceanography Scholarship* (New)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Phyllis Margaret Wilson Scholarship* (Revised)
- Ross & Stephanie Bailey Graduate Award* (Revised)
- Syd Bulman-Fleming Collaborative Piano Award (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- B. Anne Tolmie Wood Scholarship for Indigenous Students* (Revised)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization* (Revised)
- Courage to Persevere Award (Revised)
- Dr. Margaret “Marmie” Perkins Hess Graduate Fellowships in Earth, Ocean, Astronomy and Environmental Sciences* (Revised)
- Jim Ounsworth Graduate Scholarship for Indigenous Students (Revised)
- John Michael Brownutt Graduate Scholarships* (Revised)
- Marianne Johnson Scholarship for Bipolar Disease Research* (New)
- Mary & David Norton Indigenous Leadership Fellowship* (Revised)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (Revised)

** 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 February 6 and March 6, 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~~

AFGHAN WOMEN IN ENGINEERING AND COMPUTER SCIENCE ENTRANCE SCHOLARSHIP* (REVISED)

One or more ~~An~~ entrance scholarships of at least \$2,500 ~~are~~ awarded to ~~an~~ academically outstanding ~~women~~ students entering the Faculty of Engineering and Computer Science. ~~who is from Afghanistan.~~ Preference will be given to students who are from Afghanistan. Afghan students who have been out of secondary school for more than two years are eligible to be considered for this scholarship. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

CRABTREE AWARD OF EXCELLENCE IN LEGAL RESEARCH & WRITING (NEW)

An award of at least \$2,500 will be given to an undergraduate student who has demonstrated excellence in LAW112I - Transsystemic Legal Processes, Research, Writing. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

DAVID LEEMING MATH SCHOLARSHIP* (NEW)

One or more scholarships are awarded to academically outstanding transferring or continuing undergraduate students in the Department of Mathematics and Statistics. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics and Statistics.

DOUGLAS E. BAER CONFERENCE TRAVEL AWARD* (NEW)

One or more awards are given to graduate students who have completed research at the University of Victoria Research Data Centre to present their research findings at a Canadian or international academic conference.

The award is intended to cover, or partially cover, travel expenses, registration fees, accommodation, and associated fees.



Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Director of the University of Victoria Research Data Centre.

IEEE DR. NANDI SCHOLARSHIP (REVISED)

One scholarship of \$2,000 is awarded to an academically outstanding undergraduate student who is choosing an Electrical and Computer Engineering program in their second year of studies or transferring into an Electrical and Computer Engineering program. ~~entering or transferring into the Electrical or Computer Engineering program.~~ Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Electrical and Computer Engineering.

JOHN AND ANN MCLAREN AWARD* (NEW)

One award of at least \$1,000 will be given to a continuing undergraduate student in the Faculty of Law who has demonstrated academic ability and a commitment to social justice activity and advocacy. Preference will be given to a student who identifies as Black, Indigenous or a Person of Colour. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

MARY AND FRED COLTHORPE AWARD IN MUSIC* (NEW)

One or more awards are given to entering, transferring or continuing undergraduate students studying music education, musical arts or performance. Students must have completed studies at a BC secondary school or be transferring to the UVic School of Music from a college or university in BC.

NAZARENO DOMINELLI AND MARIA GIUSEPPA TASSONE AWARD (REVISED)

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

NIMROD HUNGARIAN MOBILITY AWARD* (REVISED)

One or more awards are given to undergraduate, graduate or post graduate students ~~in the field of science, medicine, technology or social sciences disciplines~~ who are either: 1) Coming to study from Hungary at UVic or 2) UVic students going to Hungary to study at accredited Hungarian universities. Preference will be given to students pursuing studies in the field of science, medicine, technology, or social sciences disciplines. Part-time students are eligible (minimum 9.0 units for undergraduate students in two of the three terms in the academic year and less than 3.0 units for graduate students). Selection of the recipients will be made by the Global Engagement Selection Committee. Two competitions are held each year. The deadlines for applications are 4:30 p.m. on the third Wednesday of March and November.



Applications must be submitted to the Office of Global Engagement either in person to University Jamie Cassels Centre, Room B202, or my by email as a single pdf document to world@uvic.ca.

SOLEIL BROOKS VIKES WOMEN'S RUGBY BIPOC AWARD* (REVISED)

One or more awards are given to undergraduate or graduate students who compete on the Vikes Women's Varsity Rugby Team who self-identify as Black, Indigenous or a Person of Colour. Preference is for students who are involved in giving back to their community. 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, Varsity 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.

THE PURPLE SQUIRREL AWARD FOR ACADEMIC DIVERSITY* (NEW)

One or more awards are given to undergraduate students taking a minor in a different faculty and discipline than their major area of study and who demonstrate financial need. Preference is for students taking third or fourth-year level courses and further preference is for students either majoring or minoring in Fine Arts, Humanities, Science or Engineering.

VIKES INTERNATIONAL ATHLETE AWARD (REVISED)

One or more awards of \$50,000 payable at \$10,000 per year over 5 years, are given to international undergraduate students entering or transferring to UVic and who compete on any Vikes Varsity team at the University of Victoria. International students transferring from a non-Canadian post-secondary institution are eligible.

The award is automatically renewed for each year of a student's full-time study until the completion of their first undergraduate degree or for a maximum of four years, whichever is the shorter period, provided they meet and maintain U SPORTS eligibility requirements.

Award nominees will be selected on the basis of work ethic, commitment and performance criteria by the Director, Varsity Performance Sport in consultation with the Head Coaches. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.



TERMS FOR NEW AND REVISED AWARDS

Additions are underlined

Deletions are struck through

EUNICE LOWE AWARD FOR ENTREPRENEURSHIP STUDIES* (REVISED)

One or more awards of at least \$1,000 each are given to third or fourth year Bachelor of Commerce students in the entrepreneurship Entrepreneurship and Innovation sSpecialization at the Peter B. Gustavson School of Business who are facing financial or personal hardship. Applicants must submit a personal statement (max 500 words) that outlines the financial or personal challenges and how they have overcome, or are currently overcoming, these challenges and also speaks to their academic and career goals. Preference will be given to students with demonstrated financial need. Graduating students and part-time students (minimum 6.0 units) (registered in a minimum of 6.0 graded units in two of the three terms in an academic year) are eligible for this award.

Applications must be submitted through the online application via Online tools under Student Awards and Financial Aid by April 30 May 31.

Approval of the recipient will be made ~~by the~~ Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

MICHAELA TOKARSKI ENTREPRENEURSHIP AWARD* (REVISED)

One or more awards are given to undergraduate Bachelor of Commerce students in the Peter B. Gustavson School of Business who are completing an entrepreneurial Entrepreneurship and Innovation sSpecialization or completing an entrepreneurial work term. Preference is given to students with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. This award may go to graduating students.

TIM PRICE SCHOLARSHIP IN ENTREPRENEURSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding students in the Gustavson School of Business who are in the Entrepreneurship and Innovation Specialization Program. This scholarship may be awarded to a graduating student.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.



JOANNE STEWART AWARD* (NEW)

One or more scholarships are given to academically outstanding entering, continuing, or transferring undergraduate students or if there are no eligible undergraduate students, for academically outstanding entering or continuing graduate students in the Faculty of Education. Part time students (registered in a minimum of 6.0 units for credit in two terms for undergraduate students or 1.5 units per term for graduate students) are eligible.

In the case of a graduate scholarship, approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

ALZHEIMER SOCIETY OF BC AND YUKON DOCTORAL AWARD (NEW)

Two awards of \$40,000 each are given to academically outstanding doctoral students in the Faculty of Health conducting research in the area of Alzheimer's disease or related dementias, across biomedical, clinical, or public health domains. Recipients are invited to share their research with representatives of Alzheimer Society of BC including people with lived experience. The awards are renewable for the duration of the student's current graduate degree, up to a maximum of three years provided the student has a first-class GPA and is making good academic progress in the same degree.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Health.

ANTHANY DAWSON JUSTICE AWARD* (REVISED)

One award is given to a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit, full-time undergraduate or graduate student taking courses in a discipline related to justice in any of the following: Social Work, Child and Youth Care, Law, Political Science, Institute of Dispute Resolution, or Indigenous Governance. Students must submit a one-page letter outlining their community or leadership involvement.

Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th.

In the case of an undergraduate student, 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). In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of IACE.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



ANTHONY (TONY) CHAN MEMORIAL BURSARY* (REVISED)

One or more bursaries are awarded to undergraduate students of minority ancestral groups entering or continuing at the University of Victoria with preference given to students of Asian Aancestry and Indigenous Students (inclusive of all Indigenous Peoples locally and globally). ~~those who are First Nations, Inuit and Métis peoples and all other Indigenous peoples.~~

In addition to this, selection of recipients will be based on their department, school or faculty of study, in the following order of priority:

1. Department of Pacific and Asian Studies
2. Department of History
3. School of Social Work
4. Faculty of Education

Applicants who have indicated they are Indigenous Students (inclusive of all Indigenous Peoples locally and globally) for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

DOUGLAS E. BAER TRAINING IN QUANTITATIVE METHODS AWARD* (NEW)

One or more awards of at least \$1,500 are given to graduate students in the Sardul S. Gill Graduate School at the School of Business, Faculty of Health, or the Faculty of Social Sciences to attend a quantitative research methods training program. Preference will be given to students to attend one of the following quantitative educational opportunities:

- Global School in Empirical Research Methods (GSERM), University of St. Gallen, Switzerland.
- The Inter-university Consortium for Political and Social Research (ICPSR) Summer program in Quantitative Methods of Social Research, University of Michigan, Ann Arbor, Michigan, USA.
- Canadian Centre for Research Analysis and Methods, University of Calgary, Calgary, Alberta.

Further preference will be given to students to attend one of the above quantitative educational opportunities in person.

The award is intended to cover, or partially cover, costs related to the recipient's travel to and from the training program location, including accommodation, as well as program registration fees.

The award will not be given to students attending qualitative educational opportunities. Students are required to notify the Sardul S. Gill Graduate School, the Faculty of Health, or the Faculty of Social Sciences, of their intent to attend, provide the name of the educational opportunity, specify how the program relates to their studies, and whether attendance will be in person or virtual, by February 28.



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, the Faculty of Health or the Faculty of Social Sciences.

All nominations must be submitted to FGS by March 15 and must include the value of the award for each student.

DR. IAN STUART MBA SCHOLARSHIP IN SUSTAINABLE INNOVATION* (REVISED)

One or more scholarships of at least \$1,350 each are awarded to academically outstanding students in the MBA In Sustainable Innovation program at the Sardul S. Gill Graduate School, Peter B. Gustavson School of Business, who have a degree in Engineering or Applied Math and have an interest in sustainable operations management. Preference will be given to students who demonstrate financial need with an additional preference for students who are Canadian citizens. Applications must be submitted by July 31st ~~April 30~~ to the Dean's Office of the Peter B. Gustavson School of Business. Approval of the recipient(s) will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

ELIZABETH (BETTY) VALENTINE PRANGNELL SCHOLARSHIP* (REVISED)

A scholarship will be awarded to two academically outstanding First Nations, Métis and/or Inuit undergraduate and/or graduate ~~Indigenous~~ students majoring in Visual Arts. Preference will be given to students with an interest in Indigenous visual art. ~~If there is only eligible undergraduate student, then a graduate student of a different gender than the undergraduate student recipient may receive the scholarship. If there are not two eligible undergraduate students, then two graduate students may receive the scholarship.~~

In the case of an undergraduate student, approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

ETHEL CLARK ENTRANCE BURSARY* (REVISED)

One or more bursaries are awarded to ~~Aboriginal~~ First Nations, Métis and/or Inuit undergraduate students entering the University of Victoria.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



FACULTY ASSOCIATION BURSARY* (REVISED)

One or more bursaries are awarded to single parents, students with ~~a disability~~ visible and/or invisible (physical and/or mental) disabilities or ~~First Nations~~ First Nations, Métis and/or Inuit students.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

FACULTY OF SCIENCE RESEARCH SCHOLARSHIP* (REVISED)

~~One or more~~ A scholarship is awarded to ~~an~~ academically outstanding graduate students in the Faculty of Science who performs (s) multi-disciplinary and collaborative research that ~~also~~ demonstrates innovation and potential for further development (i.e. a new technology, engineering, robotics, computer and/or data management).

This multi-disciplinary and collaborative research should be

- * between UVic faculties or departments,
- * within a department (cross-divisional), and/or
- * ~~with (or at) other institutions.~~ within the research community at large, such as at other institutions.

Applicants must demonstrate science communication skills. In addition to presenting at conferences or other science events, students are encouraged to for example, by engaging in science public outreach activities, participate in student mentorships, respond to science media questions about their research, and/or obtain formal science education training. ~~or supporting student mentorship and by presenting at conferences or other science events.~~ Preference is for students who are Canadian citizens.

Applicants must submit a 2-page CV and 300-word statement to the Faculty of Science summarizing how the applicant's research and skills meet the award criteria.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

LANGFORD-SEABORNE SCHOLARSHIP* (REVISED)

One or more scholarships of at least \$1,000 each are awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit graduate students in the School of Public Administration. If there are no eligible graduate students, ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Indigenous Community Development and Governance Diploma in the School of Public Administration may receive the scholarship.



~~Undergraduate students apply via the online in-course scholarship application and Undergraduate students apply via the Online Tools, online undergraduate application by May 31st.~~ Graduate students must apply in writing to the School of Public Administration. Graduate recipients will be approved by the Faculty of Graduate Studies, Graduate Awards Committee and undergraduate recipients will be approved by the Senate Committee on Awards upon the recommendation of the School of Public Administration.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARIANE JOHNSON SCHOLARSHIP IN EDUCATION* (NEW)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate students who are pursuing a Bachelor of Education degree.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARINE GEOSCIENCE AND OCEANOGRAPHY SCHOLARSHIP* (NEW)

One or more scholarships are awarded to academically outstanding graduate students in the School of Earth and Ocean Sciences who perform marine geoscience and/or oceanographic research which is multidisciplinary, collaborative, and demonstrates innovation and potential for further development (i.e. a new technology, engineering, robotics, computer and/or data management).

Multi-disciplinary and collaborative research should be

- between UVic faculties or departments,
- within a department (cross-divisional), and/or
- within the research community at large such as at other institutions.

Applicants must demonstrate science communication skills. In addition to presenting at conferences or other science events, students are encouraged to engage in science public outreach activities, participate in student mentorships, respond to science media questions about their research, and/or obtain formal science education training.

Preference is for students who are Canadian citizens.

Applicants must submit a 2-page CV and 300-word statement to the Faculty of Science, summarizing how the applicant's research and skills meet the award criteria. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.



NORAH & CALVIN BANKS INDIGENOUS LEADERSHIP AWARD IN THE SCIENCES* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit undergraduate or graduate ~~Indigenous~~ students in the Faculty of Science, Faculty of Engineering and Computer Science or School of Environmental Studies. ~~Graduate students must apply via the online graduate scholarship application between July 1st and September 15th. Undergraduate students must apply via the online application by May 31st. Graduate students apply via the Online tools, online graduate application by September 15th.~~

Selection of the recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Office of Indigenous Academic and Community Engagement (IACE) in consultation with the Dean of the Faculty of Sciences, the Dean of the Faculty of Engineering and Computer Science, and the Director of the School of Environmental Studies.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

PHYLLIS MARGARET WILSON SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Nursing. Preference is for students with interest in family health, and/or public health. Students registered in at least 4.5 academic units in a term are eligible for this scholarship.

ROSS & STEPHANIE BAILEY GRADUATE AWARD* (REVISED)

One or more awards, of a minimum of \$2,500 each, are given to graduate students in the Faculty of Engineering and Computer Science who have a learning disability. Preference is for students in Mechanical Engineering working on projects associated with the Institute for Integrated Energy Systems (IESVic) or Accelerated Community Energy Transformation (ACET). Further preference is for students with financial need. Students must apply to the Dean's Office, Faculty of Engineering and Computer Science, by August 15th ~~November 15th~~.

Approval of the recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Engineering and Computer Science.

SYD BULMAN-FLEMING COLLABORATIVE PIANO AWARD* (REVISED)

One or more awards are given to graduate student pianists who demonstrate excellence as a collaborative pianist. The approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.



UVIC WIS STEM LEADERSHIP IN DIVERSITY SCHOLARSHIP (NEW)

One or more scholarships are awarded to women graduate students who are Black, Indigenous or People of Colour, and are in a science, technology, engineering and math (STEM) based program in either the Faculty of Engineering and Computer Science or the Faculty of Science. Applicants must have a strong commitment to advocacy for women in STEM and a passion for academic research, leadership and community outreach and must submit:

- a letter (max 300 words) demonstrating their commitment to research, leadership and/or community outreach, and
- a letter of reference (max two pages) from a supervisor, employer or volunteer organization

The Scholarship will alternate years between the Faculty of Engineering and Computer Science and the Faculty of Science. Approval of recipient(s) will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

ÁTOLÁNW: A SEASON OF JUST AND FAIR TREATMENT SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit 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.

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.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

B. ANNE TOLMIE WOOD SCHOLARSHIP FOR INDIGENOUS STUDENTS* (REVISED)

One or more scholarships are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit graduate students in the School of Indigenous Governance, School of Social Work, School of Public Administration, Department of Political



Science, Department of Economics or the Department of Psychology. Applicants must submit a statement (maximum 500 words) describing how, through their studies and community involvement, they plan to address a significant social challenge facing Indigenous Peoples. Preference is for students with demonstrated financial need.

~~Students must apply via the online graduate scholarship application between July 1st and September 15th.~~ Students apply via the Online tools, online graduate application by September 15th. Approval of the recipient is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

CECILIA TATTI TUTCHO GRADUATE SCHOLARSHIP IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

One or more scholarships are awarded to ~~Indigenous~~ First Nations, Métis and/or Inuit graduate students in the Faculty of Education enrolled in a PhD program or the Masters in Indigenous Language Revitalization, who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Part-time students (minimum 1.5 units per term) are eligible for this scholarship.

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

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

COURAGE TO PERSEVERE AWARD (REVISED)

One award of at least \$1,000 is given to an academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit graduate student who submits a one-page statement outlining a time where they were required to persevere. The essay may include what they learned/are learning through the experience. The essay may include what they learned/are learning through the experience or activities that the student has participated in, such as: leadership, tutoring, peer mentoring, advocacy or self-care, which demonstrate how they have achieved personal growth through their experience. Part-time students are eligible (minimum 1.5 units per term). ~~Students must apply via the online graduate scholarship application between July 1st and September 15th.~~ Students apply via the Online tools, online graduate application by September 15th. Approval of the recipient is made by the Faculty of Graduate Studies



Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

DR. MARGARET 'MARMIE' PERKINS HESS GRADUATE FELLOWSHIPS IN EARTH, OCEAN, ASTRONOMY AND ENVIRONMENTAL SCIENCES* (REVISED)

Fellowships of a minimum of \$15,000 are awarded to outstanding domestic or international graduate students whose research focus is on earth, ocean, astronomy and/or environmental sciences.

These fellowships may be renewed for one additional year for a Master's student and up to two additional years for a PhD student providing the student maintains a first class grade point average and full time registration in their graduate degree program.

Students apply via the online graduate scholarship application between July 01 and September 15 and must submit a one-page one-page summary of their research subject, and one academic reference letter (signed), and one-page list of publications, patents, conference presentations and other significant awards or academic accomplishments. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee.

JIM OUNSWORTH GRADUATE SCHOLARSHIP FOR INDIGENOUS STUDENTS (REVISED)

Two scholarships of \$15,000 each are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit graduate students entering the University of Victoria, with preference for students with demonstrated financial need. The scholarships are renewable for the duration of the student's current graduate degree, up to a maximum of three years, provided the student has a first-class GPA and is making good academic progress in the same degree.

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

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



JOHN MICHAEL BROWNUTT GRADUATE SCHOLARSHIPS*(REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit graduate ~~Indigenous (First Nation, Status, Non-Status, Inuit and Metis)~~ students at the University of Victoria. Students must have demonstrated community involvement. Applications may be obtained from The Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARIANNE JOHNSON SCHOLARSHIP FOR BIPOLAR DISORDER RESEARCH (NEW)

One or more scholarships are awarded to academically outstanding graduate students studying bipolar disorder illness in the Faculty of Health. Preference is for students in the School of Nursing.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Health.

MARY & DAVID NORTON INDIGENOUS LEADERSHIP FELLOWSHIP* (REVISED)

One or more fellowships, of at least \$5,000 each, are awarded to ~~First Nations, Inuit or Metis~~ First Nations, Métis and/or Inuit PhD students in the latter stages of thesis or dissertation preparation, whose studies are focused on improving the lives of Indigenous communities. Students must submit an outline (maximum 250 words) describing how their research is focused on improving lives in Indigenous communities ~~via the online graduate scholarship application between July 1st and September 15th~~ via the Online tools, online graduate application by September 15th. Students may receive this fellowship more than once.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated are they First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MYA AND MARCUS INDIGENOUS GRADUATE SCHOLARSHIP IN VISUAL ARTS* (REVISED)

One or more scholarships are awarded to ~~Indigenous~~ First Nations, Métis and/or Inuit graduate students in the Department of Visual Arts. A preference is for students who have experience working with wood material in an Indigenous context (for example carving,



construction or expanded material examinations) and a further preference is for students from Northwest Territories. Students with a GPA of 6.0 and above are eligible. Applications must be submitted to the Department of Visual Arts by April 15.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).





University
of Victoria

BOG-Mar31/26-20

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL)

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), effective September 2026, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background:

The proposed Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings. The certificate targets a range of student groups seeking qualification in the teaching of English as a foreign/second/additional language, with a focus on current/recently graduated elementary or secondary Bachelor of Education (B.Ed), post-degree professional program (PDPP) education students, and in-service teachers pursuing additional for-credit professional development training.

This program will consist of two course option streams to accommodate learners:

- 1) TESOL Certificate: 6.0 units (150 hours) of classroom instruction

2) TESOL Certificate with Practicum: 6.0 units (150 hours) of classroom instruction plus 20-hour supervised practicum (offered in partnership with the School of Languages, Linguistics and Cultures).

Credit obtained within the TESOL Certificate may be transferable to a regular bachelor's degree program subject to the specific requirements of the degree program and regulations of the faculty offering that degree program. This certificate program will also provide qualifications for Canadian-based teachers to teach abroad by meeting the 120-hour threshold of required TESOL certification (in addition to an undergraduate degree) for many countries.

Results of a survey conducted in April 2025 (Appendix A) of approximately 200 current and recently graduated UVic B.Ed and PDPP students as well as consultations with local school districts indicate strong support for the proposed certificate.

Basis for Jurisdiction: Senate Committee on Planning meeting February 4, 2026
Senate meeting on March 6, 2026

Attachment(s): March 2026 Senate docket for the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL).

SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Re: Proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL)

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL).

The proposed Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings, and has been organized for a range of student groups seeking qualification in the teaching of English as a foreign/second/additional language.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), as described in the document “TESOL Professional Specialization Certificate”, 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



SENATE COMMITTEE ON PLANNING

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 UNDERGRADUATE CERTIFICATE OR DIPLOMA

TESOL Professional Specialization Certificate

Submitted by:	Name and title	Email
Dean or designate	Dr. Todd Milford (Dean) Dr. Leslee Francis Pelton (ADUP)	educdean@uvic.ca adup@uvic.ca
Academic unit, department, or school	Curriculum & Instruction	cichair@uvic.ca
Name, title, and email of contact person	Dr. Tim Anderson, Associate Professor (Additional Language Learning), Curriculum & Instruction, Faculty of Education	timanderson@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 (DD/MM/YY)
Pre-consultation with AVPAP (by contact person and Dean/designate)	22/8/2024 16/12/2024
Departmental/School approval	14/10/2025
Resource requirements approval (by Dean)	05/01/2026
Faculty Curriculum Committee approval	22/10/2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	5/11/2025

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 (DD/MM/YY)	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	08/08/2025	Y (Appendix F)
Co-operative Education and Career Services – Executive Director - Andrea Giles – cooped@uvic.ca	26/09/2025	Y (Appendix G)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	25/09/2025	Y (Appendix H)
External and Internal Consultation (letters of support as per section I)	Various	Y (Appendices C, D & E, I)
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	

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

Key terms: TESOL (Teaching English to Speakers of Other Languages); TESL (Teaching English as a Second Language); ELL (English Language Learner(s)); ESL (English as a Second Language); EFL (English as a Foreign Language)

This Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings. This certificate has been organized for a range of student groups seeking qualification in the teaching of English as a foreign/second/additional language, with focus on current/recently graduated elementary or secondary Bachelor of Education (B.Ed), post-degree professional program (PDPP) education students*, and in-service teachers pursuing additional for-credit professional development training. Initially this certificate will be offered in an online synchronous/asynchronous combined format.** There may be future circumstances where the audience or delivery mode will be expanded as appropriate. The program may also aim to be [TESL Canada](#) certified (Professional Standard 1) contingent upon approval.

This program will consist of two course option streams to accommodate learners:

- 1) TESOL Certificate: 6.0 units (150 hours) of classroom instruction
- 2) TESOL Certificate with Practicum: 6.0 units (150 hours) of classroom instruction + 20-hour supervised practicum (offered in partnership with the School of Languages, Linguistics and Cultures).

The four course titles (and practicum) are:

- 1) EDCI 481 - Introduction to TESOL (1.5 units)
- 2) EDCI 482 - Language Foundations for TESOL (1.5 units)
- 3) EDCI 483 - TESOL: Sociocultural Perspectives (1.5 units)
- 4) EDCI 484 - TESOL: Curriculum and Pedagogy (1.5 units)
- 5) LING 476 - Seminar and Practicum in Applied Linguistics (1.5 units) – Optional

*Credit obtained within the TESOL Certificate may be transferable to a regular bachelor's degree program; however, such transferability of credit is always subject to the specific requirements of the degree program and regulations of the Faculty offering that degree program. Students interested in taking this program concurrently with a UVic degree program should contact their academic adviser for their main degree program to obtain permission before submitting an application to the program.

**All TESOL PSC courses will be offered in an online synchronous/asynchronous combined format and/or in-person intensive courses (depending on program demand). For those enrolled in the TESOL Certificate with Practicum option, the practicum will be offered in person only in the greater Victoria area.

Alignment with UVic Institutional Plans & Priorities

Equity-centred culture: Our program, in addition to focusing on core methodologies of English language learning and pedagogical training, incorporates critical perspectives of TESOL, its colonial history, and intersections with Indigenization/decolonization. We have also drawn on Indigenous/ILR focused approaches to additional language learning.

Relationality and belonging: The certificate is anchored in the principles of culturally-responsive teaching and UDL, recognizing the diverse linguistic and cultural backgrounds and identities of both

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STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

teachers and students in the learning process. These tenets are embedded across the curriculum, both theoretically and pedagogically.

Recruitment and retention: In addition to recruiting students currently outside the UVic community (including practicing K-12 teachers), a central aim is to retain current and recently graduated B.Ed and PDPP students from the Faculty of Education to this certificate program. Based on results from a survey (sent to ~200 current and recently graduated B.Ed/PDPP students), there was strong support for a TESOL Certificate program housed in the Faculty of Education (see Appendix A).

Access and support: Based on these survey results, we have designed the initial offering of the program to meet the needs of our K-12 educators and will offer the program as an online synchronous/asynchronous hybrid course. Further delivery modalities (including an on-campus option) may be offered in the future to meet the needs of students.

Institutional accountability: Over the past year, we have engaged in broad consultation for the TESOL Certificate program to determine:

- How this certificate program might compete with and sit apart from similar programs in the University, on Vancouver Island, and in BC more broadly (see Section C below).
- Areas of potential growth for the program.
- Areas of need for our students, teachers, and local school districts.

We have consulted with: current and recently graduated BEd/PDPP students (Appendix A), local school districts SD 61/62/63 (Appendix C), Continuing Studies (Appendix D), Lisa Surridge, Associate Dean Academic (Humanities) (Appendix E), Co-operative Education and Career Services (Appendix G), Libraries (Appendix H), and the Resource Requirements Approval (by Dean) (Appendix I). As a result of these consultations, specifically with Humanities, we will partner with Linguistics to offer the practicum component of this certificate program and engage in cross-promotion of programs in both units related to the teaching and learning of English as an additional language.

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.

Students enrolling in this program must satisfy the minimum undergraduate admission standards set by the University of Victoria (2.0/9.0). All applicants must demonstrate English language proficiency to attend UVic based on these criteria: <https://www.uvic.ca/undergraduate/admissions/language-requirements/index.php>. There are no pre-requisites required in order to apply for the TESOL PSC.

We have completed development of four new courses for this program (1-4 below; see Appendix B for calendar descriptions; full outlines available on request).

1. EDCI 481 - Introduction to TESOL (1.5 units)
2. EDCI 482 - Language Foundations for TESOL (1.5 units)
3. EDCI 483 - TESOL: Sociocultural Perspectives (1.5 units)
4. EDCI 484 - TESOL: Curriculum and Pedagogy (1.5 units)

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details.

The TESOL Certificate program integrates teaching and research by engaging students in evidence-based pedagogical practices and encouraging critical inquiry into second/additional language teaching and learning. Students will analyze current research on second language learning, language

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pedagogy, bi/multilingualism, and various other course topics to apply these findings in lesson planning, classroom simulations, and practicum / future teaching settings. Course assignments also inherently represent opportunities to integrate teaching and research.

- 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.

Students will have the option to take a supervised 20-hour supervised practicum with local institutions. This practicum will be delivered in partnership with Linguistics (School of Languages, Linguistics and Cultures). Details of this partnership are included below (Section I).

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

Yes. This program will offer a blended synchronous/asynchronous delivery mode to accommodate our teacher educators. This modality has been chosen based on a survey sent to current (at the time) and recently graduated B.Ed and PDPP students in the Faculty of Education. Results from this survey (~200 people, with 50% response rate) are included in Appendix A. There may be future circumstances where the intended delivery mode will be expanded as appropriate based on demand for the program, including face-to-face on-campus delivery.

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 program provides opportunities to include Indigenous and decolonization perspectives through the following topics and associated course readings:

- Additional language teaching approaches: Language Nests, Mentor-Apprentice Programs (MAP), Teaching Proficiency through Reading and Storytelling (TPRS), and Where Are Your Keys? (WAYK).
- Indigenizing and decolonizing the field of TESOL
- Indigenous dialects of English
- Critical approaches to TESOL: Cultural and linguistic imperialism and the global role of English
- Decolonizing English language curriculum and teaching
- Decolonizing approaches to assessment and grading

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

The proposed TESOL certificate program provides multiple opportunities for global engagement and perspectives. The curriculum integrates intercultural communication, global English varieties, and teaching methodologies applicable to both ESL (domestic) and EFL (international) contexts. Students will explore research from a diverse range of international TESOL scholars and are encouraged to critically reflect on the global spread of English and its implications for language teaching and learning. This program, in sum, is deeply intertwined with opportunities for global engagement at all stages. The majority of English language learners in British Columbian schools are immigrant, refugee, and international students, and equipping teachers with the skills and knowledge to better

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support these students will increase intercultural understanding and belonging. This certificate program will also provide qualifications for Canadian-based teachers to teach abroad by meeting the 120-hour threshold of required TESOL certification (in addition to an undergraduate degree) for many countries.

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

The TESOL Certificate program promotes justice, equity, diversity, and inclusion by embedding culturally responsive pedagogy, anti-oppressive education, and critical approaches to language learning throughout the curriculum. Coursework addresses systemic inequities in language education, such as linguistic discrimination, racialized language ideologies, and the marginalization of multilingual learners and teachers. Students will learn to recognize and counteract bias through inclusive lesson planning, equitable assessment practices, and learner-centered classroom strategies. The program emphasizes teaching that affirms students' diverse language and cultural identities and prepares candidates to advocate for socially-just language policies in both local and global contexts. Opportunities for reflection and engagement with Indigenous and global perspectives will further strengthen students' capacity to create inclusive, respectful, and responsive learning environments.

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

Drawing on UDL principles, we utilize multiple means of representation, expression, and engagement to support diverse learners across the four courses for this certificate program. The course materials are comprised of a variety of sources, including BC Curriculum documents, academic articles, book chapters and books, videos, website materials from professional organizations, and other government documents. Assignments blend between traditional academic papers to podcast creation, lesson plan development, written feedback tasks, reading responses, and critical analyses of TESOL resources. Course readings and other multimodal texts incorporate diverse cultural perspectives.

D. Describe the learning outcomes of the proposed program.

Students in the TESOL Certificate Program will have the opportunity to achieve the following learning outcomes:

- Demonstrate foundational knowledge of second language acquisition (SLA) theories and how they inform TESOL practices.
- Analyze the structure of English through key language systems.
- Design and deliver effective language lessons grounded in communicative and learner-centered pedagogical approaches.
- Adapt instructional approaches for learners from diverse language, cultural, and educational backgrounds.
- Select and evaluate materials and resources for teaching English in a variety of contexts, including ESL (English as a Second Language), EFL (English as a Foreign Language), and content-based teaching and learning environments (standard in most Canadian K-12 schools).
- Implement assessment strategies that are valid, reliable, and appropriate for evaluating English language learners' proficiency and progress.
- Demonstrate classroom management strategies that foster inclusive, respectful, and equitable learning environments.

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- Apply principles of intercultural communication to build rapport with learners and facilitate culturally responsive teaching and inclusive, supportive classrooms.

These outcomes will be achieved through: a combination of live/recorded lectures, small- and whole-group discussion, analysis of course readings, and individual practical application and research exploration. Students will engage in critical readings, lesson/activity planning, and reflective and creative course assignments that connect second language acquisition theory, language systems, inclusive pedagogy, and intercultural communication to build effective TESOL practice.

The proposed program is designed to provide current and aspiring teachers with knowledge of how to work effectively with English language learners in diverse settings through the following core areas of focus:

- **Course 1** provides an in-depth overview of English Language Learner characteristics, a comprehensive history of English language teaching, and an introduction to current approaches in teaching reading, writing, listening, and speaking, including integrating language and content instruction.
- **Course 2** introduces key areas of language structures relevant to the teaching of English as an additional language.
- **Course 3** provides an in-depth exploration of sociocultural topics in English language teaching, including cultural and linguistic diversity, inclusive classroom practices, teacher/learner identities, English as a global language, individual learner differences, translanguaging/codeswitching, social justice in language education, critical approaches to TESOL, and Indigenizing and decolonizing TESOL.
- **Course 4** presents a variety of culturally responsive and inclusive pedagogical concepts and strategies, as well as practical techniques for planning and implementation of curriculum, activities, assessments, and written/oral feedback in English-language teaching contexts.

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

Students enrolling in this program must satisfy the minimum undergraduate admission standards set by the University of Victoria (2.0/9.0). All applicants must demonstrate English language proficiency to attend UVic based on these criteria: <https://www.uvic.ca/undergraduate/admissions/language-requirements/index.php>

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

Below lists comparables. Only degree awarding institutions with active programs are included.

UVic:

1) Linguistics: *Diploma in Applied Linguistics* (1-year, 15-unit, 20 hour required practicum, on-campus)

2) Continuing Studies (CS):

- A 3-month micro-credential titled: *Teaching English as a Foreign Language*
- An 8-month micro-credential titled: *Teaching English Language Learning*

(Both CS programs are not-for-credit and do not count towards a [TQS](#) salary category upgrade for pre-service and in-service teachers in British Columbia.)

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British Columbia:

- 1) TRU: *Teaching English to Speakers of Other Languages Program* (4 courses + practicum; on-campus only)
- 2) UNBC: *Teaching English to Speakers of Other Languages Program* (2 courses; online)
- 3) UBC-V: *TESL Certificate* (4 courses + practicum option; on-campus only)
- 4) UBC-O: *Teaching English and Additional Languages Certificate* (3 courses [online] + required on-campus practicum)
- 5) SFU: *Teaching ESL Linguistics* (6 courses + required practicum; on-campus only)
- 6) Queens: *British Columbia Post-Graduate Certificate: English Language Learners* (4 core courses + 1 elective; online; cost: \$3,725.00)

The two closest existing programs to the current proposed TESOL Certificate program are (1) UBC-O *Teaching English and Additional Languages Certificate*; and, (2) Queen's University *British Columbia Post-Graduate Certificate: English Language Learners*. However, there are some key differences with our proposal. UBC-O's program offers only three content courses which are available via online delivery but the mandatory practicum requires students to be on-campus. Queen's certificate is a required five courses, does not offer a practicum. The certificate program proposed here differs from UVic comparable programs as well. The *Applied Linguistics Diploma* offered by Linguistics does not focus specifically on English-language teaching and learning and is more extensive and would be an unlikely option for teachers and teacher candidates looking for TESOL certification and TQS upgrades. The Continuing Studies microcredentials are not for credit and do not count towards TQS upgrades.

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).

Based on results from the survey (Appendix A), we are anticipating strong demand for this program. As noted, the survey was sent to approximately 200 current and recently graduated B.Ed and PDPP students from the Department of Curriculum & Instruction with 101 responses. Of those 101 respondents, 98 answered "Yes" to the question: "Would you be interested in taking a for-credit 6.0-unit TESOL Certificate Program?" With a 30% follow through, our goal is to enroll approximately 25-30 students for the program's first iteration. However, this estimate does not include more recent graduates from our programs, current B.ED and PDPP students, or current in-service teachers in local districts. Based on the strong support from school districts 61, 62, and 63, with total teacher populations of approximately 3000, 400, and 860 respectively (personal communication, SD 61, 62, 63 offices, September 25/26, 2025), actual enrolments will likely exceed these estimates. Our intended start date will be September 2026, depending on full approval.

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

The following describes two related labour market conditions that this program addresses: (1) K-12 ELLs in BC; (2) K-12 teachers in BC. These have been selected since K-12 teachers' training and obtained credentials positively benefit both their employment and salary trajectories (BCTF, N.D.), including supplemental ELL training. TESOL certificates also allow both trained teachers and other degree holding students in Canada to teach English as an additional language in alternative school settings, both within the country and abroad. Finally, K-12 international, immigrant, refugee, and domestically-born ELL students strongly benefit from proper support from teachers trained to work with culturally and linguistically diverse student populations (Damaschke-Deitrick et al., 2023; Soberon, 2022).

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- 1) **K-12 ELLs in BC:** 76,091 BC based students were given designated ELL status in 2022-2023 (BC Ministry of Education, 2023). Students in BC receive a maximum 5 years of ELL status and funding (Ministry of Education and Child Care, n.d.). However, the number of students with English-language needs exceeds this official number since it is well documented that ELL students take 5-7 years (on average) to achieve grade-level norms in written and oral academic language proficiency (Cummins, 2017). ELLs require targeted academic and language support from trained teachers to ensure their academic success (Kim & García, 2014), which has long term impacts on their access to postsecondary opportunities and integration into labour markets (Halle et al., 2012). Put simply, ELL students need better support in the province to ensure their short- and long-term success in school, work, and life.
- 2) **K-12 teachers in BC:** According to the [British Columbia Labour Market Outlook \(2024 Edition\)](#), “Over the next decade, five industries will generate more than half (56 percent) of the job openings in British Columbia” of which educational services is one, with 79,800 estimated job openings; between 2024 and 2034, there will be 7,820 job openings for secondary teachers and 14,090 for elementary school and kindergarten teachers in the province. Specialized training and professional development have been shown to increase teacher self-efficacy (Zhou, Shu, Xu, & Padrón, 2023), reduce teacher turnover rates (Nguyen & Redding, 2018), improve pedagogical and content knowledge (Fulton & Britton, 2011), and improve student outcomes (Ventista & Brown, 2023). Specializations and advanced training from degree awarding institutions also enable credential-based placement on higher salary grids for teachers in British Columbia (BCTF, N.D.).

To conclude: there are and will be employment opportunities for teachers across the province, and both teachers and students benefit from advanced professional development opportunities like this TESOL certificate program.

Demand for TESOL Certificate program:

We have consulted with the following to determine demand for this TESOL Certificate program.

First, we surveyed approximately 200 current and recently graduated UVic B.Ed and PDPP students in April 2025 (with a 50% response rate; see Appendix A for full results). 97% responded “YES” to the question “Would you be interested in taking a for-credit 6.0-unit TESOL Certificate Program?” indicating strong support for this proposed program among our local Faculty of Education graduates.

Second, we have engaged in consultations with local school districts (SD 61, 62, & 63) to determine interest, alignment, and to elicit feedback for the proposed program. All three responded with strong support (see Appendix C for letters of support).

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.

Two related programs at UVic were consulted. See Section C for description of these programs.

- 1) **Department of Continuing Studies:** On June 26, 2025, the acting Chair of C&I (Ralf St. Clair) contacted Jo-Anne Clarke (Dean, DCS) explaining the program in more detail. See Appendix D for the initial response/request and follow up email, both which express support for the proposed TESOL Certificate program.
- 2) **Linguistics** (School of Languages, Linguistics and Cultures): A representative from Linguistics (Li-Shih Huang) was contacted in January 2025 for an initial consultation. On January 27, 2025, the acting Chair of C&I (Ralf St. Clair), Leslee Francis Pelton (ADUP), and Tim Anderson (TESOL Certificate Program lead) met with Dr. Huang to discuss the TESOL Certificate Program. This initial consultation was productive with both sides presenting their

perspectives. On June 26, 2025, the acting Chair of C&I (Ralf St. Clair) contacted Annalee Lepp (Dean of Humanities) explaining the program in more detail. On August 8th, Lisa Surridge (HUM Associate Dean Academic, on behalf of Linguistics) met with Todd Milford (ED Dean), and Tim Anderson to discuss the certificate. We have subsequently maintained communication with HUM and LING and modified the proposal, course titles, and calendar entries as needed. A collaboration between the two units (C&I and LING) was agreed upon where LING would provide the practicum course for the TESOL Certificate students (currently offered as LING 476: Seminar and Practicum in Applied Linguistics). It was also agreed that we could potentially accept LING 374 to be used as credit for EDCI 481 as part of the TESOL Certificate. This collaboration between both units provides a constructive path forward for both the Applied Linguistics Diploma and the TESOL Certificate - as well as for C&I and Linguistics more generally.

In addition, below describes differences between these two programs and why we feel the *Diploma in Applied Linguistics* (DAL) will not be impacted by the proposed TESOL Professional Specialization Certificate (TPSC), and why the *Diploma in Applied Linguistics* is not optimally suited for pre- and in-service teachers:

- a) The DAL is a 1-year full-time program; The TPSC is four courses offered with greater flexibility to suit the needs of full-time working teachers.
- b) The DAL is an on-campus program; The TPSC is online.
- c) The DAL does not focus specifically on the teaching of English as an additional language; The TPSC does.
- d) The DAL has a mandatory practicum; The TPSC offers an optional practicum experience to accommodate our teacher educators (who already have extensive practicum experiences and/or extensive teaching histories as in-service teachers).
- e) The DAL exceeds what countries require to teach English as a Foreign Language abroad; The TPSC is aligned with the 120-hour TESOL certification requirements typically needed to teach in many countries.

In sum, the DAL is an unlikely option for most pre- and in-service teachers who need additional training to obtain ELL designations in local school districts (typically 1-2 courses), or for those seeking TESOL Certification to teach abroad (typically 120 hours). The TPSC addresses these concerns for our teacher educators in K-12 schools in the province: it is focused specifically on ELL issues, it is more flexible in its delivery mode to accommodate full-time teachers, and it is less expensive compared to a full-time year-long program.

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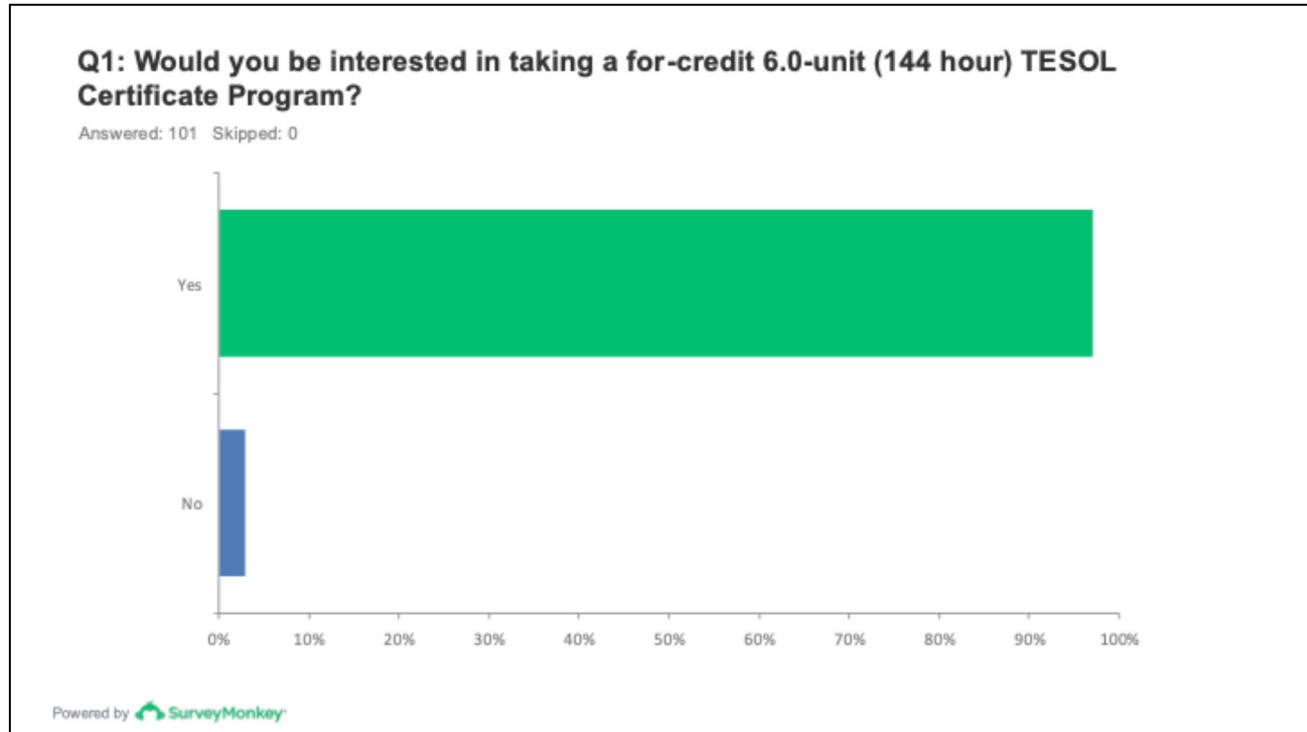
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Appendices

Appendix A: TESOL Certificate Program Survey

101 Total Responses

Date Created: Thursday April 10, 2025



Q1: Would you be interested in taking a for-credit 6.0-unit (144 hour) TESOL Certificate Program?

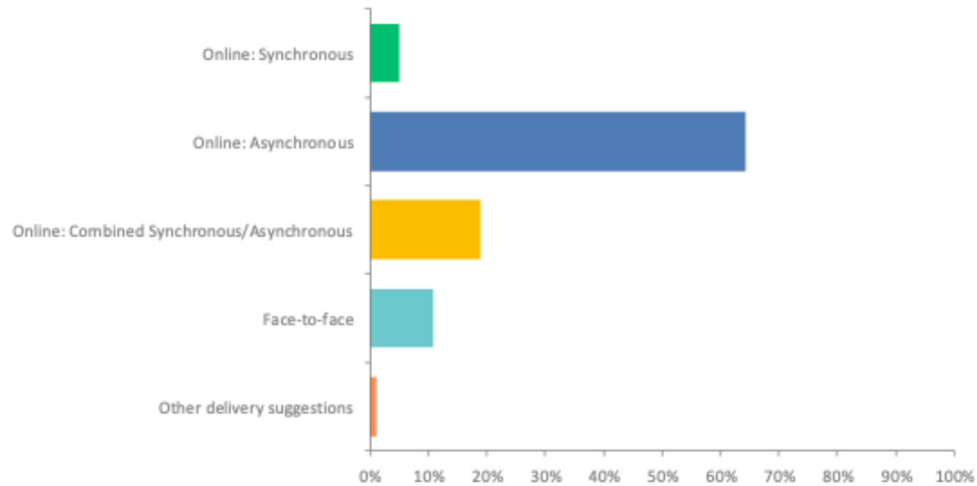
Answered: 101 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	97.03%	98
No	2.97%	3
TOTAL		101

Powered by SurveyMonkey

Q2: How would you prefer the certificate program be delivered?

Answered: 101 Skipped: 0



Powered by SurveyMonkey

Q2: How would you prefer the certificate program be delivered?

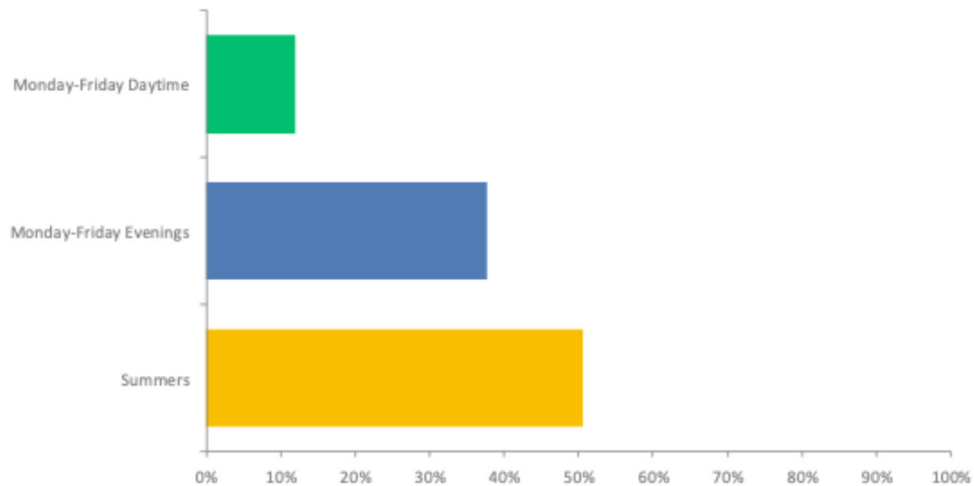
Answered: 101 Skipped: 0

ANSWER CHOICES	RESPONSES	
Online: Synchronous	4.95%	5
Online: Asynchronous	64.36%	65
Online: Combined Synchronous/Asynchronous	18.81%	19
Face-to-face	10.89%	11
Other delivery suggestions	0.99%	1
TOTAL		101

Powered by SurveyMonkey

Q3: When would you prefer the certificate program be offered?

Answered: 101 Skipped: 0



Powered by SurveyMonkey

Q3: When would you prefer the certificate program be offered?

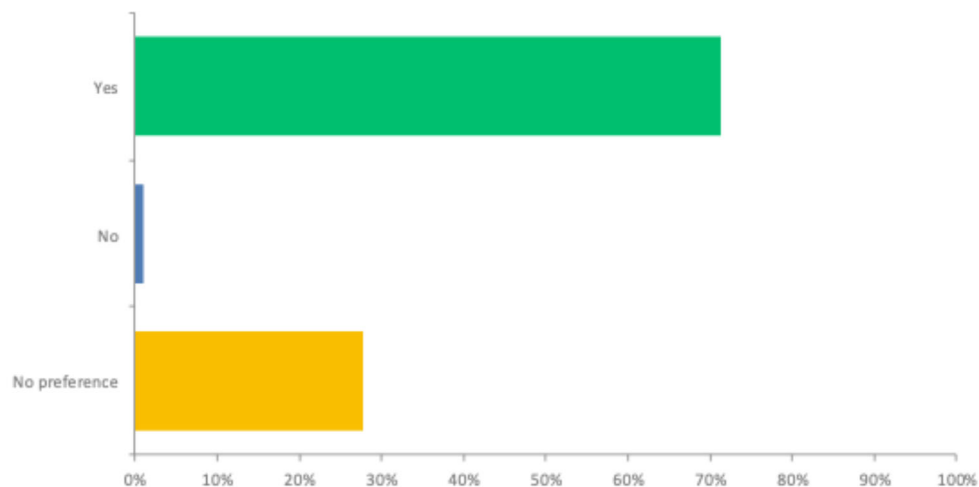
Answered: 101 Skipped: 0

ANSWER CHOICES	RESPONSES	
Monday-Friday Daytime	11.88%	12
Monday-Friday Evenings	37.62%	38
Summers	50.50%	51
TOTAL		101

Powered by SurveyMonkey

**Q4: Would you prefer this certificate program to be “TESL Canada” approved?
(TESL Canada Professional Certification is often required to teach in adult
ESL/EAL contexts in Canada, including the LINC program.)**

Answered: 101 Skipped: 0



Powered by SurveyMonkey

**Q4: Would you prefer this certificate program to be “TESL Canada” approved?
(TESL Canada Professional Certification is often required to teach in adult
ESL/EAL contexts in Canada, including the LINC program.)**

Answered: 101 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	71.29%	72
No	0.99%	1
No preference	27.72%	28
TOTAL		101

Powered by SurveyMonkey

Appendix B: Draft Calendar Descriptions

Course 1:

EDCI 481: Introduction to TESOL (1.5 units)

Offers an in-depth overview of ELL characteristics, a comprehensive history of English language teaching, and an introduction to current approaches in teaching reading, writing, listening, and speaking, including integrating language and content instruction. Encourages current and future teachers to apply these approaches across various age levels, educational backgrounds, and cultural settings, and to use UDL principles to consider differentiated, equitable options for meeting learning outcomes.

Course 2:

EDCI 482: Language Foundations for TESOL (1.5 units)

Introduces key areas of language structures relevant to the teaching of English as an additional language, with a focus on K-12 teaching and learning settings. Emphasizes the (meta)language teachers need to provide accurate input and feedback on pronunciation, vocabulary, grammar, and how meaning is made in context. Examination of how these language structures function in real-world communication and how to apply this knowledge in planning effective language instruction is explored.

Course 3:

EDCI 483: TESOL: Sociocultural Perspectives (1.5 units)

Provides an in-depth exploration of sociocultural topics in English language teaching, including cultural and linguistic diversity, inclusive classroom practices, teacher/learner identities, English as a global language, individual learner differences, translanguaging/codeswitching, social justice in language education, critical approaches to TESOL, and Indigenizing and decolonizing TESOL. Through course readings, reflective assignments, and practical applications, provide the skills to create equitable and responsive learning environments for culturally and linguistically diverse English language learners.

Course 4:

EDCI 484: TESOL: Curriculum and Pedagogy (1.5 units)

Introduces culturally responsive and inclusive pedagogical concepts and strategies, as well as practical techniques for planning and implementation of curriculum, activities, assessment, and feedback in English-language teaching contexts. Provide techniques for designing and facilitating individual and group work, present effective oral and written feedback, and how to work within common teaching and learning settings. Current issues and implications related to digital literacies and technologies will also be explored.

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Appendix C: Letters of Support

The Greater Victoria School District No. 61



GREATER VICTORIA SCHOOL DISTRICT

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4157 FAX (250) 475-4180

August 22, 2025

Dr. Tim Anderson
Department of Curriculum and Instruction
Faculty of Education
University of Victoria

Dear Dr. Anderson,

On behalf of the Greater Victoria School District, I am pleased to offer our support for the proposed TESOL Certificate Program being developed by the University of Victoria's Faculty of Education.

As a district, we are committed to ensuring that our Multilingual Learners (MLL) receive high-quality instruction that reflects both current research and best practice. We are in the process of expanding our own district requirements for MLL teacher qualifications from two courses to a diploma, and the proposed UVic certificate program aligns closely with this direction.

We believe this program will not only provide valuable professional learning opportunities for teachers currently working in our district but also help prepare new graduates with the skills and expertise necessary to support our growing population of multilingual learners. The inclusion of practicum and TESOL certification options is particularly valuable, as it combines theoretical knowledge with practical classroom experience.

We look forward to seeing this program come to fruition and anticipate strong interest from educators in our district. Thank you for your leadership in advancing this important initiative.

Sincerely,

David Hovis
Director of Instruction
Greater Victoria School District

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Sooke School District No. 62



Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1
(250) 474-9800
www.sd62.bc.ca

September 2025

To: Tim Anderson, Associate Professor

Subject: Letter of Support for TESOL Certificate Program

I am writing in support of the proposed TESOL Certificate Program being developed by the Faculty of Education at the University of Victoria, which is designed to offer a four-course (144-hour) curriculum, with an optional 20-hour practicum. This initiative represents a valuable and needed addition to the field of English language teaching and professional development.

The structure of the program demonstrates both academic rigor and practical relevance, aligning well with current standards and practices in TESOL education. I am pleased to see the inclusion of important topics such as English as an International Language, English as a Lingua Franca, World Englishes, Indigenous English dialects, and Students' right to their own language. These areas are essential in today's classrooms and are often underrepresented in TESOL programs.

I look forward to seeing this program grow and commend the team at the University of Victoria for their commitment, thoughtful planning, and clear vision in developing this program.

Sincerely,

Marlys Denny

Marlys Denny

District Vice-Principal Inclusive Education Services
Sooke School District (62)

Saanich School District No. 63



September 15, 2025

To Whom it May Concern:

My name is Henrietta Langran DesBrisay. I am the English Language Learning (ELL) Coordinator for Saanich School District (SD63). I am writing this letter in support of Dr Tim Anderson's proposal for a 144 hour for-credit TESOL Certificate program and optional practicum to be offered by the Faculty of Education at the University of Victoria.

University approval of this certificate would be welcome to our school district. At present, Saanich accepts a range of qualifications for teaching ELLs as no single certificate is the appropriate number of hours or has the content breadth and depth the district would like. The duration of this proposed certificate, as well as the comprehensive content of its course structure, would be responsive to the present needs of our teachers and our students. In short, teachers graduating with this certificate would be well-equipped to support ELL students, their families, and our school elementary, middle and high school staffs.

With regard to the optional practicum, Saanich's District ELL team would welcome mentoring Certificate teachers interested in a short-term practicum in the public school system. This is something we have done in the past with students studying at Queen's University.

I look forward to learning the outcome of the University's decision. I hope it is favourable.

Yours sincerely,

A handwritten signature in black ink, appearing to read "A. Langran DesBrisay", with a stylized flourish at the end.

Henrietta Langran DesBrisay
ELL Coordinator, Saanich School District
hlangrandesbrisay@saanichschools.ca

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Appendix D: Communication with Continuing Studies (Email)

Initial email:

Ralf St. Clair – Chair EDCD

To: ○ Jo-Anne Clarke - Dean, DCS

Cc: ○ Tim Anderson; ○ Christie McAlister

Hi Jo-Anne,

Hope this finds you well on this November day!

Our department is in the advanced planning stages of a TESOL (Teaching English to Speakers of other Language) Certificate Program that will be offered through Curriculum & Instruction. This 6.0 unit program has been organized with broad appeal for a wide range of students seeking qualification in the teaching of English as an additional language, including elementary or secondary Bachelor of Education (B.Ed) and post-degree professional program (PDPP) students, and current in-service teachers pursuing additional for-credit professional development training to support their culturally and linguistically diverse students. The program will be offered in a hybrid synchronous/asynchronous format and will count towards a TQS (Teacher Qualification Services) salary category upgrade.

As part of our consultation process, the following outlines how this certificate program will differ from other programs at the University, one in Linguistics and two in Continuing Studies.

Linguistics currently offers a 1-year (15 unit) Diploma in Applied Linguistics.

Continuing Studies currently offers two TESOL-related programs:

1) A 3-month micro-credential titled: *Teaching English as a Foreign Language*. This program is non-credited and targeted towards teaching English in overseas contexts.

2) An 8-month micro-credential titled: *Teaching English Language Learning*. Although this program is marketed as being "designed for K-12 teachers in British Columbia who are interested in teaching in English language learning classrooms," because it is not-for-credit, it does not count towards a TQS salary category upgrade for pre-service or in-service teachers.

Our proposed **TESOL certificate** program therefore fills a much needed gap for our teacher educators. It's flexible (offering a hybrid online model), achievable for working professionals (6.0 units), and credited (allowing teachers to count the credits towards salary upgrades).

We'd appreciate your thoughts on this certifying program. Please direct any questions you may have directly to Dr. Tim Anderson (timanderson@uvic.ca) and he will be happy to address any concerns. And, of course, I will be happy to offer any help I can.

If you could get back to us by Monday 14th July we'd appreciate it very much.

All the best,

Ralf
Acting Chair EDCD

Response 1:

Hi Ralf

Nice to hear from you. Hope all is well. I recall earlier conversations about this and don't believe there was too much concern from our end about conflicts with what we offer.

Just looping in Seppy Masoodi who is our director of the English Language Centre as she knows best.

Do you have a draft proposal you can send for review?

Thanks
Jo-Anne

Get [Outlook for iOS](#)

Response 2:

Thanks for this proposal Tim. Seppy and I have reviewed it so I offer this feedback from both of us.

The proposal is quite high level and, overall, the idea sounds good. As Ralf notes, our TEOSL program is designed to prepare teachers who want to teach overseas and not for teachers who are teaching new immigrants in BC schools. As the target learners are BC pre and in-service teachers it makes sense for this to be a credit certificate delivered through Faculty of Education. Positioning it so teachers will receive a TQS salary upgrade is important. Offering non-practicum and a practicum options accommodates a wider audience.

You have some good immigration stats to support your proposal, however, the proposal would benefit from more information about the target audience, demand, marketing plans, - a competitive analysis looking at programs outside of UVic as well. As you are in the more advanced planning phase you may already have this.

Good luck with the program,

Best regards
Jo-Anne

Jo-Anne Clarke, PhD, MA, MCE
Dean

Office of the Dean
Division of Continuing Studies, University of Victoria
Tel 250-721-8456
Email uvicdean@uvic.ca
Web continuingstudies.uvic.ca

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Appendix E: Communication with Humanities (Email)

To: ☉ Tim Anderson

Mon 9/29/2025 9:44 AM

Cc: ○ adup; ○ School of Languages, Linguistics and Cultures; ○ deanhum

Dear Tim:

I have consulted with the Applied Ling team and the SLLC chair. We are happy to support this proposal and have the following comments:

Practicum course: Applied LING can easily accommodate up to 5 Education students in the practicum course (LING 476), so we don't foresee any problems with supporting this number in the practicum. Indeed, having additional students would help the course run more frequently and efficiently. If at any point, we end up with more practicum students than that from Education (which I understand to be unlikely), we may need to return and discuss costs.

Cross-listing: Thank you for your explanation. We understand that this is not viable given your plans for a streamlined certificate.

Timetabling: The SLLC staff will contact you to make sure that LING 476 is timetabled so that it does not conflict with key courses in the proposed certificate.

Thank you for this extensive consultation; we wish you well with this proposed credential.

Lisa

Dr. Lisa Surridge (shelher)
Associate Dean Academic

Faculty of Humanities
University of Victoria
250-721-7246
hum sada@uvic.ca | Cle A 415

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Appendix F: IACE Consultation Form

**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: EDCI

Name of Program: TESOL [Teaching English to Speakers of Other Languages] Certificate

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)

This certificate program will provide a foundation for the Teaching of English to Speakers of Other Languages (TESOL), with focus on child, adolescent, and adult contexts. This certificate has been organized with broad appeal for a wide range of student groups seeking qualification in the teaching of English as a foreign/second/additional language, including current elementary or secondary Bachelor of Education (B.Ed) and post-degree professional program (PDPP) students, and in-service teachers pursuing additional for-credit professional development training to support their culturally and linguistically diverse students. Initially this certificate will be limited to pre- and in-service teachers and offered in an online combined synchronous/asynchronous format. There may be future circumstances where the intended audience or delivery mode will be expanded as appropriate.

This program consists of four core courses (6.0 units; 144 hours) with an optional 20-hour supervised practicum. The four course titles are:

1. Teaching English to Speakers of Other Languages: Introduction (1.5 units)
2. Linguistics for TESOL (1.5 units)

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3. Teaching English to Speakers of Other Languages: Social and Cultural Perspectives (1.5 units)
4. Curriculum Design, Assessment, and Pedagogy in TESOL (1.5 units)
5. Supervised Practicum (1.5 units) – Optional

Rationale for the proposal (approximately 200 words)

Canada has a long history of welcoming newcomer refugees, landed immigrants, and international students, with recent record increases (Government of Canada, 2023). In 2021, over 8.3 million people (23% of the total population) were or had been landed immigrants, refugees, or permanent residents in the country, the largest number in 150 years and the leading country amongst G7 members (Statistics Canada, 2022). Canada is currently listed 5th among OECD countries in permanent immigration inflows (OECD, n.d.). 11% of all school-age children in Canada are immigrants, with even greater numbers in British Columbia (13% total, 76,091 who were classified as ELLs in 2022-2023) (BC Ministry of Education, 2023; Statistics Canada, 2019). Around three quarters of all immigrants in Canada speak a mother tongue other than English or French (Statistics Canada, 2017). Although recent changes in Canada's immigration and international student policies will result in declining numbers over the next few years, these are predicted to be short term, with growth resuming by 2027 (Government of Canada, 2024). This is the right time to increase our capacity in the training of future educators to support immigrant, refugee, international, and all other ELL students, both domestic and abroad, and to maintain our competitiveness as a leading university in the country by offering a diverse selection of programs.

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 will be open to all students who meet enrolment criteria.

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)

No specific population will be targeted aside from pre- and in-service teachers.

- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No

Please provide details (approximately 100 words)

Not specifically outside of pre- and in-service teachers.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No

Please provide details (approximately 100 words)

No additional faculty will be hired for this position.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No

Please provide details (approximately 100 words)

The program provides opportunities to include Indigenous perspectives and decolonization work through the following topics:

- Additional language teaching approaches: Language Nests, Mentor-Apprentice Programs (MAP), Teaching Proficiency through Reading and Storytelling (TPRS), and Where Are Your Keys? (WAYK).
- Indigenizing and decolonizing the field of TESOL
- Critical approaches to TESOL: Cultural and linguistic imperialism and the global role of English

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No

Please provide details (approximately 100 words)

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 identify specific goals and priorities (approximately 200 words).

Equity-centred culture: Our program, in addition to focusing on core methodologies of English language learning and pedagogical training, incorporates critical perspectives of TESOL, its colonial history, and intersections with Indigenization/decolonization. We have also drawn on Indigenous/ILR focused approaches to language learning.

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Relationality and belonging: The certificate is anchored in the principles of culturally-responsive teaching and UDL, recognizing the diverse linguistic and cultural backgrounds and identities of both teachers and students in the learning process.

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.



31-Jul-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)

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Appendix G: Co-operative Education and Career Services Consultation (Email)

Date: Friday, September 26, 2025 at 12:15 PM

To: "Leslee G. Francis Pelton" <lfrancis@uvic.ca>

Subject: RE: Consultation on new proposed certificate in TESOL

Hello Leslie,

Thanks for reaching out! Your proposed new undergraduate TESOL Certificate Program appears to have no impact on the Co-op program – therefore, no concerns with respect to my unit. This for-credit certificate program seems well-placed in today's post-secondary environment and your student interest survey gave very strong support for this new initiative.

Please consider this email as my letter of confirmation of consultation and of support of your exciting new program.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

[University of Victoria](http://UniversityofVictoria)
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

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Appendix H: Libraries Consultation (Email)

From: Pia Russell <prussell@uvic.ca>
Date: Thursday, September 25, 2025 at 1:27 PM
To: adup <adup@uvic.ca>
Subject: RE: Consultation for new proposed certificate in TESOL

Hi Leslee,

Just took a more thorough look through the proposal—I see no negative library implications.

Looks like a great program (TESOL certainly is a growth area). The library's existing collection is robust enough to support this new offering.

If you would like a signed, PDF letter with my signature, let me know. Otherwise, perhaps this email will suffice, often it does.

Best,
Pia

From: adup <adup@uvic.ca>
Sent: Tuesday, September 23, 2025 4:03 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Cc: Pia Russell <prussell@uvic.ca>
Subject: Consultation for new proposed certificate in TESOL

Hi Jonathan and Pia,

I am reaching out to you to consult on a new proposed certificate in TESOL to be offered in the Department of curriculum and Instruction in the Faculty of Education. This new certificate is targeted for our current and recent graduates in our Teacher Education programs as well as practicing teachers in the field who are hoping to upgrade their qualifications to enable them to work in the area of English Language Learning in the schools.

Please feel free to contact me if you have any questions about the proposal.

Thank you,

Leslee

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Appendix I: Resource Requirements Approval (Email)

TESOL Certificate (Resource Requirements Approval)  Summarize



Todd Milford - Dean of Education



To:  Tim Anderson

Mon 1/5/2026 4:53 PM

Tim

Please accept this email as my approval for this submission.

Todd (Acting Dean Education)



Thank you for your approval.

Thank you!

Thank you for your confirmation.

 Reply

 Forward



University
of Victoria

BOG-Mar31/26-21

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Proposed changes to the Master of Engineering – Biomedical Systems program

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes to the Master of Engineering – Biomedical Systems program, as described in the document “Master of Engineering – Biomedical Systems: Program Change”, effective September 2026.

Background:

The current MEng in Biomedical Systems (BISY) is a program with a broad structure providing an exposure to diverse biomedical engineering topics. However, it does not allow students sufficient depth of study. As a result, students sometimes graduate with only surface-level familiarity across multiple areas, which can limit both their competitiveness in the job market and their ability to demonstrate specialized expertise to employers.

The proposed changes address these challenges by:

- Creating concentrations to integrate focused areas of learning,
- Adding professional development courses,
- Strengthening industry and community alignment, and
- Maintaining flexibility through electives.

By offering specialization and embedding professional practice, the proposed updated BISI program will deliver stronger educational and career outcomes. These improvements are aligned with UVic's institutional focus on high-impact learning and professional readiness and reflect the evolving expectations of the biomedical engineering industry.

The BISI program has a duration of 12 months with most students starting in September. It is expected that most current students would have completed their academic requirements prior to the September 2026 intake to the changed program. Existing continuing students will have the option to change to the new program or remain in the existing program. Students who choose to remain in the existing program will not be impacted in their progression, evaluation, supervision or in any other way.

Basis for Jurisdiction: Senate Committee on Planning meeting February 4, 2026
Senate meeting on March 6, 2026

Attachment(s): March 2026 Senate docket for the proposed changes to the Master of Engineering – Biomedical Systems program.

SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Re: Proposed changes to the Bachelor of Engineering – Biomedical
Systems program

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposed changes to the Bachelor of Engineering – Biomedical Systems program.

The Faculty of Engineering and Computer Science is proposing the following changes to allow students sufficient depth of study:

- Creating concentrations to integrate focused areas of learning,
- Adding professional development courses,
- Strengthening industry and community alignment,
- Maintaining flexibility through electives.

While the overall program load for students remains approximately the same as in the current program, the proposed updates ensure a balance of depth and breadth, better preparing students for impactful careers in biomedical engineering.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Engineering – Biomedical Systems program, as described in the document “Master of Engineering – Biomedical Systems: Program Change”.

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



SENATE COMMITTEE ON PLANNING

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



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Master of Engineering – Biomedical Systems: Program Change

Submitted by:	Name and Title:	Email:
Dean or designate	Jens Weber, Associate Dean Professional Programs and Development	jens@uvic.ca
Academic unit, department, or school	Department of Mechanical Engineering	mech.chair@uvic.ca
Name, title, and email of contact person	Michelle Braun, Program Coordinator, Professional Programs	michellebraun@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)	May 13, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	May 8, 2025
Departmental/School approval	Mech Dept Council approval -Oct 8, 2025
Resource requirements approval (by Dean)	Sept 18, 2025
Faculty Curriculum Committee approval	Approved Oct 23, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Oct 14, 2025 – Program Change Approved Nov 4, 2025 – Curriculum (Kuali) Approval
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	January 2026

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.	Jan 6, 2026	Yes
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Oct 2025	Yes
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A*	N/A*
External and Internal Consultation (letters of support as per section I)	Oct 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	

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Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

The current MEng in Biomedical Systems (BISY) is a program with a broad structure. While this breadth provides exposure to diverse biomedical engineering topics, it does not allow students sufficient depth of study. As a result, students sometimes graduate with only surface-level familiarity across multiple areas, which can limit both their competitiveness in the job market and their ability to demonstrate specialized expertise to employers.

The proposed changes address these challenges by:

- **Creating concentrations to integrate focused areas of learning:** The program is restructured to incorporate three new concentrations. These concentrations allow students to pursue focused, in-depth training aligned with high-demand sectors and UVic's faculty expertise. Specialization provides greater career relevance, positioning graduates to enter the workforce with demonstrable skills and clear pathways to industry or further research. The newly created concentrations are as follows, with the expectation that students choose one: (1) Biomanufacturing & Translational Biotechnology; (2) Biomechanics and Biosensing; or (3) Biomaterials & Regenerative Medicine. Noting that each concentration is comprised of three distinct compulsory courses. (Applications are reviewed to determine concentration upon admission based on applicant preference and program capacity considerations). Students may apply to change their concentration after the first terms of studies. Any such change requires approval of the program director.)
- **Adding professional development courses (ECS 501–503):** These courses bring BISY into alignment with UVic's other professional MEng programs. Students gain skills in teamwork, leadership, professional practice, and community engagement, which are competencies consistently cited by employers as critical for workplace readiness. The shared courses also foster interdisciplinary collaboration, broadening students' networks beyond biomedical systems engineering.
- **Strengthening industry and community alignment:** The concentrations respond to BC's biomanufacturing ecosystem, local health research priorities, and UVic's institutional strengths. This ensures that graduates are prepared to meet current and future labour market needs in biomanufacturing, biosensing, regenerative medicine, and beyond.
- **Maintaining flexibility through electives:** Students retain the ability to explore elective courses in emerging areas of interest while completing their chosen concentration.

While the overall program load for students remains approximately the same as in the current program, the proposed updates ensure a balance of depth and breadth, better preparing students for impactful careers in biomedical engineering. By offering specialization and embedding professional practice, the updated BISY program will deliver stronger educational and career outcomes, while enhancing its alignment with both industry demand and UVic's professional program standards.

Although the updated MEng-BISY program increases the total nominal units by 3, these additional units come from the three professionalism courses added to the core curriculum:

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- ECS501 – Professional Practice and Careers (1.0)
- ECS502 – Professional Leadership and Community Engagement (1.0)
- ECS503 – Professional Design, Collaboration and Teamwork (1.0)

These professionalism courses are designed to be less intensive and time-consuming than typical biomedical systems courses, focusing instead on career development, leadership, and collaborative skills. Each course has just one contact hour per week (in contrast to three hours for regular courses) and many current BISY students already take some of these courses extra to load in the current program. As a result, they do not significantly increase the academic load on students.

Further details regarding specific changes to the MEng-BISY program are included below, in response to *Question C*.

A. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

The proposed changes utilize existing resources, and consist mainly of a restructuring of the overall program to include the addition of concentrations for focused areas of learning; the addition of professional development courses to the core curriculum; and the division of the current *BME 501 – Biosensors and Imaging for Medical Device Design* course into two, i.e. the current *BME 501 – Biosensors and Imaging for Medical Device Design* becomes *BME 502 – Biosensors for Biomedical Applications* and *BME 503 – Imaging for Medical Device Design*.

The changes will be supported through a re-organization of existing faculty teaching power and through additions to the instructional team through 1-2 sessional appointments (to service new courses in the biomanufacturing area). Equipment and lab facilities will be available through the Engineering and Computer Science Building expansion which includes a new Biomedical engineering teaching lab space. Further details can be found in the two attached resourcing memos.

Finally, noting that the overall required units would only increase by 3 units, that the proposed change can be implemented with the unit's current complement.

B. Does the proposed change have an impact on admission requirements? If so, please provide details.

While the proposed changes do not alter the criteria for program admission, the admissions section has been revised to (a) outline how concentrations factor into the application process, and (b) reinforce that applicants must meet the minimum graduate school requirements.

The previous admissions requirements to the MEng Biomedical Systems read:

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies ([English Language Proficiency](#)). Even if students meet the English Competency Requirement, they may be required to take English language courses in addition to their other course work.

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The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 14 and 20 students are admitted to the program each year. Applications may be submitted [online](#). If an applicant is unable to successfully submit an application online, they should contact the Graduate Admissions and Records Office. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

Additional information about graduate studies is available on the [Department of Mechanical Engineering website](#).

Applicants will normally hold an undergraduate degree in Engineering or Applied Science. Applicants with relevant industrial experience in combination other types of degrees, diplomas or certifications could be considered.

Deadlines

Entry point to the department is September, January and May. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

The proposed revised admissions requirements will read as follows:

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies ([English Language Proficiency](#)). Even if students meet the English Competency Requirement, they may be required to take English language courses in addition to their other course work.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

- *Your undergraduate degree should be in engineering or applied science.*
- *Applicants with relevant industrial experience, in combination with other types of degrees, could be considered, if the minimum graduate school admissions requirements are met.*
- *The minimum general and academic requirements for admission to graduate programs can be found [here](#).*

Applications may be submitted [online](#). If an applicant is unable to successfully submit an application online, they should contact the Graduate Admissions and Records Office. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

The MEng-BISY program offers three focused areas of learning in the form of concentrations. These concentrations allow students to pursue focused, in-depth training, aligned with high-demand sectors. Specialization ensures career relevance, positioning graduates to enter the workforce with demonstrable skills and clear pathways to industry or further research. Concentrations include the following, with the expectation that applicants indicate their top two preferences in their application:

- *Biomanufacturing and Translational Biotechnology*
- *Biomechanics and Biosensing*
- *Biomaterials & Regenerative Medicine*

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Admission to the MEng-BISY program does not confer automatic admission to any specific concentration. Applications are reviewed to determine concentration upon admission. With the approval of the program director, students may apply to change their concentration after the first term of studies. Any such change requires approval of the program director.

Additional information about the Master of Engineering in Biomedical Systems program is available on the [Biomedical Systems \(MEng\) - Graduate admissions - UVic website](#).

Deadlines

Entry points to the department are in September and January. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

C. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

- Do the proposed curriculum changes provide opportunities for the academic unit/program to incorporate accessible and inclusive pedagogical design, including assessment, into your program? If yes, provide specific examples of your plan.

The proposed change provides increased opportunities to incorporate accessible and inclusive pedagogical design into the program. Specific details regarding these changes to the MEng-BISY changes are as follows:

1. Distributing the Material of BME 501 Over Two Courses

This change pertains to *BME 501 - Biosensors and Imaging for Medical Device Design*, which was found to contain too much material in the current version of the program. The proposal is to split the learning objectives over two courses as follows:

Existing course - *BME 501 – Biosensors and Imaging for Medical Device Design (1.5 units)* - becomes:

- New course: *BME 502 - Biosensors for Biomedical Applications (1.5 units)*
- New course: *BME 503 - Imaging for Medical Device Design (1.5 units)*

2. Increasing the Number of Core Compulsory Courses

Adding three (3) professional development courses to the list of compulsory courses, changing the total number of compulsory core courses from 5 to 8.

Noting that “core compulsory courses” are distinct from “concentration compulsory courses” (referenced in point 5 below).

3. Enhancing Professional Competence and Creating More Opportunities for Cross-Functional Collaborations

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The three professional courses to be added to the list of “core compulsory courses” are:

- ECS 501 – Professional Practice and Careers (1 unit)
- ECS 502 – Professional Leadership and Community Engagement (1 unit)
- ECE 503 – Professional Design, Collaboration and Teamwork (1 unit)

These professional development courses aim to strengthen professional MEng students’ proficiencies in areas vital to success in real-world settings. They provide MEng-BISY students the opportunity to collaborate with professional MEng students outside of BISY, since these courses are offered as part of other professional MEng programs.

4. Creating Three New Concentrations (“Streams”)

Introducing three directed concentrations. Students are placed in one of the three concentrations listed below. Each concentration consists of three compulsory courses (1.5 units each), for a total of 4.5 units per concentration.

- MENG-BISY-TECH* - Biomanufacturing and Translational Biotechnology
- MENG-BISY-MESE* - Biomechanics and Biosensing
- MENG-BISY-BIOR* - Biomaterials and Regenerative Medicine

*(*Noting that admission to the MEng-BISY program does not confer automatic admission to any specific concentration. Applications are reviewed to determine concentration upon admission. With the approval of the program director, students may apply to change their concentration after the first terms of studies. Any such change requires approval of the program director.)*

5. Creating New Courses for the New Concentrations

New courses have been developed to support the recently created concentrations, as follows:

As part of the ***Biomanufacturing and Translational Biotechnology (MENG-BISY-TECH*)*** concentration, two new courses have been created:

- BME 560 - Biomanufacturing Processes and Regulatory Strategy (New Course)
- BME 561 - Biomanufacturing Automation and Process Optimization (New Course)
- BME 552 – Microfluidics for Biomedical and Energy Applications (Existing Course)

As part of the ***Biomechanics and Biosensing (MENG-BISY-MESE*)*** concentration, one new course has been created:

- BME 502 – Biosensors for Biomedical Applications (New Course) (see C-1 above)
- BME 525 - Mechanics and Energy Conversion in Living Cells (Existing Course)

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- BME 548 - Introduction to Musculoskeletal Mechanics (Existing Course)

As part of the *Biomaterials and Regenerative Medicine (MENG-BISY-BIOR*)* concentration, one new course has been created:

- BME 562 – Stem Cells and Cellular Therapies (New Course)
- BME 510 - Bioprinting and 3D Printing Human Body Parts (Existing Course)
- BME 515 - Biomaterials and Tissue Engineering (Existing Course)

**Summary tables of proposed changes on following pages.*

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Summary - MEng-BISY Program Changes:

Current MEng-BISY Program:

Current MEng-BISY		Units
MEng - BISY		15
5 Compulsory Courses: 9 units		9.0
BME 500	Medical Device and System Design for Clinical Engineers	1.5
BME 501	Biosensors and Imaging for Medical Device Design	1.5
BME 505	Human Physiology and Systems	1.5
BME 520	Human Factors and Usability Engineering for Medical Devices	1.5
BME 596	MEng Capstone Project	3.0
Electives: 6 units		6
BME 510	Bioprinting and 3D Printing Human Body Parts	1.5
BME 515	Biomaterials and Tissue Engineering	1.5
BME 525	Mechanics and Energy Conversion in Living Cells	1.5
BME 548	Introduction to Musculoskeletal Mechanics	1.5
BME 552	Microfluidics for Biomedical and Energy Applications	1.5
BME 580	Special Topics in Biomedical Engineering	1.5
ECE 545	Nanoelectronics	1.5
ECE 547	Electronic Devices	1.5
ECE 591	Professional Foundation	1.5
MECH 576	Introduction to Electron Microscopy	1.5
MECH 580	Selected Topics in Mechanical Engineering	1.5

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Proposed MEng-BISY Program:

New MEng-BISY		Units
MEng - BISY		18.0
8 Compulsory Courses: 11 units		12.0
BME 500	Medical Device and System Design for Clinical Engineers	1.5
BME 503 (NEW)	Imaging for Medical Device Design	1.5
BME 505	Human Physiology and Systems	1.5
BME 520	Human Factors and Usability Engineering for Medical Devices	1.5
BME 596	MEng Capstone Project	3.0
ECS 501 (NEW)	Professional Practice and Careers	1.0
ECS 502 (NEW)	Professional Leadership and Community Engagement	1.0
ECS 503 (NEW)	Professional Design, Collaboration, and Teamwork	1.0
Concentrations: Student chooses one (1) concentration. Each concentration comprised of 3 compulsory courses (3 x 1.5 units): 4.5 units		4.5
Stream 1 (NEW) Biomanufacturing and Translational Biotechnology (MENG-BISY-TECH*)		4.5
BME 560 (NEW)	Biomanufacturing Processes and Regulatory Strategy	1.5
BME 561 (NEW)	Biomanufacturing Automation and Process Optimization	1.5
BME 552	Microfluidics for Biomedical and Energy Applications	1.5
Stream 2 (NEW) Biomechanics and Biosensing (MENG-BISY-MESE*)		4.5
BME 525	Mechanics and Energy Conversion in Living Cells	1.5
BME 548	Introduction to Musculoskeletal Mechanics	1.5
BME 502 (NEW)	Biosensors for Biomedical Applications	1.5
Stream 3 (NEW) Biomaterials and Regenerative Medicine (MENG-BISY-BIOR*)		4.5
BME 510	Bioprinting and 3D Printing Human Body Parts	1.5
BME 515	Biomaterials and Tissue Engineering	1.5
BME 562 (NEW)	Stem Cells and Cellular Therapies	1.5
Electives: 1.5 units		1.5
BME 580	Special Topics in Biomedical Engineering	1.5
ECE 545	Nanoelectronics	1.5
ECE 547	Electronic Devices	1.5
MECH 576	Introduction to Electron Microscopy	1.5
MECH 580	Selected Topics in Mechanical Engineering	1.5
MECH 455	Instrumentations	1.5

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D. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The proposed changes do not affect the program learning outcomes currently in place. The core goals of the MEng in Biomedical Systems, which are to prepare graduates for careers in biomedical device development, systems engineering, and applied biomedical technologies, remain unchanged. However, we believe these changes will enhance students' ability to achieve the existing learning outcomes more effectively and with greater depth. Specifically:

- The division of BME 501 into two courses allows for deeper exploration of imaging and biosensor technologies, improving students' ability to critically evaluate and apply advanced biomedical engineering tools and methods.
- The inclusion of ECS 501 and ECS 502 provides MEng Bisy students with an introduction to professionalism, professional practice competencies, and career development. Currently, an introduction to professional practice course (ECE 591) is available to Bisy students as an elective. While most Bisy students are interested in enrolling in this course, it has to be taken extra-to-load, due to its 1.0-unit value.
- The inclusion of ECS 503 introduces structured training in professional leadership, communication, and project management — key transferable skills that support several program outcomes, especially those related to teamwork, interdisciplinary collaboration, and engineering practice in real-world contexts.
- The introduction of three new concentration streams does not alter the core intent of the Bisy program but strengthens and contextualizes the learning outcomes for students by embedding specialization within one of three focused, high-demand areas (Biomanufacturing & Translational Biotechnology, Biomechanics & Biosensing, or Biomaterials & Regenerative Medicine). This specialization ensures that graduates possess both breadth across the discipline and depth in a sector that aligns with industry demand and UVic's faculty expertise.

While the learning outcomes themselves are unchanged, we expect that they will be reinforced and strengthened in the following areas:

- Design and implementation of biomedical systems and devices using a broader set of core technologies (e.g., imaging and biosensors).
- Leadership and collaboration skills, including project planning, stakeholder engagement, and conflict resolution.
- Effective communication in professional engineering settings.
- Ethical and societal awareness in engineering design and development, through the integration of professionalism content in ECS 501-503.

These improvements are aligned with UVic's institutional focus on high-impact learning and professional readiness and reflect the evolving expectations of the biomedical engineering industry.

E. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

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The proposed program changes extend student opportunities for experiential learning. By adding ECS 501 to the program, BISI students will have a streamlined access to the co-op program. (ECS 501 serves as an IPP course). In addition, ECS 503, which will be offered in the same term as the capstone project course, will facilitate matching BISI students with interdisciplinary teams in their capstone projects, since ECS 503 is taken together with students in other MEng programs, such as Applied Data Science. These opportunities will foster inclusive, applied, and globally informed educational experiences.

The inclusion of professionalism courses ECS 501 and 502 will provide increased opportunities to highlight Indigenous perspectives, decolonization, and equity, diversity, and inclusion, in the practice of professional engineering and better align the BISI program with UVic's institutional values in these areas. The program change will increase our ability to welcome diverse learners and create a respectful and inclusive learning environment across all courses.

F. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

The proposed changes to the BISI program at UVic do not change its current relationship with comparable programs at other BC post-secondary institutions. The program continues to align with, as well as distinguish itself from, similar offerings at institutions such as the University of British Columbia (UBC) and the British Columbia Institute of Technology (BCIT).

UBC offers a Master of Engineering (MEng) in Biomedical Engineering through its School of Biomedical Engineering. This program provides students with three options: a course-only format, a combination of coursework with an internship or co-op placement, or coursework combined with a supervised research project. All pathways require a minimum of 30 credits (noting that this is equivalent to 15 units at UVic) and can be completed in approximately 12–16 months, if pursued full-time.

BCIT offers a two-year, full-time Biomedical Engineering Technology (BMET) diploma program. It is the only program of its kind in British Columbia and Canada specifically targeted to both hospital and medical device industries.

The UVic MEng Biomedical Systems program has been developed in harmony with these programs and continues to complement them. The proposed changes aim to enhance the program's structure and content without altering its alignment with these comparable programs.

G. Does the proposed change affect anticipated enrolment? If yes, please provide details.

We expect that the updates will contribute positively to the program's reputation, structure, and appeal, supporting continued steady growth in enrolment over time.

By improving the clarity and balance of the curriculum through the splitting of BME 501 into two more focused courses, the integration of ECS 501 - ECS 503 to strengthen professional competencies, and the creation of focused streams of learning in the form of concentrations, we expect prospective students to see enhanced value in the program. These revisions respond directly to student and faculty feedback and are intended to create a more coherent and supportive academic experience.

We also expect that current and future graduates will share positive experiences with peers and professional networks, helping to increase awareness of the program. Combined with effective marketing

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

and communications, we are confident these changes will support the ongoing goal of growing the BISI program in a sustainable and high-quality manner.

H. Impact on Students – does the proposed change (s) have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

The BISI program has a duration of 12 months with most students starting in September. We expect most current students have finished their academic requirements prior to the September 2026 intake to the changed program. Existing continuing students will have the option to change to the new program or remain with the existing program. Students choosing to remain with the existing program will not be impacted in their progression, evaluation, supervision or in any other way.

The program change does not include any course deletions. Students choosing to remain with the existing program are therefore guaranteed access to their required courses.

As described above, we propose to move the content of *BME 501 – Biosensors and Imaging for Medical Device Design* into two separate courses, *BME 502 – Biosensors for Biomedical Applications* and *BME 503 – Imaging for Medical Device Design*. Students usually take BME 501 at the beginning of their program. We therefore expect most students who choose to remain in the old version of the BISI program to have already taken BME 501. For those students who have not, however, *BME 501 – Biosensors and Imaging for Medical Device Design* will remain as an available course for students pursuing the old MENG-BISI program, with the stipulation that BME 501 is not open for credit to students registered in or with credit for BME 502, BME 503.

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

The proposed updates to the Master of Engineering in Biomedical Systems are grounded in extensive consultations with leading companies across British Columbia's life sciences ecosystem. These industry partners consistently emphasize the need for graduates who possess not only a strong foundation in human physiology and tissue engineering, but also advanced expertise in:

- Systems integration and scalable biomanufacturing
- Biomaterials science and translational tissue engineering
- Precision-targeted drug delivery systems and cell therapies
- Biosensing/monitoring technologies

Employers are seeking professionals who can bridge fundamental science with manufacturable, patient-ready solutions—those who can work effectively in interdisciplinary teams and translate innovations from bench to bedside. The evolving landscape of drug development and drug delivery innovations demands engineers capable of designing integrated solutions that improve safety, efficacy, and therapeutic outcomes.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Updates to the MEng-BISY program ensure graduates are equipped with the skills and mindset to lead in areas such as precision medicine, advanced manufacturing, and biomedical innovation—aligning academic training with the real-world needs of a rapidly advancing sector.

Please see attached letters of support from:

1. Axolotl Biosciences
2. Bold Therapeutics
3. Eupraxia Pharmaceuticals
4. HTuO Biosciences
5. SeraGene Therapeutics
6. VoxCell

Supporting Internal Documents:

- IACE consultations (updated)
- ECS Co-Op Support
- SCP internal consultation forms
- Signed Resource Memo for new professional development courses (ECS 501, ECS 502, ECS 503)
- Signed Resource Memo for new BME courses

External Support Letters:

- Axolotl Biosciences
- Bold Therapeutics
- Eupraxia Pharmaceuticals
- HTuO Biosciences
- SeraGene Therapeutics
- VoxCell

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 Mechanical Engineering, Faculty of Engineering and Computer Science**

Name of Program: **Master of Engineering – Biomedical Systems**

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)

Proposed program changes for the MEng Biomedical Systems Professional Master's Degree Program offered by the Faculty of Engineering and Computer Science, as follows:

- **Distributing the material of BME 501 over two courses:** The proposal is to split the learning objectives over two courses, as the current BME 501 was found to contain too much information.
- **Creating concentrations to integrate focused areas of learning:** The program is restructured to incorporate three new concentrations. These concentrations allow students to pursue focused, in-depth training aligned with high-demand sectors and UVic's faculty expertise.
- **Creating three new BME courses:** Courses are related to biomanufacturing and cellular therapies.
- **Adding professional development courses (ECS 501–503):** These courses bring BISY into alignment with UVic's other professional MEng programs. Students gain skills in teamwork, leadership,

professional practice, and community engagement, which are competencies consistently cited by employers as critical for workplace readiness.

- **Capstone project course (BME 596) + professional development course replacing capstone project course only:** Updates to the MEng-BISY program will result in both BME 596 and ECS 503 (a co-requisite of BME 596) being compulsory courses. The proposed change will allow students to more fully develop both technical problem-solving skills and vital professional proficiencies.

Rationale for the proposal (approximately 200 words)

The proposed updates to the MEng in Biomedical Systems (BISY) strengthen the program by introducing three focused streams and including professional practice courses. These changes enable students to gain specialized expertise aligned with high-demand sectors such as biomanufacturing, biosensing, and regenerative medicine. The addition of shared professional courses brings BISY into alignment with UVic's other professional master's programs while equipping graduates with leadership, teamwork, and career skills valued by employers. Overall, the revised program structure enhances student learning, career readiness, and industry alignment.

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

None.

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

N/A

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

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

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

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 identify specific goals and priorities (approximately 200 words).

The revision of this program does not change its standing relationship to Indigenous initiatives or University Plans. The BISIY program aligns with the Indigenous Plan's priorities in several ways, particularly in the areas of People and Learning and Teaching. The program's emphasis on experiential learning and hands-on technical projects offers opportunities for students to engage directly with diverse knowledge systems and real-world applications, ensuring that learning is accessible and inclusive.

In terms of Research and Re-searching, the program offers students the opportunity to engage with biomedical systems at multiple levels, fostering a critical approach to innovation. Although the program does not explicitly focus on Indigenous methodologies, it encourages students to think critically about the design and implementation of medical technologies, which could be adapted to incorporate Indigenous ways of knowing and being, particularly in areas like health and wellness in Indigenous communities.

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.



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

06-Jan-2026

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)

From: [Meeta Khurana](#)
To: [Jens Weber](#)
Cc: [Michelle Braün](#)
Subject: RE: consultation on the BISO change
Date: October 17, 2025 9:36:20 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)

Hi Jens and Michelle,

ECS co-op supports the proposed changes to the BISO program.

Meeta

Meeta Khurana (She/Her)
Associate Director

Engineering & Computer Science Co-op and Career Services
University of Victoria

250-472-5824

meetak@uvic.ca | [@ECS](#) | uvic.ca/engrcoop



We acknowledge and respect the Lək̓ʷəŋən (Songhees and 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 (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, 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 signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: ▪ Master of Engineering – Biomedical Systems (Program Updated)	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Revised	
Academic unit, department, or school: Department of Mechanical Engineering Professional Programs, Faculty of Engineering and Computer Science	
Name, title, and email of contact person: Dr. Brad Buckham, Chair, Department of Mechanical Engineering, University of Victoria, Faculty of Engineering and Computer Science; mech.chair@uvic.ca Dr. Karolina Papera Valente, BISIY Program Director, University of Victoria, Faculty of Engineering and Computer Science; kvalente@uvic.ca Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science; jens@uvic.ca Michelle Braün, Programs Coordinator, Professional Programs, Faculty of Engineering and Computer Science; michellebraun@uvic.ca	
Dean (or designate) or administrative authority: Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science	

Consultation date: Discussions took place at different stages, updated BISI proposal sent on Oct 16, 2025.

Name and position of person consulted

Method of consultation and materials used (e.g. proposal)

Meeta Khurana
Associate Director
Engineering & Computer Science Co-Op and Career Services

meetak@uvic.ca

Discussions (Jens Weber and Meeta Khurana) and via email.

Feedback provided (please add feedback only in this section)

Letter of support provided, attached, no issues.

From: [Meeta Khurana](#)
To: [Jens Weber](#)
Cc: [Michelle Braun](#)
Subject: RE: consultation on the BISI change
Date: October 17, 2025 9:36:20 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)

Hi Jens and Michelle,

ECS co-op supports the proposed changes to the BISI program.

Meeta

Meeta Khurana (She/Her)
Associate Director

Engineering & Computer Science Co-op and Career Services
University of Victoria

250-472-5824

meetak@uvic.ca | [@ECS](#) | uvic.ca/engrcoop



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Meeta Khurana

Associate Director, ECS co-op and Career Se...

Signature:

Date:

Senate Committee on Planning
Required Internal Consultations

**Our response to OREM's feedback provided in red. Michelle Braun, Professional Programs*

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
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master of Engineering – Biomedical Systems	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Program Change	
Academic unit, department, or school: Department of Mechanical Engineering	
Name, title, and email of contact person: Michelle Braun, Program Coordinator, Professional Programs	
Dean (or designate) or administrative authority: Jens Weber, Associate Dean Professional Programs and Development	
Consultation date: October 16, 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; Marc Bavin, Associate Registrar	Proposal	See below

- We initially had some significant concerns about the changes to BME 501 as outlined in Section C, page 6. However, CURR has now confirmed that the unit has decided to keep BME501 as is (for students completing the old program requirements), and are introducing the following new courses:
 - o BME 502 - Biosensors for Biomedical Applications
 - o BME 503 -Imaging for Medical Device Design

This addresses those concerns, which is great, but means that the program-requirement summary tables in the SCP proposal are now inaccurate and will need to be updated. *(The program summary table has been updated. MB, Professional Programs)*

- There is still a similar outstanding concern with respect to BME 596, however. Page 8 (6.A) states:

Specifically, we propose to add the ECS 503 - Professional Design, Collaboration and Teamwork course to the Bisy program's list of core compulsory courses, while at the same time reducing the unit value of the current BME 596 - Capstone Project course, another core compulsory course. While the combined updated BME 596 (changed from 3 units to 2 units) and ECS 503 (1 unit) will result in a zero net increase in units over the current offering of the BME 596 course only, the proposed change will allow students to more fully develop both technical problem-solving skills and vital professional proficiencies.

As we have noted in response to other SCP proposals recently, a new course needs to be created anytime unit values change. We are working to have this requirement added back into policy AC1120 and are happy to provide more information to the unit about why this is so critical if needed, but this will create issues as the degree audit tool will not be able to distinguish between students who have taken the 3.0 unit version of BME 596 vs. the new 2.0 unit version.

(Given this feedback, we are keeping the BME 596 capstone project as is, at 3.0 units. MB, Professional Programs)

- In addition, the below is information that the unit will need to be aware of for implementation purposes.
 - o The online application for admission will need to be updated to allow the applicant to indicate their top two preferred concentrations.
 - o A small note that I can also keep an eye out for when the proposal comes to SCAS, but the bullet points switch back and forth between 2nd and 3rd person – since this will be included in the calendar, it should be consistent.
 - o Because they are adding a corequisite (ECS 503) for BME 596, the academic unit will need to add COREQ overrides to the student records of any students following the old Bisy curriculum to allow them to register in BME 596. (This will not be an issue if they create a new course to properly address the changing unit values, however.
(Per comment above, we are withdrawing proposed updates to BME 596, this course will remain as is, i.e. at 3.0 units, with no corequisite requirements. Noting that ECS 503 is in list of core courses for updated MEng-Bisy program. MB, Professional Programs)
- You note on p.1 that 'Applications are reviewed to determine concentration upon admission.' It is important to keep in mind that timely admissions decisions are important considerations for prospective students. We want to do everything possible to evaluate and admit students as quickly as we can. Hopefully, the team can incorporate the application review to determine the concentration in a way that reduces the time needed to make admissions decisions for this program.
- A gentle reminder that the proposed changes to admission requirements will need to be submitted to the Senate Committee on Academic Standards for their approval.

(Thank you for the excellent feedback, and noted. MB, Professional Programs)

Signature: _____ 

Date: _____ November 19, 2025

Date: Sept 24, 2025

To: Dr. LillAnne Jackson, Chair of the Faculty of Engineering and Computer Science Curriculum Committee

From: Dr. Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science

Re: Resources for teaching ECS 501, ECS 502, ECS 503

The Faculty of Engineering and Computer Science confirms that resources are in place to teach the following newly proposed MEng professional development courses:

ECS 501 – Professional Practices and Careers (1 unit)

ECS 502 – Professional Leadership and Community Engagement (1 unit)

ECE 503 – Professional Design, Collaboration and Teamwork (1 unit)

Sincerely,



Dr. Jens Weber

Cc: Dr. Mina Hoorfar, Dean, Faculty of Engineering and Computer Science

MEMORANDUM

14 November 2025

TO: Dr. Jens Weber & Dr. LillAnne Jackson
FROM: Dr. Brad Buckham, MECH Chair
RE: BISO program changes resourcing memo

The proposed BISO program changes include a restructuring of the overall program to include the addition of concentrations for focused areas of learning; the addition of professional development courses to the core curriculum; and the division of the current BME 501 course into two, i.e. the current BME 501 – Biosensors and Imaging for Medical Device Design becomes BME 503 – Imaging for Medical Device Design and BME 502 – Biosensors for Biomedical Applications.

In total there are five new courses being introduced:

- the aforementioned 502 and 503, as well as,
- BME 560 - Biomanufacturing Processes and Regulatory Strategy,
- BME 561 - Biomanufacturing Automation & Process Optimization, and
- BME 562 - Stem Cells and Cellular Therapies.

These five courses will be delivered by the Department of Mechanical Engineering using resources already available to the Department.

This will be accomplished through a re-organization of existing faculty teaching power and through additions to the instructional team through sessional appointments (to service the new electives in the biomanufacturing area). Equipment and lab facilities will be available through the Engineering and Computer Science Building expansion that completes in 2026 and which includes a new Biomedical engineering teaching lab space.



Dr. Brad Buckham
Professor & Chair
Department of Mechanical Engineering
Faculty of Engineering & Computer Science

October 6th, 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Dear the University of Victoria,

As both the CEO of Axolotl Biosciences and a faculty member at UVic who originally created and launched the Biomedical Systems (BISY) program at the University of Victoria, I am delighted to offer my support for the program's revised structure as it will increase the relevance of our program to industry by providing desirable skills for students pursuing this program.

At Axolotl, our mission is to make 3D bioprinting of human tissues accessible through innovative, high-performance bioinks. This work directly serves the fields of regenerative medicine and biomanufacturing, two areas that are at the heart of the BISY program's new streams. The expansion of BISY into these domains is not only timely but essential: regenerative medicine is rapidly moving from concept to clinical application, and the demand for engineers trained to scale these solutions is unprecedented.

For a company like ours, graduates with expertise in biomaterials, tissue engineering, and translational biomanufacturing represent the future of our workforce. The new streams in the BISY program equips students with precisely this skillset, ensuring that local companies can hire talent capable of bridging cutting-edge academic research with industry-scale application.

I am proud to see how the BISY program continues to evolve to meet the needs of British Columbia's growing life sciences community. These changes reinforce UVic's role as a leader in training the next generation of biomedical engineers, and Axolotl is enthusiastic about supporting its success.

Sincerely,



Dr. Stephanie Willerth
C.E.O. Axolotl Biosciences
Email: willerth@axolotlbiosciences.com

Letter of Support

03 October 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
Canada

To the Faculty of Engineering and Computer Science,

At Bold Therapeutics Inc., we are dedicated to transforming cancer care through the development of first-in-class metallothrapeutics. Our lead clinical asset, BOLD-100, is a ruthenium-based small molecule with a unique dual mechanism of action: directly inducing cancer cell death and disrupting the cellular stress response. Unlike many targeted therapies that have failed in late-stage trials, BOLD-100 has demonstrated promising clinical activity and safety in gastrointestinal cancers, including metastatic colorectal, biliary tract, and gastric cancers. With Phase 2 data in hand, we are preparing pivotal late-stage studies that bring us closer to regulatory approval.

Progressing a novel therapeutic like BOLD-100 from laboratory discovery to patient treatment requires more than scientific innovation – it demands expertise in biomaterials, translational biotechnology, and biomanufacturing to ensure stable formulations, scalable production, and clinical applicability. This is why we strongly support the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program. The program's new streams in Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine are directly aligned with the expertise that Bold Therapeutics – and the broader Canadian life sciences ecosystem – requires to succeed.

The interdisciplinary foundation of BISY is especially valuable. Oncology drug development today requires input from engineers, clinicians, and computational experts working in concert. By training graduates to integrate these perspectives and bridge fundamental science with manufacturable, patient-ready solutions, the BISY program will ensure a pipeline of talent capable of making immediate, impactful contributions in industry.

We look forward to welcoming BISY graduates into the Canadian life sciences sector, where their skills will support Bold Therapeutics and other innovators in delivering on the promise of new treatments for patients facing some of the most difficult-to-treat cancers.

Sincerely,



E. Russell McAllister
Chief Executive Officer
Bold Therapeutics Inc.
E: rm@bold-therapeutics.com
C: (415) 794-2686



9 October 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
Victoria, BC V8W 2Y2
Canada

Dear University of Victoria,

On behalf of Eupraxia Pharmaceuticals, I am pleased to express our support for the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program.

As a public, clinical-stage biotechnology company headquartered in Victoria, Eupraxia is committed to developing locally delivered, extended-release therapies that address therapeutic areas with high unmet medical need. Our proprietary technologies exemplify the integration of engineering, biomaterials science, and clinical application, enabling precision-targeted drug delivery with improved safety, efficacy, and duration of effect.

The addition of specialized streams in Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine within the BISY program directly aligns with the capabilities and expertise required in companies such as ours. Graduates from these streams will be well positioned to contribute to advanced therapeutic development, particularly in translating research into scalable, patient-ready products. Moreover, the Systems: Biomechanics & Biosensing stream has potential to support innovation in targeted delivery systems and monitoring technologies, areas that are increasingly critical to modern drug development.

Eupraxia believes that fostering a workforce trained in these interdisciplinary areas is essential for the continued growth of British Columbia's life sciences sector. The BISY program will ensure that graduates are not only technically proficient but also equipped to address evolving challenges in drug development, manufacturing, and precision medicine.

Sincerely,

A handwritten signature in black ink, appearing to read "James Helliwell".

James Helliwell
Chief Executive Officer
Eupraxia Pharmaceuticals

A handwritten signature in black ink, appearing to read "Amanda Malone".

Amanda Malone
Chief Operating & Scientific Officer
Eupraxia Pharmaceuticals



300-1001 West Broadway
Vancouver, BC, V6H 4B1
www.htuobio.com

University of Victoria
Victoria, BC V8W 2Y2
Canada
October 8, 2025

To the Faculty of Engineering and Computer Science,

HTuO Biosciences is writing this letter in support of the Master of Engineering in Biomedical Systems (BISY) program at the University of Victoria.

At HTuO, our core technology rests on the cross-disciplinary foundation integrating physics, chemistry, biology, and programming to better model how atoms and molecules interact, which will enable new and better ways of designing, optimizing and developing new drugs. Our long term goals are focused on expanding the range of druggable targets to include proteins that have historically been considered beyond reach. This type of innovation depends on people who bring a combination of skills in diverse areas: those who understand biology in depth, but who also speak the languages of engineering, math and chemistry.

The BISY program's introduction of three distinct streams speaks directly to this need. The Systems: Biomechanics & Biosensing stream, for example, develops graduates who work upstream of us, and generates the data that feeds our processes. The Biomanufacturing & Translational Biotechnology stream works directly downstream of us, and will bridge the data that we generate with the real world applications that make it possible to bring our processes to clinical trials and patients. Together, these areas form the bridge that companies like ours rely on to span the full lifecycle from idea to treatment for the patients who depend on our industry to solve real world problems.

British Columbia is building a world-class life sciences ecosystem, and this program strengthens one of its most critical foundations: talent. We believe BISY can prepare graduates to contribute meaningfully to this ecosystem.

We commend UVic for this forward-looking initiative and are pleased to lend our support.



300-1001 West Broadway
Vancouver, BC, V6H 4B1
www.htuobio.com

Sincerely,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke, representing the name Anthony Fejes.

Anthony Fejes, Ph.D.
Chief Executive Officer
HTuO Biosciences

SeraGene Therapeutics
2405 Wesbrook Mall, 4th Floor
Vancouver, BC V6T 1Z3
Canada
Oct 13 2025

Dear University of Victoria,

At SeraGene Therapeutics, our mission is to transform the treatment of coagulation disorders through RNA and nanomedicine technologies that provide long-lasting, targeted control over bleeding and clotting. This is work at the frontier of translational medicine, where biology, engineering, and patient-centered design converge.

The new streams in the Master of Engineering in Biomedical Systems (BISY) program at the University of Victoria speaks directly to the type of interdisciplinary training that companies like ours require. The Biomanufacturing & Translational Biotechnology stream provides students with the knowledge to move promising discoveries into scalable, patient-ready products. The Biomaterials & Regenerative Medicine stream equips them with the expertise to design advanced delivery systems, precisely the kind of innovation needed to unlock the potential of RNA therapeutics. Meanwhile, the Biomechanics & Biosensing stream develops talent who can measure, monitor, and model complex biological systems; skills essential to understanding and improving how therapies perform in real-world settings.

British Columbia's life sciences community is rapidly advancing in RNA, nanomedicine, and precision therapeutics. By evolving the BISY program, UVic ensures that this ecosystem has access to highly skilled graduates who can accelerate the development of life-changing therapies.

SeraGene strongly supports this initiative and commends the University of Victoria for anticipating the needs of a rapidly evolving sector. We look forward to welcoming BISY graduates into the life sciences community and exploring future collaborations with UVic.

Sincerely,



Erika Siren, Ph.D.
Chief Executive Officer
SeraGene Therapeutics



University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Subject: Letter of Support for the Master of Engineering in Biomedical Systems Program (BISY)

Dear University of Victoria,

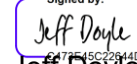
On behalf of VoxCell BioInnovation, I am writing to express our strong support for the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program. As Director of Engineering at VoxCell, I have seen first-hand the increasing demand for professionals trained at the intersection of engineering and the life sciences.

The introduction of three focused streams—particularly Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine—will be invaluable for British Columbia's innovation economy. Our province is rapidly expanding its capabilities in advanced biomanufacturing, cell and gene therapies, and next-generation regenerative medicine. Programs such as BISY, with a curriculum aligned to these emerging sectors, ensure that graduates will be well-prepared to contribute to industry priorities and to fill a widening talent gap.

At VoxCell, we are pioneering vascularized 3D tissue models for pre-clinical oncology drug screening. This work requires engineers and scientists who not only understand human physiology and tissue engineering but who also bring expertise in systems integration, biomaterials, and scalable biomanufacturing processes. The BISY program's forward-looking design directly addresses these needs and will accelerate the growth of BC's life sciences sector.

We view the BISY program as an important pipeline for highly skilled talent, and we are enthusiastic about its potential to prepare graduates for impactful careers in both industry and healthcare. VoxCell is pleased to support this initiative and looks forward to continued engagement with UVic as the program grows.

Sincerely,

Signed by:

Jeff Doyle

Director of Engineering
VoxCell BioInnovation



University
of Victoria

BOG-Mar31/26-22

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Computer Graphics and Gaming, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory", effective September 2026.

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Computer Communications and Networks, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory", effective September 2026.

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Computer Science Major Option in Theory, as described in the document "Computer Science Major and Honours Options: Computer Graphics and

Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Computer Science Major and Honours Options in Software Systems, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”, effective September 2026.

Background:

The Department of Computer Science is proposing the discontinuation of the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory for the following reasons:

- Scheduling and Teaching Constraints – Given current faculty resources, maintaining consistent course availability is unsustainable.
- Enrolment Options – Students may drop the option if completing the requirements will delay their graduation.
- Alternative Promotion Strategies - Key academic strengths reflected in these options will continue to be promoted (as courses) through the department’s website, course planning guides and academic advising. This provides a more adaptable and student-centered way to highlight areas of focus without the administrative overhead of formal program options.
- Refocusing on High-Demand Combined Programs - Redirecting resources toward our combined programs allows us to support offerings that are attractive to incoming students.
- Avoiding Further Strain on Resources - These choice option areas within the BSc Major in Computer Science no longer represent effective topic areas within the degree, rather the development of additional alternatives better aligned with current market needs and available faculty expertise need to be considered. This discontinuation of the current option areas allows the department the opportunity to align their program offerings with their available instructional capacity and then to follow that with thoughtful and effective new alternatives.

The discontinuation of the program options will not negatively impact students currently enrolled in them. All 300-level courses required by the various options will remain available and there are no current plans to remove any of the 400-level courses necessary for completion.

Basis for Jurisdiction: Senate Committee on Planning meeting February 4, 2026
Senate meeting on March 6, 2026

Attachment(s): March 2026 Senate docket for the proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory.

SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Re: Proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory.

The rationale for discontinuing the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory are:

- Options create scheduling constraints and administrative overhead,
- Low or uneven uptake across several options; limited recruitment value,
- Shift toward flexible clusters allowing tailored study without formal option declarations.

All declared students will be contacted and required courses will continue to be run to ensure students enrolled prior to September 2026 can complete their program as planned.

Recommended Motions:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Graphics and Gaming, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory".

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Communications and Networks, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory".



SENATE COMMITTEE ON PLANNING

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Theory, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major and Honours Options in Software Systems, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

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

Computer Science Major and Honours Options:

- *Computer Graphics and Gaming*
- *Computer Communications and Networks*
- *Software Systems*
- *Theory*

Submitted by:	Name and title	Email
Dean or designate	LillAnne Jackson Associate Dean, Undergraduate Programs Faculty of Engineering and Computer Science	engradu@uvic.ca
Academic unit, department, or school	Computer Science	
Name, title, and email of contact person	Celina Berg, Curriculum Chair Department of Computer Science, Faculty of Engineering and Computer Science	celinag@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)	July 29, 2025
Departmental/School approval	August 19, 2025
Faculty Curriculum Committee approval	January 16, 2026
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	February 10, 2026 (planned)

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) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 3, 2025	Y
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca	Sept 15, 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.	Oct 25, 2025	Y
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	n/a	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Note that some of these options have very limited enrolment (e.g. two students currently in the *Theory* option), which does not justify the disproportionate instructional and administrative resources required to support it.

Although graduation numbers for the **Software Systems – Major Option** appear strong, sustaining this option is increasingly difficult due to teaching resource constraints.

The main challenge arises in **Year 4**, where students must complete three 400-level CSC/SENG courses chosen from:

- Six CSC Software Systems electives, and
- SENG 400-level courses (many of which are restricted to BSENG students first).

These upper-level courses are normally taught by research faculty with software engineering expertise. However:

- Many of these faculty have teaching release or are assigned to support the Bachelor of Software Engineering (BSENG) program.
- With CS enrolments having grown significantly over the past decade, more faculty are also needed to cover lower-level core courses, leaving them able to teach 400-level specialties only every other year.

This results in fewer course offerings, making it difficult for students to complete the option within the four-year time frame of a standard BSc degree.

Historically, students could only choose from the SENG 400-level courses, which created even greater scheduling difficulties. To address this, the program allowed students to also select from six CSC Software Systems electives. While this broadened the options, it did not solve the underlying resourcing issue. As a result, advisors are often asked to approve substitute courses, which is not always possible.

The situation is particularly acute in the **Software Systems – Honours Option**, which continues to require students to complete three SENG 400-level courses. The difficulty of accessing these courses is the likely reason for the very low number of graduates from this option.

3. **Alternative Promotion Strategies**

Key academic strengths reflected in these options will continue to be promoted (as courses) through the department's website, course planning guides and academic advising. This provides a more adaptable and student-centered way to highlight areas of focus without the administrative overhead of formal program options.

4. **Refocusing on High-Demand Combined Programs**

Redirecting resources toward our combined programs allows us to support offerings that are attractive to incoming students. This approach is much like that of [UBC](#), which provides major and

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

This document proposes discontinuation of program options within the BSc Major in Computer Science. The BSc Major in Computer Science will remain, as will the BSc Honours in Computer Science and the Computer Science Combined Programs.

We propose discontinuing the following Computer Science program options:

- Computer Graphics and Gaming (CSC Major)
- Computer Communications and Networks (CSC Major)
- Software Systems (CSC Major)
- Software Systems (CSC Honours)
- Theory (CSC Major)

Rationale:

1. Scheduling and Teaching Constraints

These options require the annual delivery of specialized upper-year courses, which places considerable strain on course scheduling and faculty teaching assignments. This challenge has been experienced in the past with the *Computer Graphics and Gaming* option and continues to be an issue for the *Software Systems*, *Communications & Networks* and *Theory* options. Given current faculty resources, maintaining consistent course availability is unsustainable.

2. Enrolment in Options

In our experience, if a student finds that completing the requirements of an option would delay their graduation, they choose to drop the option. Importantly, students still graduate with the Bachelor of Science in Computer Science degree; the option designation only appears on their transcript.

The following table summarizes the number of students graduating with a CS option relative to those graduating without a CS option (e.g. CS Major, CS Honours). These numbers indicate that most students choose not to pursue a CS option in their program.

	Grad Term						Grand Total
	202501	202405	202401	202305	202301	202205	
Communications & Networks-Major	5	6	3	2	3	1	20
Graphics & Gaming-Major	2		7		1		10
Software Systems-Major	19	7	21	8	22	9	86
Software Systems-Honours	1		1			2	4
Theory-Major	2				2		4
No Option	90	51	120	35	99	27	422
Total	119	64	152	45	127	39	546

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honours programs along with a range of CSC combined degrees. While [SFU](#) does have a Software Systems degree (appears on student parchment) in addition to a CS major, this is likely because they do not have a Software Engineering program like we have at UVic.

Current enrolments for the CSC combined programs are:

- Data Science: 6
- Geomatics: 32
- HINF & Computer Science: 38
- Math & Computer Science: 69
- Music & Computer Science: 47
- Physics & Computer Science: 22
- Psychology & Computer Science: 88
- Statistics & Computer Science: 14
- Visual Arts & Computer Science: 40

5. Avoiding Further Strain on Resources

These choice option areas within the BSc Major in Computer Science no longer represent effective topic areas within the degree, rather the development of additional alternatives better aligned with current market needs and available faculty expertise need to be considered. This discontinuation of the current option areas allows the department the opportunity to align their program offerings with their available instructional capacity and then to follow that with thoughtful and effective new alternatives.

Strategic Measures to Improve Flexibility and Advising

To address the resource and scheduling challenges outlined in the previous section, we are making modest adjustments to our CSC Major and Honours programs to improve advising support and student flexibility. Rather than prescribing rigid program options, we will provide guidance through course options within the program requirements and structured course lists at the 300- and 400-levels through advising channels. While these are relatively minor program changes, they will strengthen advising support, help students make informed choices and ensure degrees remain well-rounded, all while aligning more effectively with available teaching resources.

A proposal containing modest adjustment to our CSC Major and Honours programs is also being submitted for **Cycle 2 (September 2026)**. These modest adjustments to the programs will improve student flexibility and ensure degrees remain well-rounded. These proposals are described in separate Kuali entries here for the [Major](#) and [Honours](#) programs, and if required in an SCP proposal. A summary of the key changes is outlined here.

We have proposed to expand the set of Year 3 *core* courses. Currently, students are required to complete three courses from a fixed list of three. Under the new structure, students will complete seven courses from a list of nine, where the new list includes the original three courses plus six additional courses. This change introduces greater flexibility in course selection while still providing scaffolding to ensure breadth of knowledge. It also simplifies scheduling and increases the likelihood of courses being offered more frequently, thereby reducing barriers to timely program completion. This proposed set of nine 300-level

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courses encompasses all the material currently covered by existing options. It allows and even encourages students to customize their course selection according to various areas of specialization, including possibly the current options.

In addition, we plan to enhance student advising by providing soft advising resources through our website. These will include curated lists of 300- and 400-level courses aligned with different specializations (e.g., graphics, theory, software systems, AI, HCI, networking, quantum computing). This approach allows us to:

- Support a wider range of student interests and specializations.
- Ensure students are able to make informed course selections that align with their academic and career goals.

Given these changes, we believe that discontinuing the specified program options is a necessary and strategic step to ensure sustainable program delivery and better support the most impactful offerings within the department.

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?

The discontinuation of the program options will not negatively impact students currently enrolled in them. All 300-level courses required by the various options will remain available and there are no current plans to remove any of the 400-level courses necessary for completion.

We plan to continue offering two 400-level courses in each of the areas of Software Systems, Networking, Graphics and Theory until at least the 2028/29 academic year. This will ensure that students who enrolled in one of the options prior to September 2026 can complete their program as planned. In cases where student degree progress is delayed, we will explore suitable course substitutions, as is current practice.

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

Discontinuing these options will allow us to reallocate faculty, staff and space resources more effectively by streamlining our course offerings. Specialized 400-level courses can then be offered less frequently and more flexibly, based on actual student demand and new, current courses can be developed.

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).

These options in the Computer Science program that are not offered in cooperation with other academic unit and so this discontinuation has no impact on other programs or students across campus.

Subject: RE: Program discontinuance consultation
Date: Monday, September 15, 2025 at 8:10:33 AM Pacific Daylight Time
From: Wendy Taylor
To: Celina Berg
CC: Associate Dean Undergraduate Programs, Engineering and Computer Science
Attachments: scp-internal-consultation-template-Computer Science Major and Honours Options - OREM 20250915.docx, image002.png, image003.png

Hi Celina,

Thanks for sharing the updated proposal. My team and I have now reviewed the proposal, and we have no concerns or feedback.

Please find attached the OREM completed consultation document for you to include with your submission to SCP.

Best,
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 Ləkʷəŋən (Songhees and X̱wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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From: Celina Berg <celinag@uvic.ca>
Sent: August 25, 2025 9:21 AM
To: Wendy Taylor <wtaylor@uvic.ca>
Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Subject: Re: Program discontinuance consultation

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Date: Monday, September 15, 2025 at 8:10:33 AM Pacific Daylight Time
From: Wendy Taylor
To: Celina Berg
CC: Associate Dean Undergraduate Programs, Engineering and Computer Science
Attachments: scp-internal-consultation-template-Computer Science Major and Honours Options - OREM 20250915.docx, image002.png, image003.png

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Please find attached the OREM completed consultation document for you to include with your submission to SCP.

Best,
Wendy

Wendy Taylor (she/her)
Registrar

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From: Celina Berg <celinag@uvic.ca>
Sent: August 25, 2025 9:21 AM
To: Wendy Taylor <wtaylor@uvic.ca>
Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Subject: Re: Program discontinuance consultation

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 (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, 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 signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Discontinuation: Computer Science Major and Honours Options	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program):	
Academic unit, department, or school: Faculty of Engineering and Computer Science Department of Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean Undergraduate Programs, engradu@uvic.ca	
Dean (or designate) or administrative authority: Colin Bradley, Acting Dean, engrdean@uvic.ca	
Consultation date: August 26, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Aditi Gupta, Engineering and Science Librarian & Jonathan Bengtson, University Librarian	Email from Celina Berg
Feedback provided (please add feedback only in this section)	
<i>"I am pleased to confirm that UVic Libraries is fully equipped to support this transition with its current resources and remains unaffected by the discontinuation of the following Computer Science programs: Computer Graphics and Gaming (CSC Major), Computer Communications and Networks (CSC Major), Software Systems (CSC Major and Honours), and Theory (CSC Major)."</i>	

Signature: _____

Date: _____ January 19, 2026 _____



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 26, 2025

Dr. LillAnne Jackson, Associate Dean Undergraduate Programs,
Faculty of Engineering and Computer Science
University of Victoria

Re: Program discontinuation

Thank you for sharing the proposal regarding the discontinuation of specific program options within the BSc Major in Computer Science. I am pleased to confirm that UVic Libraries is fully equipped to support this transition with its current resources and remains unaffected by the discontinuation of the following Computer Science programs: Computer Graphics and Gaming (CSC Major), Computer Communications and Networks (CSC Major), Software Systems (CSC Major and Honours), and Theory (CSC Major).

We remain confident that the revised academic pathways and the options available to students will not compromise our collection development strategies. Our holdings are both robust and diverse, encompassing a wide range of disciplines and emerging areas of inquiry and as such, the library is well-positioned to continue meeting the evolving needs of the Computer Science department and its students.

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

Subject: Re: Program discontinuance consultation
Date: Wednesday, September 3, 2025 at 4:06:29 PM Pacific Daylight Time
From: Celina Berg
To: Andrea Giles
Attachments: image001.jpg

Thank you Andrea!

Celina

Get [Outlook for Mac](#)

From: Andrea Giles <agiles@uvic.ca>
Date: Wednesday, September 3, 2025 at 3:24 PM
To: Celina Berg <celinag@uvic.ca>
Subject: RE: Program discontinuance consultation

Hi Celina,

Thanks for sharing your Discontinuance document for consultation. I have no concerns with these program option discontinuances – your rationale is clear. I don't believe these changes will have any negative effect on our successful Computer Science Co-op program.

Please consider this email as my acknowledgement of the consultation process and support of your proposal.

Best,

Andrea

P.S. One small editorial comment for your document. On page 5, your section **6. Avoiding Further Strain on Resources** should be renumbered to be section #5. (Your numbering is out of sync with your deletion of a section in your earlier version).



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

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:

Name of Program:

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)

This form proposes the discontinuation of program options within the BSc Major in Computer Science. The BSc Major in Computer Science will remain, as will the BSc Honours in Computer Science and the Computer Science Combined Programs.

Rationale for the proposal (approximately 200 words)

The department is proposing to discontinue specialized Computer Science (CS) program options due to persistent challenges with scheduling, resource allocation and limited student uptake. Offering options requires annual delivery of upper-year specialized courses, which has proven unsustainable with current faculty capacity. This issue has historically affected the Computer Graphics and Gaming option and continues with Networking, Software Systems and Theory, both of which demand disproportionate instructional resources relative to enrolment. For example, the Theory option currently has only two students enrolled.

Student demand is another factor: most CS students graduate without pursuing an option and those who do often abandon it if requirements delay their graduation. Since options are not noted on degree parchments—only on transcripts—their recognition is limited, reducing their professional value.

Instead, the department plans to highlight academic strengths through course offerings, the website, planning guides and advising, ensuring flexibility without the administrative burden of maintaining formal options. Resources will be redirected toward combined programs such as CS with Data Science, Math, Psychology, Music and others, which have much higher enrolments and are formally recognized on degree parchments. This refocusing avoids further strain on resources while aligning programs with student interests and market needs.

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

Currently, the enrollment numbers for indigenous students are:

- Computer Science Major: 8
- Computer Science Honours: 0

The options are linked to these programs but the Registrar's office is unable to tell us if any of the 8 indigenous students have declared into any of the options.

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

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)
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)

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

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 identify specific goals and priorities (approximately 200 words).

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.



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

19-JAN-26

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

BOG-Mar31/26-23

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP)

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 in Nursing Post-Diploma Program (PDP), as described in the document "Bachelor of Science in Nursing Post-Diploma Program (PDP)", effective September 2026.

Background:

The BSN – Post-Diploma Program (PDP) was open to students in Canada and the USA by distance education. This program allowed Registered Nurses with a diploma to upgrade and graduate with a Bachelor of Science in Nursing. Since 1980, over four-thousand nurses graduated from the program which filled a unique need for nurse education across North America.

The PDP's primary mission was to support BC's mandate for "BSN as entry to practice" during the period of transition and ramping up of direct-entry BSN programs from diploma programs. Diploma programs were phased out in BC by 2005. New Registered Nurses (RNs) entering the workforce in BC have been prepared at the BSN level since this time and thus the number of diploma-prepared RNs seeking to upgrade declined steadily. This trend also occurred in all Canadian provinces except Quebec.

The UVic School of Nursing admitted its final cohort of students to the BSN Post-Diploma Program (PDP) in January 2016. The School provided a transition plan and supported students registered in the program, including those admitted to the final cohort, to successfully complete their BSN degree within the six-year program completion time limit. The last student registered in the program was granted their Bachelor of Science in Nursing in October 2022.

Basis for Jurisdiction: Senate Committee on Planning meeting February 4, 2026
Senate meeting on March 6, 2026

Attachment(s): March 2026 Senate docket for the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP).

SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Re: Proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP)

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to discontinue the Bachelor of Science in Nursing (BSN) Post-Diploma Program.

The BSN-Post-Diploma Program allowed Registered Nurses (RN) with a Diploma to upgrade and graduate with a BSN. Diploma programs were phased out in BC by 2005 with new RNs entering the workforce with a BSN. The number of diploma-prepared RNs seeking to upgrade has declined steadily. This, combined with the province's health care labour force goals for RNs, strategic directions, and budget priorities, have made the closure of the Post-Diploma Program necessary.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma program, as described in the document "Bachelor of Science in Nursing Post-Diploma Program (PDP)".

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



SENATE COMMITTEE ON PLANNING

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

Bachelor of Science in Nursing Post-Diploma Program (PDP)

(Template must be submitted as a Word document)

Submitted by:	Name and title	Email
Dean or designate	Tammy Hopper, Dean, Faculty of Health	tammyhopper@uvic.ca
Academic unit, department, or school	Lenora Marcellus, Director, School of Nursing	nursingdirector@uvic.ca
Name, title, and email of contact person	Kim Daly, Associate Director UG Programs and Partnerships School of Nursing	kimdaly@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)	24-Oct-23
Departmental/School approval	26-Sept-23
Faculty Curriculum Committee approval	12-Nov-25
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	19-Nov-25

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) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jessica Mussell, Distance Learning and Research Librarian jmussell@uvic.ca	7-Apr-2025	Yes
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	7-Apr-2025	Yes
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	15-May-25	Yes
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	14-Apr-25	Yes
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	NA	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

BSN Post-Diploma Program (PDP)

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The BSN – Post-Diploma Program (PDP) was open to students in Canada and the USA by distance education. This program allowed Registered Nurses with a diploma to upgrade and graduate with a Bachelor of Science in Nursing. Since 1980, over four-thousand nurses graduated from the program which filled a unique need for nurse education across North America.

The PDP's primary mission was to support the BC's mandate for "BSN as entry to practice" during the period of transition and ramping up of direct-entry BSN programs from diploma programs. Diploma programs were phased out in BC by 2005. New RNs entering the workforce in BC have been prepared at the BSN level since this time and thus the number of diploma-prepared RNs seeking to upgrade declined steadily. This trend also occurred in all Canadian provinces except Quebec.

While most PDP enrollees and graduates were initially from BC, by 2016 85% of the students were from outside the province. With less than 15% of students from BC, and most students now from Quebec, the School faced significant operational challenges including, but not limited to:

- ESL issues increased and the SON does not have the capacity to deliver programming in French;
- Quebec gives our students the lowest priority for clinical placements, making it increasingly difficult to offer our clinical courses in that province;
- As our courses are offered through distance education with synchronous teleconferences, the time difference has proven challenging for both instructors and students

The UVic School of Nursing admitted its final cohort of students to the BSN Post-Diploma Program (PDP) in January 2016. The School made this decision in 2015 primarily because of a significant decline in applications from students to the point where continuation of the program was no longer viable or necessary. The program completion limit was within six years from the time of admission. The School provided a transition plan and supported students registered in the program, including those admitted to the final cohort in January 2016, to successfully complete their BSN degree within the six year program completion time limit. The last student registered in the program was granted their Bachelor of Science in Nursing in October 2022. Since [May 2016/17 the academic calendar](#) has stated that no new students will be admitted.

The School of Nursing continues to offer a wide range of programs at the undergraduate and graduate levels and is focusing our resources on these programs. During the past 10 years, the School has opened and/or expanded a number of its programs at the undergraduate and graduate level in response to provincial priorities: 1) increased seats in the Collaborative BSN and the Nurse Practitioner programs 3) an innovative Indigenous Wellness MN program stream has been developed and 4) a Nurse Educator Certificate has been launched.

In summary, the SON concluded that based on the value to the province's health care labor force goals for RNs, its own strategic plans, and budget priorities, closure of the PDP is necessary.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

The last student registered in the program completed the degree requirements in August 2022 with the credential being granted in October 2022.

B. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

This program hasn't admitted new students since January 2016 and with that the School implemented a plan to discontinue the program and re-allocate faculty and staff resources to the other programs that have recently experienced growth. There were no space issues as the PDP was delivered on-line.

C. 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).

NA. The Post Diploma Program was offered by the School of Nursing and no other programs are affected by this discontinuation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: nursing, health information science, social work, child and youth care,

continuing studies

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472- 5090 Email: jmussell@uvic.ca

DATE: April 7, 2025

TO: Kim Daly

Associate Director of Undergraduate Programs and Partnerships
School of Nursing, University of Victoria

FROM: Jessica Mussell, Librarian

RE: Library response to the proposal for discontinuation of the PDP program

Thank you for the opportunity to review the proposal to discontinue the Bachelor of Science in Nursing (BSN) Post-Diploma Program (PDP) for the School of Nursing.

In accordance with the final intake to the PDP program in the 2015/16, distance library instruction for the PDP program ceased shortly thereafter, particularly with the sunseting of the course NURS 325 which the nursing librarian regularly supported. As the last student registered in the program was granted their Bachelor of Science in Nursing in October 2022, I foresee no further library implications for the program's discontinuation and appreciate being made aware of the dissolution.

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

Regards,

A handwritten signature in blue ink that reads "J. Mussell".

Jessica Mussell, BA, MLIS
Nursing Librarian

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

From: Andrea Giles <agiles@uvic.ca>

Date: Monday, April 7, 2025 at 10:29 AM

To: Kim Daly <kimdaly@uvic.ca>

Cc: Sandy Polomark <polomark@uvic.ca>

Subject: RE: Discontinuation of the Bachelor of Science in Nursing Post Diploma Program in the School of Nursing.

Hello Kim,

Thank you for reaching out to consult. And, thank you for your comprehensive email outlining your rationale for the Discontinuation of the Bachelor of Science in Nursing Post Diploma Program in the School of Nursing. Your explanation and description of the changing landscape in the PDP environment in Canada and the USA provides a clear justification and motivation for your discontinuance.

The discontinuation of your the Bachelor of Science in Nursing Post Diploma Program does not have impact on the Co-op program – therefore, no concerns with respect to my unit.

Please consider this email as my acknowledgement of the consultation process and support of your 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

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

From: [Wendy Taylor](#)
To: [Wendy Taylor](#); [Kim Daly](#)
Cc: [Sandy Polomark, Undergraduate BSN Student Advisor](#)
Subject: RE: Discontinuance of the Post Diploma Program in Nursing
Date: May 15, 2025 9:09:20 AM
Attachments: [image001.png](#)

Hi Kim,

Thanks for forwarding this proposal to OREM for consultation. It is always a difficult decision to discontinue a program and we can tell that this decision has been made after much deliberation by you and your team.

Please accept this email as support for your proposal from the Office of the Registrar and Enrolment Management.

Best,

Wendy Taylor
Registrar

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 Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən 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.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

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: School of Nursing, Faculty of Human and Social Development

Name of Program: BSN Post-Diploma Program

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 BSN Post-Diploma Program (PDP) was open to students in Canada and the USA by distance education. This program allowed Registered Nurses with a diploma to upgrade and graduate with a Bachelor of Science in Nursing. Since 1980, over four-thousand nurses graduated from the program which filled a unique need for nurse education across North America.

The PDP's primary mission was to support the BC's mandate for "BSN as entry to practice" during the period of transition and ramping up of direct-entry BSN programs from diploma programs. Diploma programs were phased out in BC by 2005. New RNs entering the workforce in BC have been prepared at the BSN level since this time and thus the number of diploma-prepared RNs seeking to upgrade declined steadily. This trend also occurred in all Canadian provinces except Quebec.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

The University of Victoria School of Nursing (SON) admitted its final group of students to the BSN Post-Diploma Program (PDP) in January 2016. The School made this decision in 2015 primarily because of a significant decline in applications from students to the point where continuation of the program was no longer viable or necessary. The program was suspended in the academic calendar in May 2016.

Rationale for the proposal (approximately 200 words)

While most PDP enrollees and graduates were initially from BC, by 2016 85% of the students were from outside the province. With less than 15% of students from BC, and most students from Quebec, the School faced significant operational challenges including, but not limited to:

- ESL issues increased and the SON does not have the capacity to deliver programming in French;
- Quebec gives our students the lowest priority for clinical placements, making it increasingly difficult to offer our clinical courses in that province;
- As our courses are offered through distance education with synchronous teleconferences, the time difference has proven challenging for both instructors and students

During the past 10 years, the School has opened and/or expanded a number of its programs at the undergraduate and graduate level in response to provincial priorities: 1) the Collaborative BSN program currently delivered with four partner colleges has increased seats; 2) the Nurse Practitioner Program has increased seats; and 3) two additional innovative MN program streams have been developed including a dual degree health informatics MN stream and an Indigenous Wellness MN stream offered collaboratively with six other PSIs across British Columbia; 4) the PhD program has increased seats; and 5) a Nurse Educator Certificate has been launched.

In summary, the SON concluded that based on the value to the province's health care labor force goals for RNs, its own strategic plans, and budget priorities, closure of the PDP is necessary.

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

No Indigenous students are currently enrolled in the PDP. The last intake of students to the PDP was in January 2016 and the last student registered in the program was granted their Bachelor of Science in Nursing in October 2022.

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

N/A

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

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)
Registration was significantly declining overall for BC students leading up to 2016. With the closure of the BSN PDP program more emphasis and resourcing has been and will continue to be focused on attracting and retaining Indigenous students into the BSN degree program and graduate programs.
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Not required as students have not been admitted since 2016.
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Since the PDP was suspended in 2016, the SON has increased the number of Indigenous faculty members. These faculty are supporting Indigenous courses across undergraduate and graduate programs.
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)
The program was suspended in 2016, with no students admitted since that time. The final students graduated from the program in 2022.
- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Closure of the PDP allows more SON resources to focus on engaging with Indigenous territories, lands and/or waters in other ways.

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

☐ Yes ☒ No

Since the last cohort of students were admitted in January 2016 and the last student graduated in 2022, no IACE resources are required to close the PDP program.

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).

Not applicable as this proposal is for a discontinued program.

Part IV: Consultation and Approvals

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

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.



14-APR-25

Robert L. A. Hancock, PhD
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)



University
of Victoria

BOG-Mar31/26-13a

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

A handwritten signature in black ink, appearing to read 'K. Simpson'.

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Status Report on Capital Projects

Background:

Attached please find the regular Board reports on the status of the District Energy Plant Electrification and Engineering Expansion.

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: February 28, 2026

1. Engineering Expansion
2. District Energy Plant Electrification Project

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04057 – Engineering Expansion (EE)

DATE: February 28, 2026

REPORTING PERIOD: February 2026

	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 academic terms identified. ECSE building delivery is on tight schedule for Sept. 2026. HBRSL building is delayed. HBRSL revised schedule is under assessment by Bird Construction. To date, draft schedule for strong wall work completion received; waiting on full HBRSL works schedule. TBD whether HBRSL can target opening May 2027.
- **BUDGET** – Project still on budget. A subcontractor to Bird is replaced (HBRSL work only); new subcontractor has been brought on board to complete the specific work scope. Work to be compensated through subtrade bonding, full impact TBD. Insurance claim for site incident still underway. Potential tariffs CAN/US being monitored.
- **Site Works:** **ECSE site:** Exterior cladding, roofing and rooftop equipment in place, elevator running, L1, L2 ceilings, glazing; L3, L4 drywall, painting, L5, L6: Mech and Elec services. **HBRSL site:** secondary steel install, exterior walls, roofing (for west portion building), Works Yard enclosure; strong wall re-work beginning, to be completed prior to strong wall pour and final mass timber install.

UPDATES

* Construction site mobilization
 ** Pre-Design and Design milestone dates are based on milestone completion
 *** All costs are in Millions

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

23-05868 – District Energy Plan (DEP) Electrification Project

DATE: February 24, 2026

REPORTING PERIOD: February 2026

	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 2027. The project is on schedule.

* Construction site mobilization

** Pre-Design and Design milestone dates are based on milestone completion

*** All costs are in Millions



University
of Victoria

BOG-Mar31/26-08

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 18, 2026

To: Finance Committee

For: Information

From: Kristi Simpson, Vice President of Finance & Operations 

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Collection and Remission of Student Fees for the University of Victoria
Graduate Students' Society (GSS)

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve Graduate Students' Society Fees 2026-27, effective May 1, 2026.

Background:

Per the University and Societies Acts, the Graduate Students' Society is providing notice of fee changes to the University of Victoria for implementation as of May 1, 2026.

Basis for Jurisdiction: University Act section 27.1 Student Society Fees
Societies Act

Attachment(s):

2026 GSS Fee Change Notice to UVic BOG



Graduate Students' Society UNIVERSITY OF VICTORIA

Phone (250) 472-4543
Fax (250) 721-6137
Web <https://gss.uvic.ca>

Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

Kristi Simpson
Vice-President Finance and Operations
Administrative Services Building Room A212
University of Victoria, Victoria, BC, V8P 5C2

March 9, 2026

Dear Ms. Simpson,

I am writing to offer preliminary notice of changes to the University of Victoria Graduate Students' Society (GSS) fees for our 2026-27 fiscal year and confirm our compliance with the regulations of the *University Act* and *Societies Act*, as they relate to our fees. The fee schedule outlined in this letter will be finalized along with the GSS 2026-27 Budget at our March 24, 2026 Semi-Annual General Meeting (SAGM). Once the budget is approved, the fee changes are effective May 1, 2026, and a final notice confirming approval will be issued after the SAGM.

The GSS membership fee is made up of core operating fees and several specific purpose fees established by member referenda. In some cases, the fee is fixed, while in others the fee is increased annually by the BC Consumer Price Index. Co-op students are charged GSS fees at a 50% rate, and both distance and co-op students are exempted from certain fees related to on-campus services.

CPI Increase to core operating fees

The GSS Operating and Capital fees will increase 2.1%. This increase is in keeping with our member-approved practice of increasing core fees at the rate of the BC Consumer Price Index, which requires the adjustment to be approved along with the GSS budget at the GSS SAGM on March 24, 2026. Where a referendum is held to increase a fee affected by the CPI increase, the CPI is applied before the referendum changes are applied.

Changes to fees made by referendum

A referendum on the following fees took place March 4-6, 2026: University 101, Student Advocate, WUSC (Student Refugee Program), Constituency Groups, and Food & Beverage. The preliminary results of this referendum were:

Referendum Questions:

1. Do you support eliminating the University 101 Fee?

Yes: 307 Votes (88.5% - passed)

No: 40 Votes (11.5%)

2. Do you support re-allocating fees collected for the now defunct University 101 program in the 202505, 202509 and 202601 terms to the UVSS Constituency Groups?

Yes: 275 Votes (79.9% - passed)

No: 69 Votes (20.1%)

3. Do you support eliminating the Student Advocate Fee?

Yes: 317 Votes (90.6% - passed)

No: 33 Votes (9.4%)

4. Do you support reducing the World University Services Canada (WUSC) fee from \$5.00/term for on-campus members to \$1.00/term for on-campus members?

Yes: 217 Votes (62.2% - passed)

No: 132 Votes (37.8%)

5. Do you support increasing the Constituency Groups fee to \$4.97/term for on-campus members in 2025-26, thereafter increasing by the Consumer Price Index (inflation)? Fees would be distributed as follows:

Native Student Union: \$0.81

Society for Students with a Disability: \$1.64

Students of Colour Collective: \$1.07

Gender Empowerment Centre: \$1.19

Pride: \$0.26

Yes: 244 Votes (69.9% passed)

No: 105 Votes (30.1%)

6. Do you support increasing the Food & Beverage Fee to \$13.00/term for on-campus members?

Yes: 227 Votes (64.9% - passed)

No: 123 Votes (35.1%)

The appeal period for this referendum will run March 9-16, with final results available on March 17. For a complete report on this referendum, including quorum and abstention reports, see the Certified SV Election Results GSS March 6, 2026 attachment. We have adjusted our fees in line with these results. You can find more information about our fee referendum at gss.uvic.ca/referendum.

2026-27 Fee Schedule

In accordance with the above, the GSS fee schedule is as follows effective May 1, 2026:

GSS Fees:	On-Campus	Co-Op	Off-Campus	Co-op & On-Campus Class
Operating Fund*	\$61.06	\$30.55	\$61.06	\$30.55
Capital Fee*	\$12.46	\$6.24	\$12.46	\$6.24
Childcare Fee	\$1.02	\$0.51	\$1.02	\$0.51
Anti-Violence Project	\$2.00	\$1.00	\$2.00	\$1.00
Ombudsperson	\$1.50	\$0.75	\$1.50	\$0.75
Constituency Groups	\$4.97	\$2.49	\$4.97	\$2.49
Clubs	\$0.50	\$0.25	\$0.50	\$0.25
WUSC (Student Refugee Program)	\$1.00	\$0.50	\$1.00	\$0.50
Campus Food Bank*	\$2.23	\$0.00	\$0.00	\$2.23
CFUV*	\$0.67	\$0.00	\$0.00	\$0.67
Conference Travel fee*	\$5.66	\$2.84	\$5.66	\$2.84
Distance Travel Fee*	\$1.32	\$0.67	\$1.32	\$0.67
Food and Bev Fee	\$13.00	\$0.00	\$0.00	\$13.00
Total GSS Fee on Tuition	\$107.39	\$45.80	\$91.49	\$61.70
*Increases by CPI each year				

Health and Dental Plan fees

The GSS Extended Health and Dental Plan fees changes are subject to our insurance renewal negotiations, which are currently underway. Any increase to these fees will require a referendum, and, if approved, would take effect September 1, 2026. The GSS will issue a separate notice regarding these fees.

Audit

I hereby certify that the GSS circulated our 2024-25 audited financial statements and auditor's report to our membership at our October 28, 2025 Annual General Meeting. The GSS has satisfied the requirements of the *University Act* and of the *Societies Act*; and the GSS remains in good standing with the Registrar of Societies. Our audited financial statements can be found here: <https://gss.uvic.ca/about/financials/>

Please do not hesitate to contact me at gssmgr@uvic.ca if you have any questions.

Sincerely,

Kyla Turner
Executive Director

cc.

Maggie Lawton, *GSS Director of Finance*

Dr. Robin Hicks, *Dean of Graduate Studies*

Andrew Coward, *Associate Vice-President Financial Planning and Operations*

Carrie Andersen, *University Secretary*

Jim Dunsdon, *AVP Student Affairs*

Joel Lynn, *Director, Student Services*

Rachel Sandquist, *Director, Graduate Admissions and Records*

Tory Hastings, *Manager, Tuition Fee Assessments*

Janice Johnson, *Executive Director, Financial Services*



University
of Victoria

BOG-Mar31/26-04

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Finance Committee

For: Decision

From: Kristi Simpson, Vice-President Finance and Operations
Elizabeth Croft, Vice-President Academic and Provost

Handwritten signatures of Kristi Simpson and Elizabeth Croft in blue ink.

cc: President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Planning and Budget Framework 2027-2029

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the Planning and Budget Framework 2027–2029, including the tuition and other fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2026/27 fiscal year.

Background:

Attached is the Planning and Budget Framework 2027–2029 as prioritized through discussions with executive, the Senate Committee on University Budget (SCUB) and the Board and consistent with the budget assumptions discussed with and supported by the Board in February 2026.

In February, the Board was provided with two enrolment scenarios and the associated 2026/27 budget projection under each of these scenarios. The Board was supportive of developing the budget based on the planning scenario, as it conservatively balances risks associated with enrolment planning while modestly decreasing the enrolment contingency. This approach results in a balanced operating budget for 2026/27 with no institutional budgetary reductions and reduces the likelihood of mid-year adjustments maintaining an appropriate enrolment contingency fund.

The Board also supported developing a budget approach based on a rate increase for domestic and graduate students that reflects the tuition policy limit and a rate increase for

undergraduate international students that reflects actual institutional inflationary cost increases for returning students. The Board also supported moving ahead with year 4 of the 4-year plan to increase residence and meal plan rates by 7%, due to high inflationary cost increases to ensure the financial sustainability of these units. However, the meal plan rate increase was reduced to 4%, less than the 7% previously supported. This is because of stronger-than-anticipated 2025/26 financial performance outlined below and to ensure we remain in line with meal plans at comparator institutions.

The attached document reflects this approach and the feedback received from the Board in consultation with the Senate Committee on University Budget and Part II, which comprises the budget framework and three-year plan. For the 2026/27 fiscal year, the Board is asked to approve fees, consistent with discussions at previous Board meetings, as follows:

- as permitted by government policy, increase domestic student fees by 2% as outlined in Appendix 1;
- increase all returning international undergraduate student fees by 4.25% as outlined in Appendix 1;
- increase all graduate student tuition fees by 2% as outlined in Appendix 1;
- increase application fees by 2% for all domestic students, 2% for international graduate students, and 4.25% for international undergraduate students as outlined in Table 4;
- increase athletics fees by 2%; and
- increase housing fees by 7% and housing meal plan fees by 4% as outlined in Appendix 2.
- Increase in all monthly parking pass types by 4.25% as outlined in Appendix 3.

The financial risk section in Part II (section C) includes a discussion on the planning and risk assessments that have been considered in the development of this plan.

Planned Further Action:

Following the Board's approval, the Planning and Budget Framework is posted on UVic's [Planning and Budget Website](#).

Basis for Jurisdiction: Integrated Planning Committee's Terms of Reference
University Act Section 27 (1)

Attachment(s): Planning and Budget Framework 2027-2029

Planning and Budget Framework 2026/27–2028/29

Part I: Integrated Planning Framework

Part II: 2026/27 Budget Framework and Three-Year Plan



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Planning process and strategic alignment

Part I of the University of Victoria's Planning and Budget Framework outlines investment priorities and areas of strategic focus over the coming three years. Part II outlines the revenue and budgetary requirements to support those investments.

When preparing Part I, we start with our institutional priorities and where we would like to focus our strategic attention and new investments, where funding is available. A budget outlook informs how much funding is available based on institutional operational needs, previous investments, and the current provincial and federal environment. Annually, the university's Executive Council develops and collectively reviews their portfolio goals for the coming year in the context of institutional plans. Key areas of focus for the coming one to three years are based on these goals, our commitment to delivering quality education, and operational necessities—along with their associated resource commitments and budget outlook.

Some priorities are new while others are continuations, revisions, or renewals of previous investments. This year, as in the previous three years, we are operating in a constrained budget environment, as outlined below, and continue to implement strategies to support healthy enrolments and financial sustainability.

Given several external factors and unknowns in the year ahead that could affect enrolment and funding, we continue to plan prudently and take a cautious view of our budget outlook. The year ahead will also include leadership changes, including a search for a new President and welcoming a new Vice-President Indigenous.

Part I: Integrated Planning Framework

Context and current environment

The environment and financial outlook for post-secondary education in Canada is significantly constrained due to enrolments and funding models. Across Canada, many institutions continue to see a decline in undergraduate international student registrants. Most comparator universities, including in British Columbia, have implemented budgetary measures to offset the associated decline in international tuition income. At UVic, we achieved our 2025/26 enrolment targets set with the Board of Governors in March 2025 and continue to prioritize stabilizing international enrolment and other revenue generating initiatives.

While there is limited scope for new investments in 2026/27, prudent planning will mitigate financial impacts and help to ensure a balanced budget.

Domestically, experts anticipate strong demographics in British Columbia, and as such, UVic is likely to experience demand from domestic students in the coming years, provided we remain competitive with quality programming, scholarships and early offers of admission. While UVic continues to meet our domestic undergraduate and graduate enrolment targets with the Ministry of Post-Secondary Education and Future Skills (PSFS), many of BC's 25 public post-secondary institutions (PPSIs) are not. In November 2025, the Minister announced a [Post-Secondary Sector Sustainability Review](#), noting that 20 of BC's 25 PPSIs are forecasting at least one annual deficit between now and 2028/29. The review is intended to take a broad, holistic approach to sector-wide sustainability and will cover the following areas:

- Governance and operations: Examine the structure of BC's public post-secondary system to reduce duplication, streamline service delivery and improve overall efficiency.
- Program delivery: Identify ways to deliver programs more effectively within existing budgets, ensuring that institutions are effectively preparing graduates with relevant skills and training.
- Financial sustainability: Explore broad opportunities to address both short-term and long-term financial challenges.

UVic continues to look for opportunities to strengthen pathways and partnerships with colleges and other research universities to support overall sector health.

UVic is already a leading collaborator in BC's post-secondary sector, with more student pathway opportunities than any other institution. There is incredible value in this collaboration—it provides students with options, choice and flexibility, while also strengthening the sector. Over 4,100 of our students transfer from other post-secondary institutions in BC, and they make up 32% of our population. We attract students from all other public post-secondary institutions in BC. UVic and Camosun have the single biggest transfer pathway in BC, with over 1,500 students per year transferring from Camosun College to UVic, particularly through our engineering bridge program and nursing partnership.

We continue to collaborate with Camosun and Royal Roads University on the John Horgan campus, which opened in September 2025 with an extensive range of programming from UVic's Division of Continuing Studies and responds to demand in the West Shore region. As well, we recently

strengthened our distributed education programs in partnership with the University of British Columbia (UBC), with physical therapy and speech-language pathology programs now offered in addition to UBC's long-standing Island Medical Program.

While there isn't provincial funding available for general growth, UVic continues to successfully qualify for targeted, Ministry-funded academic expansions, providing more spaces for students within in-demand programs that align with community needs. In recent years, this has included nursing, health information science, computer science and software engineering. Future investments from the province will likely continue to be highly targeted and support government priorities, and their impacts are felt broadly at the university because they help to fund supports and services for all students.

UVic is a people-focused organization and recognizes the importance of supporting and retaining a diverse community of faculty and staff. While we are fortunate to receive provincial funding for compensation mandates through BC's Public-Sector Employers' Council, there is no annual lift to meet other inflationary pressures or cover additional costs incurred for things like utilities, software licenses, accommodation supports, library collections and student health and wellness.

The current external financial environment continues to be challenging in British Columbia, and provincial government projects a deficit in the coming two years. The province continues to face a toxic drug crisis, health care worker shortage, and an inadequate supply and high cost of housing—all of which affect the Greater Victoria Area, the second largest metropolitan area in the province. UVic is positioning itself to help the province address some of these critical environmental and societal issues, including through our teaching and research priorities and experiential learning opportunities.

To address student affordability concerns, we continue to invest in scholarships and bursaries to attract new students in an increasingly competitive post-secondary environment and to make education more affordable for students in need. We also partner with the province to offer \$10 a day daycare and have implemented and supported on-campus initiatives to address food security.

To support housing needs as well as diversify operating revenue, UVic's [real estate strategy](#) outlines the development of a new mixed-use University District near our main campus, including the Ian Stewart Complex and adjacent lands, that encompasses new housing and supports commercial uses. UVic is also working with the District of Oak Bay to update their official community plan in support of a mixed-use development on the Cedar Hill Corner property.

Notable enrolment changes and tuition impact

In an increasingly competitive post-secondary market, we continue to reinforce the UVic value proposition to prospective students, which is research-inspired teaching and learning, high-quality and relevant programs, and one of the most successful co-operative education programs in Canada—all within an inspiring West Coast environment that offers land- and water-based learning opportunities.

Our domestic undergraduate enrolment has recovered following a decline in 2022/23 and is at its highest level to date. For 2025/26, current enrolment is estimated at 15,529 full-time equivalent students (FTE) on a target of 15,512. This is a result of strategic investments in entrance scholarships,

earlier admission offers, and significant recruitment efforts within the faculties and in the Division of Student Affairs. Graduate enrolment is also tracking well thanks in part to our research reputation and the quality of our faculty and graduate programs. Domestic applications remain strong for 2026/27, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population from across BC and Canada.

The challenge for UVic, as with other institutions in Canada, is the recruitment and retention of international students, who have a greater impact on revenue as their education is not subsidized by the provincial government. The decline started in 2019/20, going from a high of 2,577 FTE in 2019/20 to 1,345 FTE in 2025/26 on a target of 1,340 FTE.

Compounding the challenge, we have been graduating more international students during this time period than we have been able to recruit, and lower enrolments in one year affect enrolments and budget for the next four-to-five years—the typical time it takes a student to earn their degree.

For 2025/26, based on trends and expectations, we anticipated and set realistic enrolment and corresponding budget targets, which we achieved. We are similarly planning prudently for 2026/27. As of January 2026, international applications are 14% above our targets, and while this is welcome news, we continue to plan cautiously and are making tactical investments to secure those enrolments. Several external factors are contributing to the complexities with international recruitment.

Firstly, Immigration, Refugees and Citizenship Canada (IRCC) experienced and implemented several process and policy changes in the past five years that have impacted the Canadian post-secondary sector. In 2022 and 2023, IRCC experienced a significant backlog of study permit requests and delays, leaving many students without study permits. Some students deferred while others chose institutions outside of Canada. Then, IRCC announced changes to study permit requirements with respect to new financial requirements, limits to hours worked in a week, and limits to online studying, which created uncertainties for students. A Provincial Attestation Letter (PAL) process was introduced, modified, and expanded throughout 2024/25. The most recent federal budget included reduced study permit targets and the exemption of graduate students from the PAL process. British Columbia's PAL allocations were reduced by 57% in 2025/26; however, the provincial government decided to allocate 80% of PALs to public institutions, causing UVic's overall allocation to grow slightly. This growth and the exemption for graduate students will provide capacity for our recruitment objectives.

Secondly, there is increased competition globally. Many of our principal source countries, including China, are increasing onshore domestic opportunities for students. The United Kingdom and United States remain the top destination for Chinese students, but Asian countries such as Japan, Hong Kong, and Singapore are becoming increasingly popular.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest. At UVic, after a 41% drop in applications from India—one of our longstanding top three recruitment countries – we are once again seeing interest emerge. The disputes have contributed to a decline in “Brand Canada,” with Canada no longer seen as a destination of choice for Indian students and potentially other countries as well. Our other top recruitment countries are China, which is showing a 16% drop. Applications have surged from the USA, and we have deployed a dedicated recruiter to assist in

progressing our US applicants to registration.

These factors, and potentially more, contributed to international enrolment shortfalls across the sector, although it appears UVic may have successfully reset our enrolment levels for the time being, with opportunities for our recruiting team and partners to strengthen and diversify in some areas. International enrolment declines have had an outsized impact on budgeted tuition revenue and, subsequently, our operating budget. To ensure a balanced budget, reductions were necessary in 2023 and again in early 2024.

As the landscape continues to shift, a conservative set of assumptions continues to be proposed for 2026/27. Based on early enrolment projections, we once again do not anticipate operating budget reductions, but continued consideration is required including adequate contingencies to mitigate against enrolment fluctuations.

Efforts to maintain and potentially rebuild enrolment include scholarships for domestic and international students. We are diversifying both in terms of recruitment countries and the programs we are marketing. Our partnership with Kaplan—an international agency with an expansive network of recruiters and agents in countries all over the world—contributed to our international student enrolment in 2025/26 and continues to support growth and diversification opportunities. UVic recruiters are also ramping up efforts, and senior leaders are visiting hubs in Central Asia and countries like China, India, Vietnam, and the United Arab Emirates to support recruitment, make connections, and enhance our reputation and profile.

Internally, we have clarified and sped up our admission processes for all students, with early offer letters going out in November, compared to January or February in previous years. Based on advice from Kaplan, we are increasingly sensitive to specific grading differences in countries and regions to ensure that we are assessing student achievement accurately. To reach more learners, we are strengthening pathway opportunities to the Faculty of Engineering and Computer Science with its new Launchpad program for students who may not have all the prerequisite courses. In addition, our Division of Continuing Studies offers a pathways program for students who do not initially meet English language requirements. Once a student has applied, it will continue to be essential for our recruiters and faculties to connect directly with that student to ensure they register. We can do this by emphasizing UVic's value proposition and our welcoming, inclusive community.

New degree programs and professional graduate degrees will also help to set us apart and attract new learners. For example, we have launched a new professional graduate program in engineering focusing on building envelopes and structures, and we are looking to relaunch an expanded Master in Management program not only in business, but also in partnership with other faculties. We continue to explore exciting possibilities with transnational education with degree program opportunities in Singapore (Bachelor of Biomedical Engineering) and Thailand (Master in Management).

The provincial government's domestic tuition fee limit of two per cent means that UVic must look elsewhere if we are to increase revenues to support priority investments and enhance the student experience going forward. International tuition rates, for example, are set by individual institutions rather than the provincial government. Consistent with previous years, UVic will increase international fees this year for existing international students to reflect inflationary costs. Similar to

last year and consistent with the Ministry's international education framework, fees for incoming international undergraduate students were approved in June 2025, early in the recruitment cycle. This fee setting approach provides more cost certainty to international students for the entirety of their undergraduate degree. International tuition fees are set for year one of each degree program along with a capped inflationary increase in each subsequent year. Fees will increase by no more than inflation or four per cent (whichever is less) each year of a student's four-year degree program. This means that, when they start their program, international undergraduate students will be able to calculate the total tuition required to complete their degree program, including annual increases.

We will continue to offer bursaries and programs like work study to support international and domestic students who demonstrate financial need, which may be increasingly in demand in the context of inflation and affordability more generally.

Inflation and rising costs associated with library acquisitions, software licenses, and the impact of the sustained weakness of the Canadian dollar relative to the US dollar are examples of ongoing pressures that constrain financial planning. The continuing trade tensions with the U.S. have led to further weakness in Canadian dollar and uncertainty on supply chain costs, particularly for capital projects. The impact of tariffs and counter tariffs will continue to be monitored and quantified as required.

As well, UVic, like other post-secondary institutions, faces rising potential cybersecurity threats, both in frequency and impact. As we continue to adopt new technologies to support our academic and research missions, it is critical that we invest in people and technology to protect information systems and data. The rising cost of construction and insurance also continues to be concerning for potential new projects but fortunately most of the procurement is complete for the capital projects underway to support our educational mandate such as the Engineering Expansion.

From a financial perspective, the university has a legal obligation to spend funds on their intended purpose, as stipulated by the source of the funds. For example, the federal and provincial governments granted UVic funds to construct the Centre for Indigenous Laws, and we are not permitted to repurpose those funds.

Budget approach

As we plan for the university's 2026/27 budget, while we have managed multi-year international undergraduate enrolment shortfalls, our expectation is that international enrolments will have largely stabilized. In recent years, we have experienced the impact of a smaller entering class persisting throughout the 4-5 years those students are enrolled, but we are now closer with the expected size of our incoming classes to balance the number of those who are graduating. We are continuing to conduct extensive enrolment modeling and simulations to ensure we adequately understand a range of enrolment scenarios that may occur and are planning our budget approach accordingly.

All our anticipated [enrolment scenarios](#) for 2026/27 indicate that setting an overall target slightly higher than the target set for 2025/26 is both a prudent and achievable approach. Our 2025/26 target was largely met, and management believes that the 2026/27 target can be met again. The enrolment and budget targets set for 2025/26 included the rebuilding of our enrolment contingency,

which continues to be a priority to ensure prudent financial management and protection against enrolment swings.

Like the previous fiscal year, the proposed enrolment and budget approach suggests that the operating budget will be balanced for 2026/27 and no institutional budgetary reductions will be required.

Within the framework of our institutional plans, our budget approach will continue to maintain an adequate enrolment contingency to safeguard financial stability and mitigate enrolment volatility. After increasing the contingency in 2025/26 due to uncertainty, we now consider it appropriate to reduce it to approximately its previous 2024/25 level, reflecting current financial conditions.

As was the case for 2025/26, modest investments will only be possible if enrolment expectations are met and would most likely be limited largely to single-year allocations to support enrolment stability and strategic needs. Our focus continues to be on enrolment and revenue diversification—with an emphasis on international undergraduate recruitment, transnational education, professional programs and micro-credentials, and student success and retention—which will support financial sustainability in future years.

We continue to make progress in moving forward with our new budget model through extensive consultation and engagement in 2024/25, 2025/26, and into 2026/27. As work progresses, costing models and performance indicators will be built out in anticipation of shadow-budgeting using the principles and approach of our proposed hybrid budget model. Aligned with our budget model principles, we intend to provide to budget leaders the clear links and accountability mechanisms between revenues, costs and allocations, as well as direction to incentivize and reward collaboration, quality service, innovation, and entrepreneurialism.

No change is recommended to the budget for investment income from the working capital fund as it was increased in 2025/26 to account for long-term higher interest rates. If positive investment income returns occur relative to budget, or if tuition revenue is more positive than expected, those funds will be used one-time to support some of the strategic priorities outlined below.

Strategic priorities

The Planning and Budget Framework provides for a three-year outlook and includes indicators of future investments, aligned with UVic's institutional plans and priorities. Executive Council's commitments and areas of focus are as follows:



Executive Council

Focus for 2026–27

UVic is built on a strong foundation of excellence in teaching, research, and creative works; a deep commitment to an outstanding student experience; and a focus on meaningful, real-world, societal impact.

Recognizing that we are in a period of transition, the Executive Council is committed to responding to the unique needs and challenges of this moment. In order to be prepared for the work to come, we will be guided by the following shared commitments and areas of focus:

COMMITMENTS

Indigenous rights and
?etal nāwəl | ÁTOL, NEUEL

Equity, diversity, inclusion
and belonging

Climate and sustainability

Open and engaged communication

AREAS OF FOCUS

Institutional
readiness and
resiliency

- Ensuring our financial position and leadership capacity enables us to respond effectively to new opportunities and the changing sector and fiscal environment
- Grow institutional revenue through healthy enrolment growth and diversifying revenue sources
- Advancing new budget model and implementation strategy

Institutional
plans

- Supporting the implementation of our institutional plans
- Prioritizing activities that will have the greatest impact

Institutional
culture

- Strengthening trust and accountability
- Providing education, training and resources in support of our commitments

All-in
initiatives

- Presidential and leadership transitions
- Governance
- Comprehensive campaign
- Upholding reputation
- Real Estate Strategy
- Advancing accessibility and academic accommodations
- Advancing AI strategy

Upholding the Sk̓weʔs | TFE SKÁLS I, TFE Š XENÁNS | Laws and Philosophies:

- Héʔəkʷ ʔə cə čəlénən ʔə | HÁEQ TE OL TFE ČELÁ EN TE | Remember our ancestors and birthright
- Nə́c əmaat kʷəns čəʔi | ČÁNEUEL OL | Work together
- Nəw es šxʷ cən ʔəy šqʷeləqʷən | ÁMEKT TFEŃ ÍY, ŠKÁLEČEN | Bring in your good heart and mind
- Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ | S,HOI EI MEQ EN ENA SE SČÁ | Be prepared for the work to come

To ensure key university initiatives continue, we will prioritize investments for student recruitment and retention and invest in other strategic initiatives, based on these priorities, once we have achieved our enrolment goals.

Consistent with previous years, we continue to invest in competitive scholarships and needs-based financial support to ensure student success and increase access and affordability, including for students who experience barriers. In addition to scholarships, we focus on student recruitment efforts through agencies and partnerships, rebuilding and diversifying international enrolments as well as Indigenous enrolments. These activities will be supplemented with another year of one-time support for the Division of Student Affairs to assist in recruiting, supporting, and welcoming international students. We are also prioritizing student health and wellness services and developing new strategies to support accessibility and academic accommodations.

New professional master's programs, undergraduate degree programs, and micro-certificates are also helping us reach new learners while supporting financial stability. We are redesigning elements of our budget model to ensure that appropriate incentive structures are in place for this type of entrepreneurship and for strengthening enrolments. We also intend to maximize any provincial funding opportunities, including through upskilling and reskilling credentials, and grow our programming and pathways in the Division of Continuing Studies.

Work continues to enhance the quality and raise the profile of health research, programs, and related activities at UVic, building on the UVic Health Initiative. Investments in this initiative will foster collaborative partnerships and interdisciplinary approaches to both research and academic programs—including a health futures institute—and support a distinctions-based approach.

Through a Senate-led process, UVic established a new Faculty of Health to rehouse our existing health-related programs and provide space for new programs and experiential learning opportunities that also benefit community. This Faculty became operational in 2025, and the new Dean commenced their term on May 1, 2025. New capital will be required to realize and ensure the success of our health aspirations, including spaces for teaching, research, and team-based care clinics. Discussions are continuing with the province of BC for program funding, renovations, and new capital.

Building on the success of our government-funded expansion from 2018/19 to 2022/23, UVic received provincial funding to expand our computer science and software engineering programs. We continue to meet our enrolment targets for these quality, sought-after programs.

Equity, diversity, inclusion and belonging are core values at UVic and form the foundation on which we do our work and interact with others. UVic's Equity Action Plan provides UVic with strategic direction to advance our goals related to equity, diversity and inclusion, including by creating the conditions in which everyone feels a sense of belonging as connected and respected parts of the university community. To support the plan, investments have been made to design and initiate campus-wide training and education in support of a culture-change mandate, as well as new investments in sexualized violence prevention and education.

Xʷkʷənəŋistəl | W̱ĚNENISTEL | Helping to move each other forward, UVic's Indigenous Plan 2023 articulates how we intend to hold ourselves accountable to ʔetal nəwəl | ÁTOL,NEUEL by respecting

the rights of one another, being in right relationship with all things, and by upholding the rights of Indigenous Peoples. The plan responds to DRIPA and the TRC Calls to Action and outlines ways to create a community of belonging, wellbeing, and accountability that honours and supports diverse Indigenous identities, experiences, and teachings.

Investments are needed to implement the Indigenous Plan successfully. Recent or planned initiatives include an expansion to the Office of Vice-President Indigenous, new Associate Dean Indigenous roles, supports for the Centre for Indigenous Research and Community-Led Engagement, Indigenous language wayfinding signage, an Indigenous scholars program, a framework for tuition/scholarships for all local First Nations, increased cultural competencies and awareness among staff, and culturally sensitive pathways for enhancing Indigenous scholarship, among others. An expansion to the range of Indigenous language revitalization programs will help support their protection and renewal and open pathways for understanding the value and significance of Indigenous languages and cultures. Planning is underway for Indigenous outdoor and land-based learning opportunities, including through the Coast Salish Institute and collaborations at the Simpson Property with the Ts'uubaa-asatx Nation. As well, Indigenous Learning Baskets are being designed by Indigenous experts to support instructors with incorporating relevant materials to their course syllabi.

The Knowledge Connection Fund continues to support Indigenous, Black, and People of Colour faculty and librarians who require additional time to undertake assigned or approved work that is in support of university initiatives in the areas of equity, diversity, inclusion, decolonization, Indigenization, or anti-oppression. The fund was established as part of the 2022-2025 Collective Agreement between the university and the Faculty Association. We continue to implement an Indigenous recruitment support fund to grow the number of Indigenous scholars at UVic and offer academic teaching and research opportunities to newly graduated Indigenous scholars.

In 2023, we launched a new Accessibility Plan and formed an accessibility committee to make further recommendations related to accessibility. New and ongoing resourcing is required to make campus more accessible for people with disabilities, including to support academic accommodations, facilities, and wayfinding. Digital learning is one important aspect of accessibility, and new technologies, strategies, and initiatives will help UVic improve access and delivery of education, aligned with our Digital Learning Plan that launched in 2023.

Supporting climate-related initiatives, we continue to work towards reducing campus greenhouse gas emissions. For example, we are adding two electric boilers to the district energy plant to largely use electric power and provide further power redundancy – this work will be completed in 2026. We are also creating a governance structure for Accelerating Community Energy Transformation (ACET) and capitalizing on ACET to attract new partnerships, enhance our performance in global rankings, and progress on the UN Sustainable Development Goals (SDGs). A program of faculty recruitments across a range of disciplines will support the advancement of this important initiative.

Additional investments are required to further advance Aspiration 2030, UVic's research and creative works strategy, which broadens the concept of research impact beyond traditional metrics and supports research endeavors from researchers in every stage of their academic career. The rising cost of research, related to regulations, also contributes to concerns related to financial sustainability, as research is core to our mission. The office of the Vice-President Research and Innovation is leading

the next round of applications to the Canada Excellence Research Chair program and the newly announced Impact+ Research Chairs, working with Deans and Centre Directors to articulate opportunities for new chairs.

Service excellence within a constrained budgetary environment continues to be a priority, and we will look to maximize quality and outcomes while minimizing duplication of services. We will also ask ourselves what we can stop doing in order to prioritize initiatives that move our new strategic plan forward. A service excellence project was completed that involved surveying faculty and staff on the services they use, which provided benchmarking and helped identify gaps as well as opportunities for improvement. Notably, we have largely completed work towards centralizing our information technology staff and resources in support of faculties. For the coming year we will turn our focus to research computing.

We continue to improve data governance and institutional reporting to support effective decision making and transparency. Dashboards for leaders to support enrolments, research goals, budget decisions, and fundraising efforts continue to be enhanced. Additional dashboards and resources are being prepared to support the rollout and implementation of the new budget model. We also continue to prioritize cyber-security to ensure the security of our systems and data.

Guided by our Campus Plan and student demand, several projects are underway, with government support, to renew and improve UVic's physical infrastructure. Aligned with our completed academic expansion to the JD/JID and aspirations related to Indigenous legal orders, the new Centre for Indigenous Laws opened in 2025. Aligned with the recently completed and upcoming academic expansions to our engineering and computer science programs, we are building an addition to the Engineering and Computer Science Building, forecast to complete in 2026/27. Connected to our Faculty of Health aspirations, planning is underway for space to support our programs and research, including an integrated teaching and training primary care clinic.

Work is continuing on plans to develop UVic's outlying lands into a mixed-use development to diversify our revenue base while also supporting our academic mission and priorities. By developing new housing and support services within walking distance of our campus, we strive to develop a more connected, inclusive, and accessible UVic. Over the past year UVic has focused its efforts, with respect to the University District, on consulting with local Indigenous Nations and community, refining a concept plan, and developing the required business case for government. The plan will transform UVic's Ian Stewart Complex and adjacent lands into a walkable mixed-use community to support much-needed new housing. UVic is also working with the District of Oak Bay to ensure planning parameters are in place to support a similar project on the Cedar Hill Corner Property.

To support UVic's mission and build financial capacity through increased giving, we have embarked on a comprehensive fundraising campaign. We are also expanding our partnership network and strengthening relationships with alumni and donors. Example initiatives include better utilizing the Farquhar Auditorium, increasing sponsorship opportunities, building alumni affinity programming, and developing a global alumni network. We continue to strengthen our brand.

Our various collective agreements expired in 2025, and we have received a bargaining mandate from the provincial Public Sector Employers' Council (PSEC). Collective agreement negotiations with our

employee unions, which had begun on non-monetary aspects of those agreements, are now proceeding with monetary matters.

Finally, multiple leadership transitions are underway at the university including the roles of President and Vice-President Indigenous, as well as dean searches and renewals. In early 2026, an appointment committee will begin assessing candidates to identify and recommend the appointment of a new President. A new Vice-President Indigenous will join UVic this summer following a national search.

Conclusion

Along with many other post-secondary institutions in BC and Canada, national and global factors continue to create pressure and uncertainty with our enrolment and associated budget outlook. Our priority, as we diversify enrolments and position ourselves for the future with our strategic plans, is to continue to deliver quality education and innovative research and to ensure our community of talented faculty and staff are well equipped to do so.

UVic has long been a fiscally responsible financial steward. In this ongoing constrained budget environment, it is important to continue the prudent stewardship of public funds and students' tuition dollars—focusing on investments to support our core mission and commitment to students while strengthening our value proposition locally and globally. Our priorities continue to include meeting our student recruitment and retention goals so that we can continue to invest in the strategic priorities that make UVic a great place for innovation and discovery.

Part II: 2026/27 Budget Framework and Three-Year Plan

Developing and approving an institutional budget ensures that financial resources are aligned with institutional priorities and areas of strategic focus. With advice from the Senate Committee on the University Budget (SCUB), this framework is developed through discussions at Executive Council for recommendation to the President and then approval by the Board of Governors.

The 2026/27 Planning and Budget Framework looks at a three-year horizon and considers a multi-year approach. For 2025/26, enrolments stabilized and as a result we were able to achieve our steady state budget. Looking forward, we are optimistic about domestic undergraduate enrolment, which is expected to be strong over the coming years. We expect graduate enrolment for 2026/27 to decrease modestly from the 2025/26 levels, and we anticipate that international enrolments will have largely stabilized. While most universities in Canada are challenged at present with international enrolment levels, we have been able to stabilize enrolment due to the investments and focus we have maintained on international student recruitment across the university. As we plan for the university's 2026/27 budget, our expectation is that international enrolments will have largely stabilized.

2026/27 Enrolment Scenarios

The 2026/27 budget was developed after considering two enrolment scenarios – a planning (status quo) scenario and a pessimistic scenario, reflecting a proactive approach to understand the upside and downside implications of each scenario. Both scenarios assume an additional 300 domestic undergraduate FTEs and share the same enrolment assumptions for: domestic undergraduate students increasing to 15,960 in 2026/27 (up from 15,512 in 2025/26), graduate students decreasing to 2,010 (down from 2,025 in 2025/26), and international graduate students declining to 990 (from 1,002 in 2025/26) but are different for international undergrad as noted below.

In late 2025, the province informed us that we should expect funding for 130 Engineering and Computer Science undergraduate FTEs in addition to the 10 FTEs previously indicated for Health Information Science and 12 FTEs at the graduate level as outlined in the table on the right.

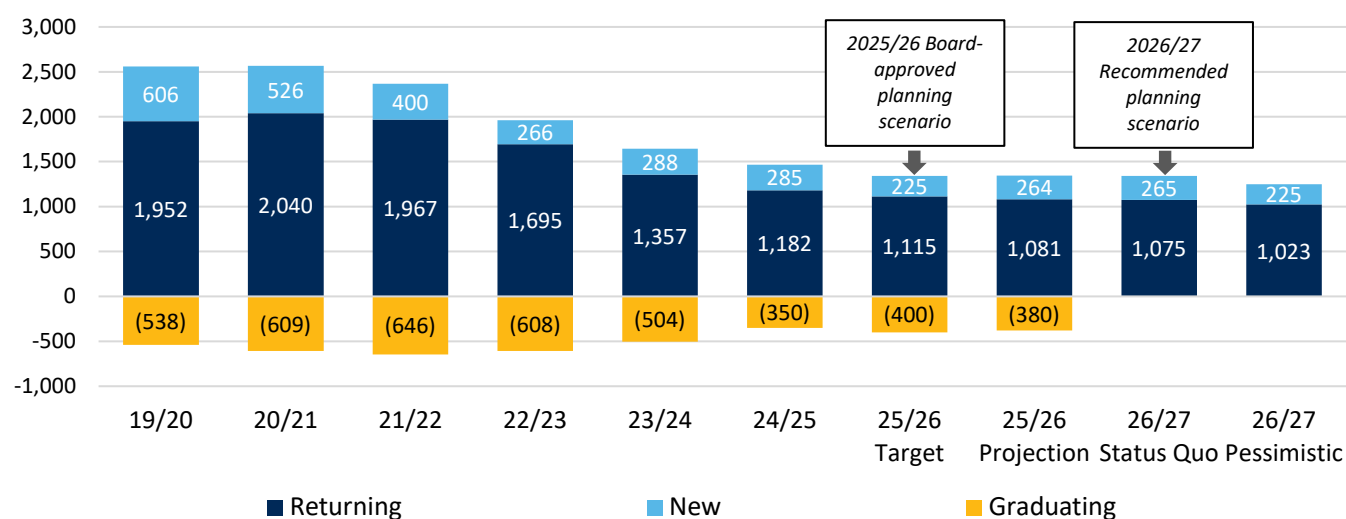
26/27 PSFS Funded Expansions	FTE
Engineering (economic sector alignment)	50
Engineering (phase II additional allocation)	80
Bachelor Health Information Science	10
Master Health Information Science	12
TOTAL	152

Our targeted and provincially funded enrolment growth has further supported our financial position. It is worth emphasizing that international undergraduate students continue to represent less than 10% of our student population. While this creates some insulation from sector-wide challenges, it also underscores the importance of careful planning to maintain our financial sustainability amidst these shifts.

Both the “Planning” and “Pessimistic” enrolment scenarios for international undergraduate outlined below forecast the number of expected graduates, returning students (including students stopping out prior to attaining their degree), and the new student intake that forms the estimate for student FTEs in 2026/27. The Pessimistic scenario uses a target 92 FTEs less than 2025/26. The Planning scenario is the same as the 2025/26 target. These targets have been developed based on internal

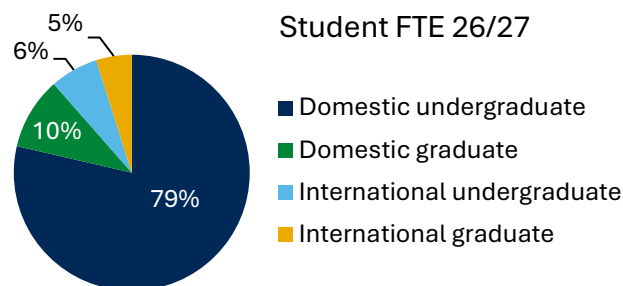
recruitment programs and specific regional targets and based on feedback from Kaplan.

International undergraduate, degree-seeking students, no exchanges



Based on this year's results and early application numbers, management believes the planning scenario is attainable. It was recommended to, and supported by, the board in February to use as the basis for developing the budget and targets as outlined below:

26/27 FTE - Planning Scenario	FTE
Domestic undergraduate	15,960
Domestic graduate	2,010
International undergraduate	1,340
International graduate	990
TOTAL	20,300



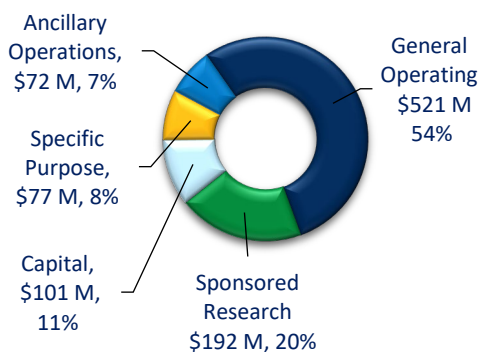
The university develops its annual budget framework, financial models, and plans within the context of a three-year planning horizon to provide a realistic timeframe for the development of university initiatives and to provide greater flexibility than permitted with an annual process. While we have a three-year horizon, we recognize that continued uncertain times can impact international enrolment and overall financial results. Scenarios include year two and three forecasts and remain contingent on the continued stabilization of enrolment trends. This framework provides summary level information on the university's financial plan for the next three years and is submitted for approval to the Board of Governors in March. The development of a detailed operating budget, consistent with this financial plan, is delegated to the President. Once the framework is approved, an annual detailed operating budget is developed for approval by the President. A report on this more detailed budget (the Budget Expenditure Allocation Report) is provided to the Board of Governors for information in September of each year.

Financial overview

UVic is responsible for the financial stewardship of over \$950 million in total annual revenues. To enhance accountability, budgetary control, and oversight of resources, UVic maintains separate funds for its diverse activities, which for reporting purposes are grouped as follows:

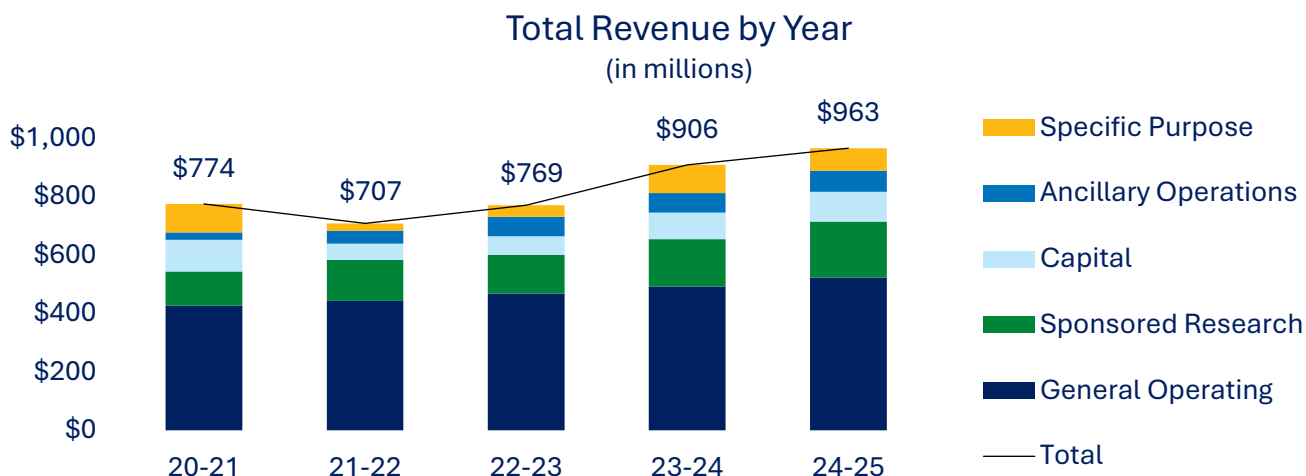
- general operating fund – includes the general operations of the university;
- ancillary enterprises fund – includes the operation of service areas that are considered self-funded operations, which includes student residences, food services, parking services, child care services, university bookstore and computer store, and off-campus properties;
- specific purpose fund – includes contract services, special projects, and distributions from the university's endowment funds;
- sponsored research fund – includes external grants provided specifically for research; and
- capital fund – accounts for funds provided for the acquisition of capital assets and to conduct major renovations.

Total Revenue by Fund - \$963M



For the most recent completed fiscal year, 2024/25, total revenue was \$963M and was distributed across the five funds as shown in the chart. Compared to the prior year, total revenue across all five funds increased by \$57M. This is the result of increased revenue in operating (\$30M), sponsored research (\$31M), capital (\$10M) and ancillary (\$6M), and a decrease in specific purpose revenue (\$20M). The operating fund revenue increase includes government grants and contracts (\$25M), student fees (\$2M), sales of services and products, miscellaneous and other revenue (\$2M), and investment income (\$1M).

The following chart outlines revenue by fund as well as changes across funds for the last five years:



In the general operating fund, the university is on track to successfully meet its 2025/26 budget, and revenue is expected to exceed expenditures. The proposed 2026/27 budget and three-year financial plan for the operating budget is set out in the general operating budget section.

Current forecasts for 2025/26 indicate that on-campus ancillary operations will end the year with an overall \$2.4M surplus, with a projected breakeven position in the bookstore, and projected modest surpluses in student housing, food services, childcare, and parking services. More details on these operations are provided in the ancillary budget sections of this document.

Within the capital fund, 2025/26 revenue will be higher than in the prior year reflecting funding from the provincial government for deferred maintenance as well as funding to support the capital required to meet funded program growth in engineering and computer science and law.

Resource allocation recommendations and fund information

While financial plans have been developed for the three-year planning cycle to 2028/29, this document focuses on resource allocations for the coming 2026/27 fiscal year, and specifically requests Board of Governors' approval of:

- the operating budget framework, which includes:
 - the overall financial plan, including projected revenue and high-level expenditures;
 - domestic and returning international tuition and mandatory fees increases associated with the projected revenue, including application fees and the universal athletic and recreation fee increases;
- the routine capital plan; and
- fee changes included in ancillary budgets.

Budgets for specific purposes and sponsored research funds are individually approved by external agencies, such as federal and provincial governments and the University of Victoria Foundation and therefore are included solely to provide a more complete financial picture of the university. Major capital projects (i.e., those greater than \$10M) and research projects are individually approved by the Board of Governors.

Activities related to sponsored research, capital and specific purpose funds, and their impact on general operations are estimated and, where appropriate, reflected in the operating budget plan.

General operating budget

(a) Budget assumptions

Before developing the operating budget, the university makes assumptions about the planning environment in which it operates. The 2026/27 operating budget has been developed with the following key assumptions:

- UVic will develop a balanced operating budget that includes an enrolment contingency to protect against the requirement for a mid-year budget reduction due to lower than budgeted enrolment (domestic or international);
- Provincial government funding will increase to reflect funding for the expansion of the

engineering program and the health information sciences program;

- The provincial government will continue to fund current and future PSEC mandates for employees that are covered by collectively bargained agreements as well as exempt support staff;
- Domestic undergraduate and graduate tuition will increase by 2.0% consistent with government policy;
- International undergraduate tuition will increase by 4.0% for returning students and was previously approved in June 2025 for incoming students;
- International graduate tuition will increase by 2.0%;
- We will achieve our budgeted student enrolment levels, which reflects 2.0% domestic growth including program expansion and undergraduate international enrolment equal to 2025/26 targets;
- Research Support Fund (federal funding to support indirect costs of research) projected revenue will remain and recovery of indirect research costs from other sources will be consistent with previous years;
- Total compensation includes anticipated salary and associated benefit cost increases for future bargaining settlements, and progression through the ranks or ranges as per collective agreements;
- The current utilities budget can absorb expected rate increases in the coming year due to efficiency programs and the reserve available to protect against harsher winters. The reserve will be drawn down to help fund the electrification of the District Energy Plant and will need to be rebuilt in the future.
- Future costs related to the additions required for the software engineering program expansion and computer science program expansion, health information sciences program, and the nurse practitioner program have been included within this framework and will be funded from incremental tuition and government funding for the programs;
- While the funding for major and minor routine capital has not yet been confirmed for 2026/27, major capital (of which 25% is internally funded) and minor capital is assumed to be \$13.0M and \$698k respectively;
- Funding to offset annual incremental inflationary costs will be allocated to those areas that experience high annual inflationary increases (e.g., university insurance, systems, libraries, and facilities management); and
- In the development of this budget, the university will consider the overall impact on its audited financial statements prepared in accordance with Public Sector Accounting Standards and used by the provincial government for consolidating the university into the public accounts.

The university is in the process of reviewing its current budget model. The project has now entered Phase 3 (2025+), which focuses on continued consultations, financial modelling, and development of the policies required to support a future transition to a hybrid, principles-based model. Key activities in 2025 were faculty-level consultations with Deans on programming, revenue opportunities, and cost drivers; engagement with the Senate Committee on University Budget; and ongoing dialogue with Deans' Council, Executive Council, and the Board. This phase also included a university-wide information session and a second annual retreat for senior budget leaders.

Subsequent phases will involve a shadow-budget period, during which the proposed model will run alongside the current incremental framework to assess viability and inform refinements. Timing for both the shadow budget and eventual implementation remains to be determined, as each phase may extend over several years and will include a smoothing period to support transition. As this project is still in the planning phases, the development of this budget still reflects our current incremental model.

(b) Financial summary

The following Table 1 provides a financial summary of the projected operating revenues and expenditures for 2026/27, and the following two years based on the above assumptions:

TABLE 1 (in millions)

	2025-26 Operating Budget	Projected 2026-27 Operating Budget	Projected 2027-28 Operating Budget	Projected 2028-29 Operating Budget
Revenues				
Provincial grants	301,179,885	318,191,966	333,629,298	349,769,537
Federal grants	6,367,049	6,367,049	6,367,049	6,367,049
Other grants and contracts	9,905,924	9,905,924	9,905,924	9,905,924
Student fees	169,871,092	172,854,407	177,703,048	182,579,077
Department revenue	40,809,591	40,809,591	40,809,591	40,809,591
Investment and other revenue	8,462,157	8,462,157	8,462,157	8,462,157
Total revenues	536,595,698	556,591,094	576,877,067	597,893,335
Expenditures				
Salaries and benefits	432,010,601	449,452,248	470,671,338	491,997,338
Operating expenses - current	93,098,101	93,098,101	95,273,521	97,546,463
Inflationary costs	-	1,726,000	2,028,000	1,424,000
Program growth	-	4,494,201	2,449,428	2,334,867
Enrolment contingency	11,486,996	7,820,544	6,454,780	4,590,667
Total expenditures	536,595,698	556,591,094	576,877,067	597,893,335
Budget surplus / (deficit)	-	-	-	-

The three-year financial plan outlined in Table 1 above forecasts a balanced budget for the next three years. Revenues are expected to increase by \$20.0M, mainly because of incremental government revenue to support collectively bargained increases and incremental student fee revenue, which reflects the enrolment approach outlined earlier.

Expenditures are forecasted to increase by \$20.0M in 2026/27. Salary and benefits make up 87% of this expected increase at \$17.4M. The balance of the increase is for academic program expansions (\$4.5M) and inflationary costs (\$1.7M), offset by a \$3.6M decrease to the enrolment contingency to balance the budget. Revenue and expense details are laid out in the revenue information section and expenditure plan section of this document.

There is a direct connection between enrolments and budgets. Our operating grant from the provincial government is contingent upon achieving a particular enrolment level (as outlined below in Table 2), and tuition revenues are sensitive to enrolment changes. Given that a typical undergraduate program takes around four years to complete—or five years with co-op—enrolments are expected to remain relatively stable over the three-year Planning and Budget Framework timeframe.

Our undergraduate domestic enrolment is at its highest level to date. This is a result of strategic investments in entrance scholarships, earlier admission offers, and funded government expansions in engineering and health programs. It is also a result of significant efforts within the faculties and the Division of Student Affairs to encourage student applicants to register and to make high-demand courses more available by opening waitlists and offering additional sections based on student demand.

It is worth noting that funded expansions from the province have increased our enrolment levels by 993 FTE over the period of 2018/19 to 2024/25. Accompanying the funded FTE increase have been base budget investments in the faculties of Engineering and Computer Science, Health, Humanities, Science, and Social Sciences to meet these higher levels of enrolment demand. Enrolment management funds are allocated annually through VPAC and the faculties. Thanks to these resourcing efforts, student-faculty ratios have remained constant over the past decade.

Domestic applications remain strong for 2026/27, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population.

Population growth in BC over the past two decades has largely been driven by immigration and by inter-provincial migration. According to [BC Stats](#), the population of BC is expected to grow by almost 800,000 people over the coming decade, but the projected population of 18–24 year olds is expected to decline by almost 50,000 individuals over that same period. While population growth informs the demand for post-secondary education, the personal economic benefits of attending university are well known to prospective students and their families, and we expect domestic interest to remain strong. The major research universities in BC, including UVic, have been above target with respect to funded domestic enrolments for several years.

In contrast to the positive domestic outlook, the international outlook for post-secondary institutions in Canada is constrained, and institutions across the province and country have experienced—and continue to experience—a decline in international student registrants.

Immigration, Refugees and Citizenship Canada continues to implement constraints on study permit applications, requirements, and allocations. We are into the third year of the requirement for prospective international students to obtain a Provincial Attestation Letter (PAL) before applying for a Canadian study permit. The allocation of PALs fortunately has not yet constrained our approval of study permits, but it has created application complexities for all international undergraduate students wishing to study in Canada, including those already onshore and transfer students. Graduate students were recently excluded from this process. These entry requirements are in addition to financial requirements, limits to hours worked in a week, and limits to online studying imposed earlier. We believe these changes continue to create uncertainties for students and affect application numbers.

There is also increased competition globally for students. Many of our principal source countries,

including China and India, continue to increase onshore domestic opportunities for students. The United Kingdom and Australia remain top destinations for Chinese students, and Asian countries such as Japan, Hong Kong, and Singapore are becoming increasingly popular. As part of our [Strategic Enrolment Management Plan](#) published in 2019, UVic is further diversifying our international undergraduate student population by country. In this increasingly competitive market, we continue to reinforce the UVic value proposition to prospective students, which includes integrating academic and research excellence with experiential learning to address global challenges.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest in Canada and Canadian post-secondary education. For example, UVic, like most Canadian institutions, experienced a significant drop in applications from India—one of our longstanding top three recruitment countries—following diplomatic tensions. Application numbers have only recently begun to recover and stabilize.

These factors, and potentially more, are contributing to international enrolment shortfalls across the sector and are informing our international enrolment targets.

Recruitment efforts at UVic include scholarships for domestic and international students, diversifying both in terms of countries and the programs we are marketing, strengthening our international network of recruiters and agents, and targeted marketing campaigns. We have also clarified and sped up our admission processes, with offer letters going out four weeks earlier than in previous years. We continue to look for new pathway opportunities, including through the Division of Continuing Studies and the BC Transfer System. New degree programs, micro-credentials, and professional graduate degrees are also helping to set us apart and attract learners. To ensure that we continue to have financial flexibility to effectively manage potential future enrolment declines, this budget allocates \$7.8M in base budget for enrolment contingency, as explained in the student fees section. The operation expenditure plan that outlines the base allocations in more detail is outlined in section (d) below.

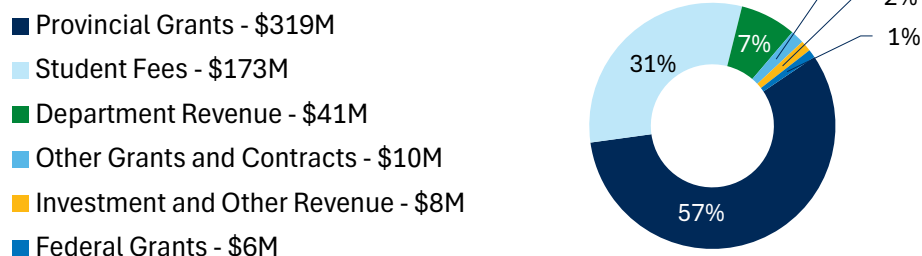
(c) 2026/27 operating revenue information and changes

Operating costs for the university are funded from two main sources:

- government grants, which account for 57% of projected revenues in 2026/27; and
- student fees, which account for 31% of revenues.

Total operating revenue for 2026/27 is projected at \$557M from the following sources:

2026/27 General Operating Revenue: \$557M

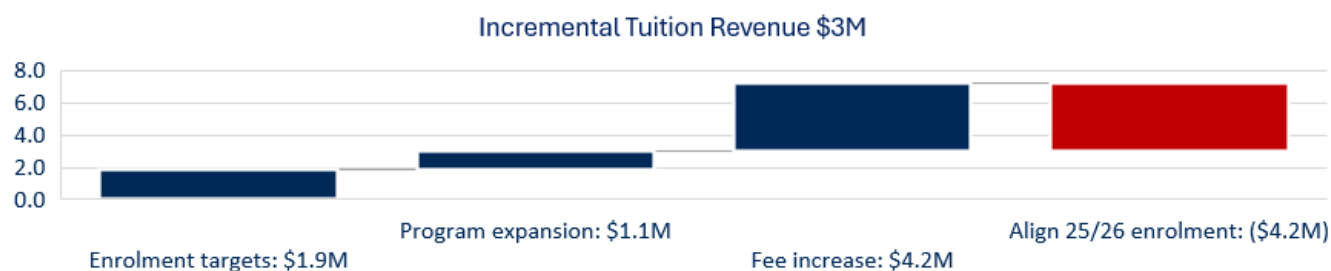


The **provincial grant** for 2026/27 is expected to increase by \$17.1M. Of that increase, \$13.9M represents anticipated funding to cover compensation increases for groups that fall within the Public Sector Employers' Council mandate. This revenue is fully offset by an increase in the salaries budget so overall does not impact the budget bottom line. The remaining \$3.2M is funding to support the engineering program expansion (\$2.3M), the BSc Nursing post-baccalaureate program (\$0.5M), and health information sciences program expansion (\$0.4M).

For 2026/27 the province provides the operating grant to the university based on the expected enrolment levels shown in Table 2, which includes the programs noted above. The province does not fund or have international enrolments targets.

TABLE 2	FTEs
Undergraduate	14,648
Graduate	2,420
Total funded	17,068

Student fees represent tuition and fees paid by all student groups based on anticipated enrolment targets. As shown in the chart below, overall tuition revenue is projected to increase by \$3M.



This includes \$1.1M in program expansion revenue for the programs noted above, \$1.9M for domestic enrolment growth (not provincially funded) outlined in the planning scenario, \$4.2M in fee increase revenue, as detailed in Table 3 below, offset by (\$4.2M) revenue decrease to align with 2025/26 actuals.

In May 2017, the university implemented a policy to annually increase undergraduate international fees to reflect actual costs of inflation (international student pay the full cost of education as no government subsidy is provided). The actual cost increases at UVic are higher than the 2% provided under provincial policy for domestic students. To recognize this fact, undergraduate international tuition is adjusted by the pro-rata share of estimated actual increases

in costs.

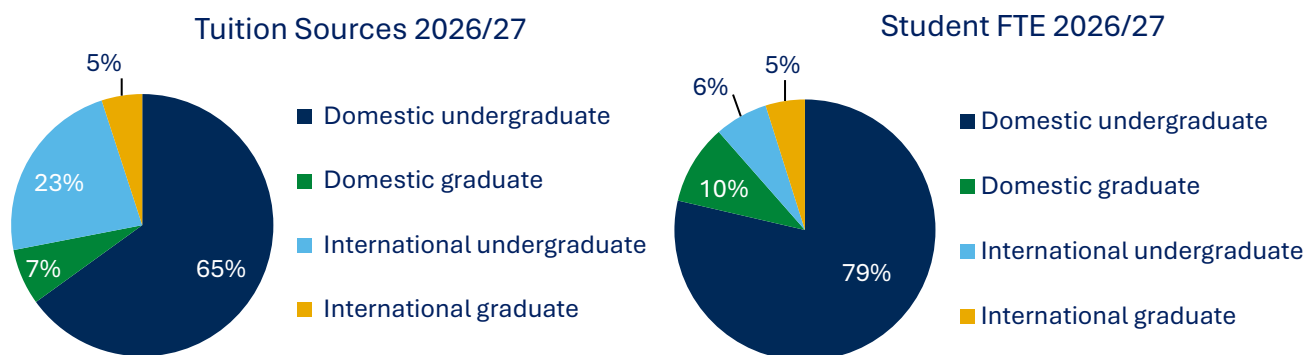
Inflation rates were previously analyzed based on a three-year average and set for a three-year period. The 2025/26 budget was the final year of the previous three-year period. The inflationary factor is now updated annually and applied across all tuition rates for returning international undergraduate students.

Applying our existing methodology, inflation for 2026/27 fees is 4.25%, which will be capped at 4% in line with our fee setting approach. Increased tuition revenue resulting from fee increases is shown on the right in Table 3.

TABLE 3

Fee Increase	\$M
Domestic undergraduate	\$ 2.2
Domestic graduate	0.2
International undergraduate	1.6
International graduate	0.2
TOTAL	\$ 4.2

Tuition from international sources makes up approximately 28% of total tuition revenue, whereas international student enrolment comprises 11% of student FTE as shown in the charts below:



The difference between the proportion of tuition revenue and FTE numbers increases the financial risk and sensitivity to fluctuations in international student enrolments. To mitigate this risk, UVic retains an enrolment contingency as protection from enrolment declines.

In 2026/27, the **enrolment contingency** is \$7.8M in base funds, down from \$11.5M in 2025/26. This is equal to 1.4% of the total operating budget or 4.5% of the tuition budget. This level of base funding is an important tool to ensure that mid-year budget changes are not required to offset lower than budgeted enrolment. As shown in Table 4 below, this amount in 2026/27 provides protection from an enrolment decline roughly equal to 235 (about 17.6%) undergraduate international FTEs or 1,230 (about 7.7%) undergraduate domestic FTEs:

TABLE 4

Contingency as a % of total budget, tuition, and FTE

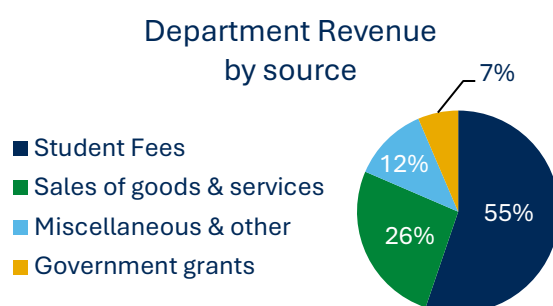
Base funding retained (\$M)	\$7.8	1.4%	as a % of total budget
		4.5%	as a % of tuition
International FTE fluctuation absorbed	235	17.6%	as a % of total int'l UG FTE
Domestic FTE fluctuation absorbed	1,230	7.7%	as a % of total domestic UG FTE

The attached Appendix 1, **Schedule of Tuition Fees** for 2026/27 outlines tuition fees by program

and requires Board approval as part of the budget process.

Federal grant revenue is annual funding received through the federal government's research support fund (RSF) to help defray the indirect costs attributable to the research enterprise. The overall goal of the RSF is to help ensure Canada's research institutions remain among the best in the world. By supporting some of the financial impact of the indirect costs of research, the fund helps researchers and universities focus on delivering innovative research and scholarly excellence. This grant is calculated using the three-year average of research grants received from the tri-council funding agencies, comprised of NSERC, SSHRC, and CIHR. In 2025, the university was notified that the RSF grant for 2025/26 would increase by \$0.3M to \$6.4M. The base budget for 2025/26 reflects this change.

Department revenue is largely made up of student fees (55%) and sales of goods and services (26%) as shown in the chart. More than 50% of all departmental student fees are generated in Continuing Studies, the Office of the Registrar, and Athletics and Recreation Services (ATRS). These units are considered **hybrid operations**, where most of the revenue earned is needed to cover expenses incurred to generate those revenues. Hybrid units also receive some base funding from the university to cover ongoing administrative and operating costs or for specific program costs.



Department revenue also includes application fees that are provided directly to the office of the registrar. For the 2025/26-year, application fees will increase by 2% domestic (undergraduate and graduate), 2% for international graduate, and 4% for international undergraduate. Table 5 shows the changes for these fees:

TABLE 5

Application Type	2025/26*	2026/27*
domestic undergraduate	\$87.75	\$89.50
domestic graduate	\$142.50	\$145.25
domestic law	\$110.25	\$112.50
international undergraduate	\$177.00	\$184.00
international graduate	\$183.00	\$187.00

* Domestic fees are rounded to the nearest quarter; international fees are rounded to the nearest dollar.

The **other grants and contracts** budget includes revenue from the University of British Columbia in support of the island medical program (IMP). The annual IMP budget is approved by the administrative committee representing the three universities (UBC, UVic, and UNBC) and can only be used for the IMP program.

Investment income and other mainly includes interest, dividends, and gains/losses earned from university cash balances (working capital), which are mostly invested in more conservative money market, mortgage, and bond investments. The remaining revenue is incremental revenue expected from UVic Properties and Heritage Realty and overhead revenue from research contracts. Income is

also generated through internal loans to ancillary services provided to fund capital improvements.

A combination of lower returns from the cash investments due to continued overnight interest rate cuts along with reduced performance from the yield investments has resulted in lower performance compared to last year. The overall portfolio yield has dropped from 4.27% to 3.72% over the past 12 months. We believe overnight interest rates will likely remain flat for the remainder of the calendar year, with a small chance of a hike by year end or early 2027. Given the expected flat interest rate environment and lower overall portfolio yield, we expect 2026/27 returns to be slightly less than those of 2025/26; however, the current budget is achievable.

Table 6 below is a summary of revenue changes by source for 2026/27, projected at \$20.0M over the prior year budget:

TABLE 6

	(millions)
Provincial grant	
Compensation	\$ 13.9
Engineering program expansion	2.3
BSc Nursing post-baccalaureate program	0.5
Health information sciences program expansion	0.4
Student fees	
Fee increase (2% domestic & GR int'l, 4% UG int'l)	4.2
Engineering program expansion	0.9
Health information sciences program expansion	0.1
Unfunded domestic growth	1.9
Align enrolment across faculties	(4.2)
Total incremental revenue increase	\$ 20.0

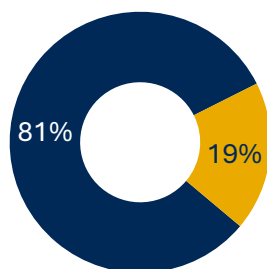
(d) Operating expenditure information

The importance of people to the university is reflected in the operating budget, with 81% of annual operating expenditures allocated to salary and benefits. Unions represent 95.2% of UVic's workforce. The remaining 4.8% consists of union-exempt professional and administrative support staff, along with faculty-excluded, management-excluded, and executive employees.

Reflecting the mission of the university, 78% of the total operating budget is allocated to academic areas including faculties, research, library, student financial aid, and student services, with the remaining 22% allocated to maintain and operate facilities and for support functions.

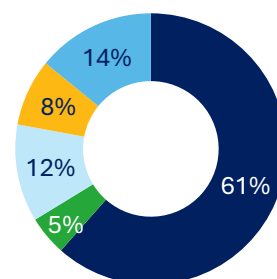
General Operating Expenditures

- Salaries and Benefits
- Operating Expenses



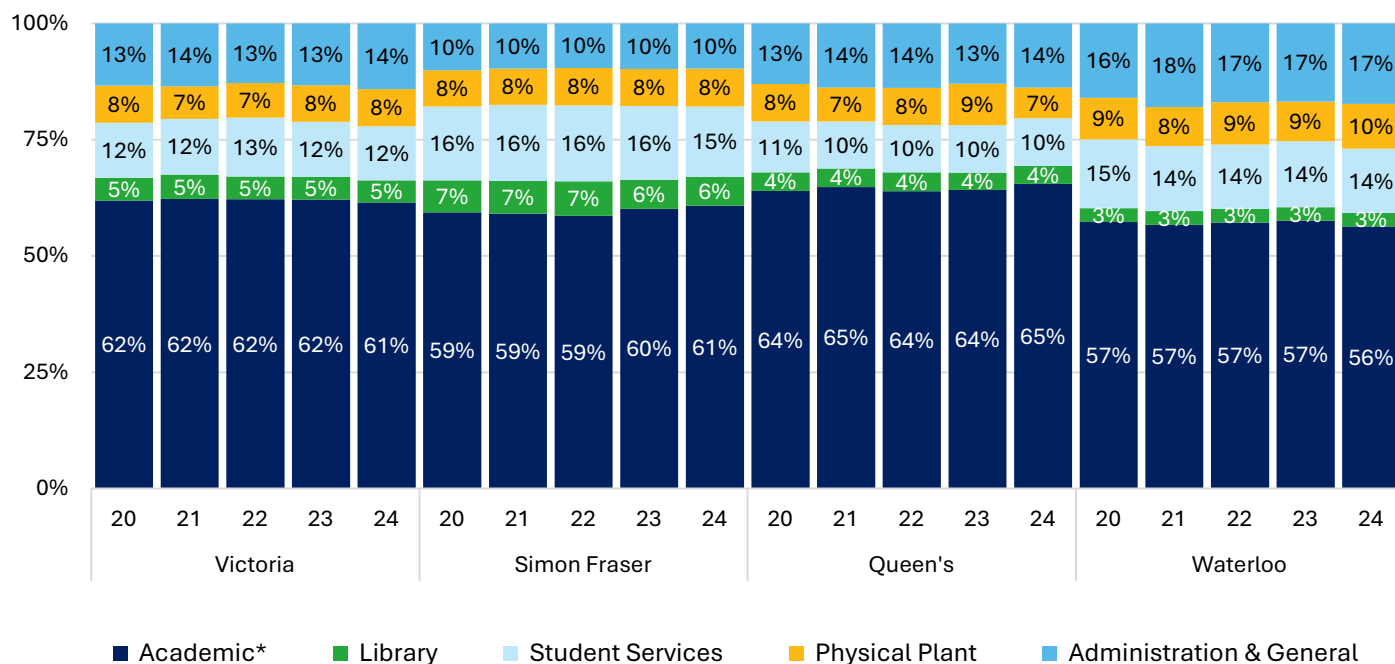
Operating Expense by Function

- Academic
- Library
- Student Services
- Physical Plant
- Administrative & General



Expenses by function have remained consistent over time. The chart below shows that UVic's investment in academic areas over the past five years is comparable to other Canadian post-secondary institutions. There is not, however, complete consistency in how universities assign expenses.

Operating Expenditures by Function 2020 to 2024



* Includes instruction & non-sponsored research, non-credit instruction, and computing & communications
Source: CAUBO Financial Information of Universities and Colleges 2020-2024

(e) Operating expenditure plan

The annual expenditure budget is adjusted each year to first account for non-discretionary commitments and allocations including compensation and inflationary requirements. The plan also reflects allocations to departments for revenue that is collected for specific areas, such as academic program expansions. Table 7 details these requirements for 2026/27, projected at \$20.0M:

TABLE 7

Commitments	(millions)
Compensation (salaries and benefits)	\$ 17.4
Academic program expansions	4.5
Maintenance and inflation costs	1.7
Enrolment contingency	(3.6)
Total commitments	\$ 20.0

The \$17.4M for compensation represents anticipated salary and related benefit costs for future bargained settlements under the Balanced Measures mandate and progression through the ranks or ranges. Commitments for academic program expansions totalling \$4.5M includes costs anticipated for engineering (\$3.2M), health information sciences (\$0.7M), and BSc Nursing post-baccalaureate (\$0.6M). The \$1.7M for maintenance and inflation includes allocations to university utilities, facilities management, and university systems to address inflationary costs, and to library acquisition to address rising costs of acquisitions due to annual inflation on periodicals and subscriptions. The (\$3.6M) enrolment contingency change reflects two adjustments: domestic enrolment growth that is not provincially funded and an adjustment to align enrolment across faculties. Together, these bring the enrolment contingency down to \$7.8M to balance the budget.

After considering allocations for non-discretionary commitments, the operating budget for 2026/27 is balanced:

TABLE 8

	(in millions)
Total incremental revenue increase	\$ 20.0
Non-discretionary commitments	\$ 20.0
Balanced budget	\$ 0.0

As laid out in the financial risk section at the end of this document, this budget was developed using a set of assumptions that may not materialize. However, management believes that the planning enrolment scenario used to develop the 2026/27 budget can be achieved, and we will continuously monitor enrolment levels throughout the year. The \$7.8M enrolment contingency provides an additional layer of protection to mitigate the risk if tuition revenue falls short of budget, as shown in Table 4.

(f) Routine Capital funding

Annually, the provincial government provides post-secondary institutions with funding for the maintenance, renovation, and upgrade of institutional academic facilities. There are two sources of funding from government to address maintenance and renovations within an overall program called Routine Capital.

The first source of funding is called Minor Maintenance and Rehabilitation and is intended for project planning (e.g., studies or design work) or minor projects to address maintenance or rehabilitation issues (e.g., replace flooring). For 2026/27 this funding is expected to be approximately \$675,000 and is provided as envelope funding—institutions have full discretion over its allocation.

The second source of funding is Major Maintenance and Rehabilitation (MMR), and it is intended to address deferred maintenance and some functional improvements. This funding is provided through a notional allocation against which each institution submits specific projects for approval. This process allows the institution some flexibility with respect to the use of these funds but also ensures, through the requirement for Ministry approval, that provincial priorities are addressed (e.g., deferred maintenance). For 2026/27, total funding is expected to be approximately \$17.3M, with 75% of the total coming from government.

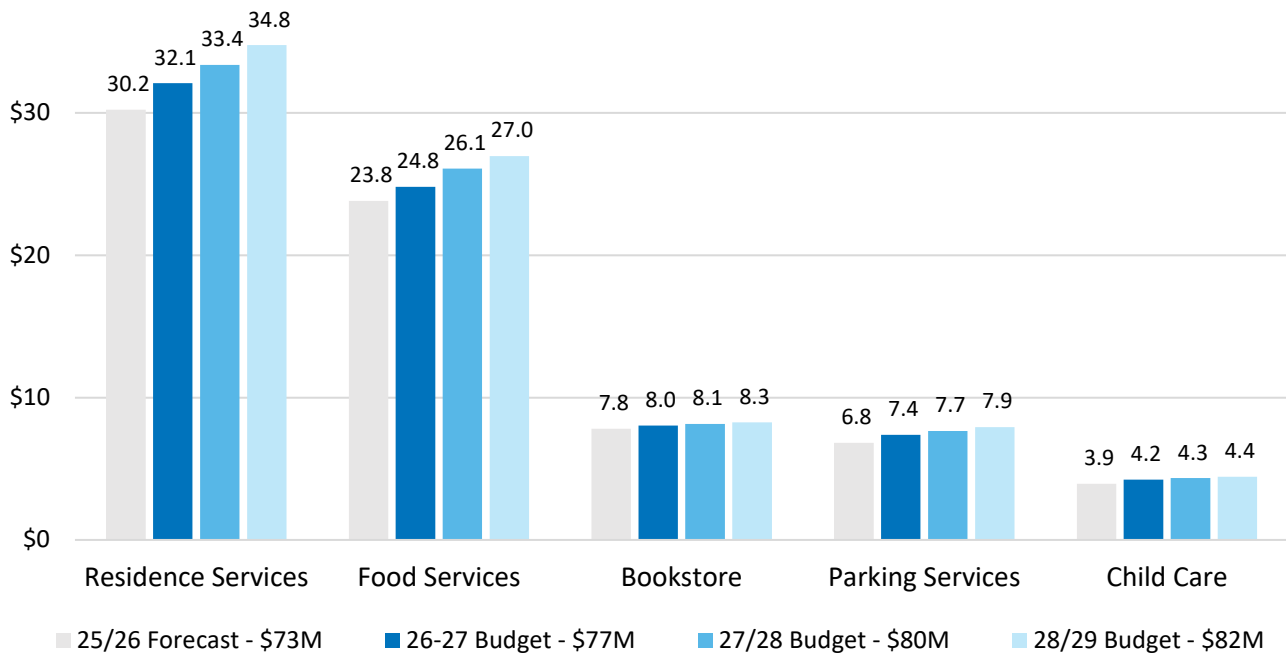
The allocation of this funding is coordinated annually through the office of the Vice-President Finance and Operations and approved by the Vice-President Finance and Operations and the Vice-President Academic and Provost, based on overall campus priorities and ranked submissions from units.

Ancillary budgets

An ancillary operation is a unit or department within the university that is required to be financially self-sustaining. Revenues from ancillary operations come from a variety of operations including residence services, food services, parking services, childcare, the bookstore, and off-campus activities. Each ancillary is expected to generate sufficient revenue to fully cover its annual operating costs as well as infrastructure maintenance such as renovation and the replacement of physical assets, including any required debt servicing costs. Increases in rates are required every year to cover annual incremental costs, including inflationary increases for capital renewal, utilities, and insurance. In developing the recommended rate increases, each area benchmarks their rates with similar organizations or services to ensure UVic rates remain appropriate.

Most of the revenue for an ancillary operation comes from the sale of services or products. For 2024/25, this source of revenue accounted for 89% of total ancillary revenue. Other revenue includes government grants (namely childcare) 6% and other revenue sources 5%. The chart below shows that ancillary revenue is forecasted to grow the next three years relative to forecasted 2025/26 year-end results.

Ancillary Operations Revenue (\$M)



In planning over three years, each Ancillary operation must determine the annual increase in rates that will be needed to cover cost increases, including salaries and wages, capital renewal, and capital expansion. Typically, these rate increases are in line with inflation; however, larger increases are sometimes required to ensure the operation is financially sustainable to cover operating costs and capital improvements.

The rates proposed for each ancillary operation reflect the need to maintain a balance between affordability for students while generating sufficient revenue to cover wages, higher operating costs, and support for capital renewal and expansion. The following sections outline proposed ancillary budgets for the next three years, along with corresponding fee increases that require board approval.

(a) Residence services

Residence services provide accommodation to students and visitors in on-campus dormitory buildings, single student cluster units, and self-contained units (apartments/town houses) for students with families. Most of the revenue generated by Residence Services is from students (89%). Residence revenue has typically been based on a 97.5% targeted occupancy rate in single student housing during the academic year (September to April), with minimal student housing revenue generated during the summer session. Remaining revenue is generated from conferences (6%) and other revenues (5%) such as application fees and laundry.

The following Table 9 summarizes Residence Services forecasted year-end operating results for 2025/26, and the projected budgets for 2026/27 to 2028/29:

Table 9 (in millions)

RESIDENCE SERVICES BUDGET	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Total Revenue	\$30.2	\$32.1	\$33.4	\$34.8
Expenditures				
Salaries & Benefits	10.1	11.3	11.4	11.8
Operating Expenses	7.8	8.5	8.5	8.7
Debt Servicing	11.5	10.9	10.6	10.6
Capital Projects	3.2	3.8	2.7	2.8
Total Expenditures	\$32.6	\$34.6	\$33.3	\$33.9
Net Revenue	(\$2.4)	(\$2.5)	\$0.1	\$0.8

FUND BALANCES	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Appropriated:				
Increase (decrease) during year	(\$2.4)	(\$2.5)	\$0.1	\$0.8
Balance at beginning of year	9.9	7.5	5.0	5.1
Balance at end of year	\$7.5	\$5.0	\$5.1	\$5.9
Unappropriated:				
Increase (decrease) during year	\$0.0	\$0.0	\$0.0	\$0.0
Balance at beginning of year	0.3	0.3	0.3	0.3
Balance at end of year	\$0.3	\$0.3	\$0.3	\$0.3

For 2025/26, Residence services is forecasting a \$2.4M deficit, which is \$1.6M more favourable than the \$4M planned deficit for the year. Revenue is expected to exceed budget by \$0.3M, while expenses are forecasted to be \$1.3M less than budget, primarily due to much of the capital project work continuing over into fiscal year 2026/27. The deficit will be covered by appropriated funds, leaving a projected fund balance of \$7.5M to support future capital renewal. Over the next three years, revenues are projected to increase compared to forecasted 2025/26. This reflects proposed rate increases of 7% in 2026/27 and a 4% increase in 2027/28 and 2028/29. The increases for single student housing are essential to allow Residence Services to update older building inventory for renovations in subsequent years to improve both the safety and desirability of those buildings.

Demand for family housing is high with a current waitlist of 128 students. Rate increases for family housing will support ongoing capital renewal investments. Conference revenues are expected to increase next year as spaces in Snéqə (Sngequ) are fully operational, strengthening summer occupancy and revenue relative to the prior year.

In 2026/27, operating expenses are expected to increase at the rate of inflation, while labour and benefit costs are estimated to increase in line with the balanced measures mandate. The cost of debt service is expected to decrease in 2026/27 as internal and external loans that were incurred to build Ring Road and South Tower are fully discharged. The timing of this is beneficial as it aligns with capital renewal spending in the next three years. The combined impact of the debt load and expenses will lead to a planned loss in 2026/27, which will be fully covered by the appropriated fund balance. The 2026/27 budget includes planned major maintenance of \$3.8M, which includes:

- Key card access for all residence buildings with common entryways
- Further CCTV camera deployment in areas of concern
- Ongoing roof replacement and maintenance
- Exterior Painting to Cluster Housing, Family Housing, and other buildings
- Minor renovations to Family Housing residences in between occupancy periods
- Door hardware improvements
- Repairs to existing pathways
- Improved exterior lighting
- Updates to several building locks

Over the next six years, residence services will allocate approximately \$3.6M of appropriate reserves to convert all buildings with common entryways over to card access. The IT infrastructure necessary to support these access points will also be used to install cameras or other safety monitoring systems.

The provincial budget outlined that the 510-bed residence project has now been delayed until 2034. Delaying this project is extremely disappointing as it was intended to address significant unmet demand for upper-year and graduate student housing through a mix of quad-style units and studio apartments, supported by a critical provincial grant.

With the project now delayed, we will need to adjust our long-term planning accordingly, including reassessing capital renewal schedules, occupancy strategies, and the ongoing impacts of limited upper-year and graduate student housing. The delay materially affects our ability to expand bed capacity, improve housing diversity, and relieve pressure on both Residence Services and the broader rental market.

Proposed 2026/27 rate increases for various housing types are outlined in Appendix 2.

(b) Food services

University Food Services (UNFS) provides a variety of food services to students, faculty, staff, and visitors to campus including student resident meal plans, dining options at eleven unique campus outlets, and on-campus catering for university functions. The business operations of UNFS have continually evolved its food offerings over the years to ensure alignment with the needs of a diverse customer base and to support good nutrition through healthier food options. UNFS is committed to implementing industry leading practices in support of a nutritionally sound campus including the capture and monitoring of caloric, sugar, and salt content for all food and drink items within its Food Trak software. UNFS also ensures that plant-based, vegetarian, vegan, and gluten-free options and programs meet the needs of these customer bases and support institutional climate objectives.

The following Table 10 summarizes UNFS forecasted year-end operating results for 2025/26, and the projected budgets for 2026/27 to 2028/29:

Table 10 (in millions)

FOOD SERVICES BUDGET	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Total Revenue	\$23.8	\$24.8	\$26.1	\$27.0
Expenditures				
Salaries & Benefits	10.8	11.3	12.3	12.7
Operating Expenses	3.1	3.5	3.5	3.4
Cost of Goods Sold	7.2	7.4	7.7	8.0
Debt Servicing	2.3	2.3	2.3	2.3
Total Expenditures	\$23.4	\$24.5	\$25.7	\$26.4
Net Revenue	\$0.4	\$0.3	\$0.4	\$0.6

FUND BALANCES	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Appropriated:				
Increase (decrease) during year	\$0.0	\$0.0	\$0.0	\$0.0
Balance at beginning of year	0.0	0.0	0.0	0.0
Balance at end of year	\$0.0	\$0.0	\$0.0	\$0.0
Unappropriated:				
Increase (decrease) during year	\$0.4	\$0.3	\$0.4	\$0.6
Balance at beginning of year	(1.3)	(0.9)	(0.6)	(0.2)
Balance at end of year	(\$0.9)	(\$0.6)	(\$0.2)	\$0.3

In 2025/26, revenue is expected to exceed expenditures by \$0.4M, the first surplus in over five years. This is partially attributable to the 7% meal plan rate increase approved for 2025/26, which was necessary to support financial sustainability, and also to the conference and meeting centre that opened in September 2023, contributing to food services business growth and profitability.

The surplus will be added to the appropriated fund balance, reducing the reserve deficit to \$0.9M at year-end. The projected budget shows that revenue will increase over the next three years as compared to the 2025/26 year-end forecast. This is based on meal plan rate increases of 4% in each of the next three years, which is less than the 7% previously supported by the Board as part of the 4-year financial sustainability plan presented in

2022/23. This is because of stronger-than-anticipated 2025/26 financial performance outlined below and ensuring we remain in line with meal plans at comparator institutions.

Proposed rates are informed by reviewing the rate of food inflation in BC (5.2% at December 2025), meal plan rates at comparator institutions, and estimated wage increases. In 2026/27, total revenue is projected at \$24.8M, which includes \$17.1M of meal plan revenue that is based on an overall 96% occupancy rate in single dormitory accommodations that includes a mandatory meal plan during the academic year. The remaining \$7.7M in projected revenue includes \$4.6M in retail sales, \$1.8M from Degrees catering revenue, and \$1.8M in other revenue.

Like Residence Services, cost pressures for UNFS span across almost all expense categories, including food, labour, supplies, utilities, and construction. Food and labour inflation have the most significant impact on operations, while cost of goods sold is proportional to food and retail sales. Combined, labour and cost of goods sold make up ~76% of projected expenses in 2026/27. As outlined above, UNFS monitors food inflation and any indirect impacts of tariffs to food pricing. UNFS also monitors daily key performance indicators related to labour and revenue in assessment dashboards implemented in 2024/25. This has helped to identify operational efficiencies and reduce costs through improved control and scheduling of labour. As a result, UNFS is projecting an operating surplus in each of the next three years, which will be used to reduce debt. UNFS is projecting the unappropriated reserve deficit will be reversed by 2028/29, with a positive \$0.3M balance by the end of the year.

Proposed residence meal plan rate increases for 2026/27 are outlined in Appendix 2.

(c) Parking services

Parking Services generates revenue from parking permits, meters and dispensers, and fines/citations.

This revenue covers the cost of operations and contributes toward key initiatives including:

- the student UPASS bus pass program,
- parking lot maintenance and repair,
- patrol costs,
- service enhancements,
- the travel choices programs (also known as traffic demand management or TDM), and
- future capital investments for new/expanded parking capacity.

The following Table 11 summarizes Parking Services forecasted year-end operating results for 2025/26, and the projected budgets for 2026/27 to 2028/29:

Table 11 (in millions)

PARKING SERVICES BUDGET	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Total Revenue	\$6.8	\$7.4	\$7.7	\$7.9
Expenditures				
Salaries & Benefits	2.5	2.6	2.7	2.7
Operating Expenses	3.4	3.5	3.5	3.6
Total Expenditures	\$6.0	\$6.1	\$6.2	\$6.3
Net Revenue	\$0.9	\$1.3	\$1.5	\$1.7

FUND BALANCES	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Appropriated:				
Increase (decrease) during year	\$0.9	\$1.3	\$1.5	\$1.7
Balance at beginning of year	12.0	12.9	14.1	15.6
Balance at end of year	\$12.9	\$14.1	\$15.6	\$17.3
Unappropriated:				
Increase (decrease) during year	\$0.0	\$0.0	\$0.0	\$0.0
Balance at beginning of year	0.1	0.1	0.1	0.1
Balance at end of year	\$0.1	\$0.1	\$0.1	\$0.1

Revenue for 2025/26 is projected to exceed expenses by \$0.9M, adding to the reserve and bringing the balance to \$12.9M. The budget for 2026/27 to 2028/29 projects revenue to grow by \$1.1M in three years over 2025/26 forecasted revenue. This reflects a 4.25% increase to permit rates and no increase for transient rates. This modest growth in revenue supports all Commuter Services programs and continued investment in both equipment and capital projects.

At the same time, parking demand continues to increase while overall parking supply is expected to decline in the long term as several existing surface lots have been identified as future building sites. As these development plans advance, a structured parkade remains the most likely long-term

solution unless demand can be significantly reduced. The cost of constructing a parkade has risen with broader construction cost escalations, with current benchmarks indicating a range of \$40k to \$70k per stall. Meanwhile, surface parking remains constrained by its role as a land reserve for future campus development.

Operating expenses are budgeted to reflect increased activity proportional to revenues. Salary and benefit costs are forecasted in alignment with the balanced measures mandate, which guides contractually obligated salary increases per collective agreements. The projected budget for the next three years indicates overall reserve growth of \$4.4M to \$17.3M, which will be used to maintain the current parking and road infrastructure and future capital planning. Parking rates for 2025/26 and 2026/27 are outlined in Appendix 3.

Transportation Demand Management (TDM) program

The parking budget continues to provide funding for a number of initiatives that support the Transportation Demand Management (TDM) program. These initiatives are designed to promote

sustainable transportation options and assist in reducing parking demand on campus. They include investments in active transportation infrastructure, Bike to Work Week sponsorship, the subsidized employee monthly bus pass program, the Universal Bus Pass for students, a carshare partnership with Modo and EVO, as well as the availability of electric vehicle and electric bicycle charging locations. UVic is also working to establish bike share services on campus in 2026/27. In addition to supporting our sustainability goals, it is also important to manage parking utilization and collect appropriate fees to reduce pressures on our parking supply. As growth and development occur on campus, parking occupancy will continue to face pressures. An updated TDM strategy is being developed to reduce future pressure on our parking supply from continued growth on campus. This strategy will consider parking pricing and TDM program improvements, as well consideration of the need for future investments in a new parking structure.

(d) Childcare services

Childcare services operate seven childcare centres and a family centre at UVic. Childcare services operate within small margins, as most of the revenue comes from the provincial childcare grant and from parent fees. The operation also receives annual funding from the university to support the director, one staff person, some building operational costs, and a portion of the salary costs of the childcare workers. The total current subsidy is about \$0.91M per year.

Table 12 (in millions)

CHILD CARE BUDGET	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Total Revenue	\$3.9	\$4.2	\$4.3	\$4.4
Expenditures				
Salaries & Benefits	3.57	3.91	4.01	4.11
Operating Expenses	0.32	0.33	0.34	0.34
Total Expenditures	\$3.9	\$4.2	\$4.3	\$4.4
Net Revenue	\$0.1	\$0.0	\$0.0	\$0.0

FUND BALANCES	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Appropriated:				
Increase (decrease) during year	\$0.1	\$0.0	\$0.0	\$0.0
Balance at beginning of year	0.3	0.4	0.4	0.4
Balance at end of year	\$0.4	\$0.4	\$0.4	\$0.4
Unappropriated:				
Increase (decrease) during year	\$0.0	\$0.0	\$0.0	\$0.0
Balance at beginning of year	0.0	0.0	0.0	0.0
Balance at end of year	\$0.0	\$0.0	\$0.0	\$0.0

Childcare services participate in the Province of BC's \$10 a Day Child Care Program. Under the current two-year agreement, parent fees are \$200 per month for all current spaces. The opening of the Queenwood location in April 2024 added 37 new spaces, bringing the total number of available spaces to 153. Table 12 summarizes Childcare services forecasted year-end operating results for 2025/26 and the projected budgets for 2026/27 to 2028/29. Childcare services is projected to end the 2025/26 fiscal year with a \$0.1M operating surplus, adding to appropriated funds, bring the balance to \$0.4M. The proposed three-year budget reflects provincial \$10 a day childcare funding and anticipated 3% increase to salaries and

for general wage increases in line with the balanced measures mandate. The current two-year agreement for the BC provincial government \$10 a day childcare program ends on November 30, 2026. A new agreement is expected to be negotiated prior to expiry of the current agreement. Appendix 4 provides an overview of the 2026/27 childcare fees.

(e) Bookstore

The University Bookstore receives revenue through the sale of textbooks, books, computers, and services such as regalia rental to support convocation. Over the past few years, sales of new and used

books have decreased due to the continued shift to digital and open educational resources (OER). Textbooks sales continue to migrate to digital formats in support of a hybrid delivery of courses. The operational impact is that physical sales decreased and were replaced by digital course materials models delivered through online access including different payment models with lower margins.

Table 13 (in millions)

BOOKSTORE BUDGET	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
Total Revenue	\$7.80	\$8.04	\$8.14	\$8.26
Expenditures				
Salaries & Benefits	2.20	2.16	2.23	2.29
Operating Expenses	1.02	1.04	1.05	1.05
Cost of Goods Sold	4.59	4.80	4.85	4.91
Total Expenditures	\$7.80	\$8.00	\$8.13	\$8.26
Net Revenue	\$0.00	\$0.04	\$0.01	\$0.01

FUND BALANCES	25-26 Yr. End Forecast	Projected		
		26-27	27-28	28-29
<i>Appropriated:</i>				
Increase (decrease) during year	\$0.00	\$0.04	\$0.01	\$0.01
Balance at beginning of year	0.62	0.62	0.66	0.66
Balance at end of year	\$0.62	\$0.66	\$0.66	\$0.67
<i>Unappropriated:</i>				
Increase (decrease) during year	\$0.00	\$0.04	\$0.01	\$0.01
Balance at beginning of year	0.00	0.00	0.04	0.05
Balance at end of year	0.00	0.04	0.05	0.05

The bookstore will continue to develop and support all-inclusive access for digital course materials through the university's Learning Management System, adopt course materials within the BC Open Textbook initiative, and support access to OER materials. Merchandise sales continue to be a core strength for the bookstore. Table 13 summarizes bookstore forecasted year-end operating results for 2025/26, and the projected budgets for 2026/27 to 2028/29. The 2025/26 budget was based on a 3% decrease in physical textbook sales due to the continued shift to digital and OER. Revenues for this fiscal are forecasted to be 8% over budget, with the additional revenue fully allocated to expenditures. As a result, net revenue is forecasted at \$0.1M above budget with no change to the appropriated fund balance, ending the year at

\$0.6M.

Over the next three years, overall revenue is projected to increase over 2025/26 forecasted revenue. In 2026/27, physical textbook sales of new and used books are budgeted to decrease by 4% due to the continued shift to digital and open educational resources (OER). Salaries and benefits projections reflect anticipated general wage increases in line with the balanced measures mandate and reflect a reorganization of positions that are no longer required to support physical textbook sales.

The 2026/27 budget provides investments for website improvements that include automated inventory management features to an integrated payment platform to reduce operational bottlenecks for increased e-commerce efficiencies to improve customer satisfaction and increase sales. Modest surpluses are forecasted over the next three years, adding to the appropriated fund balance projected to be \$0.7M by 2028/29 year end. The reserve will be used to fund ongoing capital asset renewals, technology renewal, and invest in digital strategies for course materials to safeguard the business as it continuously reengineers itself operationally based on market forces.

(f) Off-campus properties

The university has two profit-oriented subsidiaries stewarded by the Board of University of Victoria Properties Inc.: Heritage Realty Properties (HRP) and the Vancouver Island Technology Park (VITP). HRP manages the downtown rental properties and hotel and brewpub, which were donated to the university by the late Dr. Michael C. Williams. VITP primarily is a technology and research park that

leases space. These entities, which are recorded in the university's financial statements on an equity basis, are considered investments of the university. HRP, including properties owned directly by UVic, provides an annual contribution to the university, expected to be at least \$0.9M, which is invested in university initiatives consistent with the wishes of the donor. A contribution is also received each year from VITP and is expected to be at least \$0.75M. During 2022/23, the downtown properties on Broad Street were transferred from the university to VITP as part of a plan to redevelop these properties into a 135-room hotel and commercial building. VITP retained ownership of the re-developed land through a 99-year lease to a third party. Construction of the hotel commenced in 2025/26 with completion planned in 2027. This development will provide for increased contributions to the university.

Specific purpose funds

The specific purpose fund is composed of revenues and expenditures from:

- The University of Victoria Foundation;
- Non-operational department grants from external sources provided for designated purposes (department revenue);
- The Foundation for the University of Victoria;
- The US Foundation; and
- UVic Industry Partnerships (UVic IP).

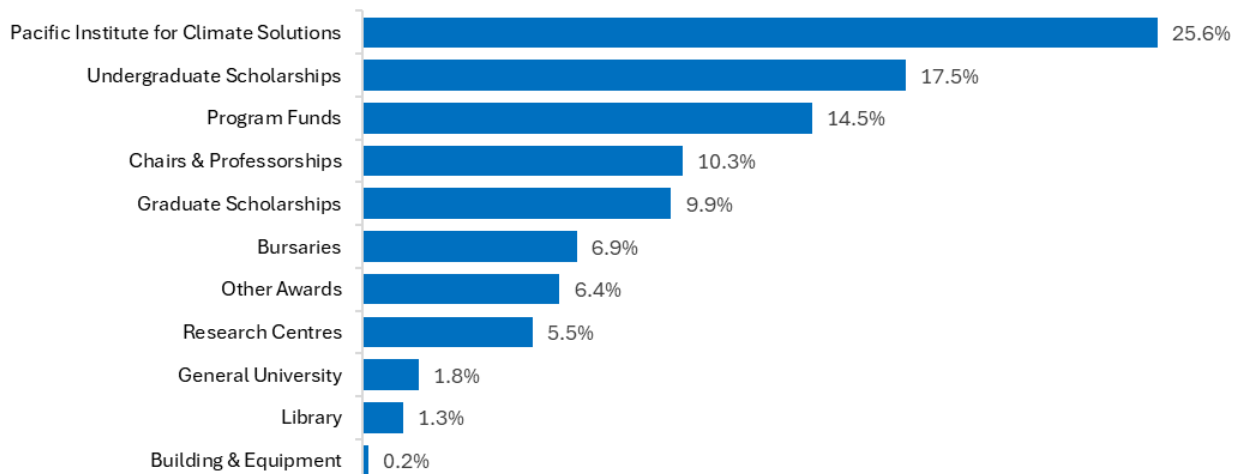
Total revenue for specific purposes decreased by \$14.6M in 2024/25, largely the result of lower investment income within the Foundation of \$49.3M compared to \$71.8M in the previous year. The majority of revenue in the specific purpose fund is either departmental revenue or revenue from the University of Victoria Foundation that stewards UVic endowments.

Departmental revenue is mainly derived from external grants designated for specific purposes such as programs in business and fees from academic and administrative conferences held by departments and are generally non-recurring in nature.

UVic Foundation revenue is comprised of investment income and gains and losses on investments, which by their nature are variable and therefore fluctuate year to year. Given the investment market volatility, revenue within this fund can vary considerably from year to year.

The University of Victoria Foundation holds and invests funds raised for endowment purposes. As at December 31, 2025, there were over 1,600 funds with a market value of ~\$633M. Annually, the Foundation Board approves a distribution (budget) from the Foundation to the university based on the terms of each endowment fund and the overall spending policy of the Foundation.

2026/27 Endowment Budget Allocation by Percent



The Foundation Board approved an updated spending policy in February 2025 that has been retained for 2026/27. The annual inflation adjustment to endowment principal remains at a maximum of 3% and the following distribution rates will be used to develop the 2026/27 budget:

Endowment Fund Status as at December 31, 2025 (MV=market value, IAP=inflation-adjusted principal)	Fiscal 2026/27 Distribution Rate
MV less than 100% of IAP	4.0%
MV equal to or greater than 100% and less than 108% of IAP	4.5%
MV equal to or greater than 108% of IAP	5.0%

In 2025/26 the total Foundation distribution was \$23.6M and the 2026/27 budget is expected to increase by 2.5% to \$24.2M. The 2026/27 budget will be recommended for approval by the Foundation Board in March. Upon approval, the budget is expected to be transferred to the university in May.

Sponsored research funds

Research income

UVic's sponsored research portfolio is organized across four funding categories. One share comes from competitively adjudicated grants through the federal Tri-Agencies (NSERC, SSHRC, and CIHR), which support investigator-led research across all disciplines. The Canada Research Chairs (CRC) program provides a stream of strategic federal investment, enabling UVic to recruit and retain world-class researchers. A third category encompasses major research infrastructure awards, including the Canada Foundation for Innovation (CFI) and the BC Knowledge Development Fund (BCKDF), which support the facilities and equipment underpinning cutting-edge research. The fourth category captures a broad range of additional sources: Research Support Funds (RSF) from the Tri-Agencies,

non-Tri-Agency grants, and research agreements and contracts with governments, foundations, and industry partners.

Across all categories, UVic’s Research Services, the Office of Innovation and Partnerships, Strategic Research Initiatives, and Institutional Programs teams provide coordinated support, from identifying opportunities to grant development and application through to contract negotiation, post-award administration, ethics approvals, and project management. This integrated approach enables researchers across all faculties and disciplines to pursue diverse funding opportunities, reducing reliance on any single source and strengthening the long-term resilience of UVic’s research enterprise.

Research highlights

Aspiration 2030: *UVic’s Research and Creative Works Strategy*, launched in October 2021. Within each of the 5 aspirations in this plan, five outcomes are pursued through ten key actions. Monitoring progress on each of these fifty actions is vital to ensuring UVic is on track to achieve the goals set out in this plan; moving into its second half of implementation, *Sustaining Achievement*, 82% of actions are achieved or partially achieved.

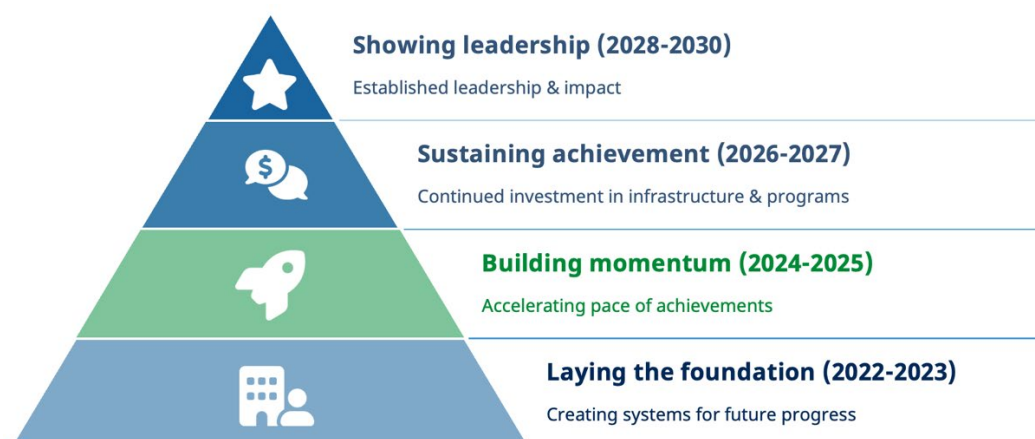


Fig. Phases of Aspiration 2030 Implementation

Through the first half of Aspiration 2030, UVic has built significant capacity—through strategic planning, expanded research expertise, improved systems and infrastructure, internal support programs, and stronger research communities. As we move into the second half of implementation, the focus shifts to activities that maximize impact: deepening engagement with federal funding priorities, advancing major infrastructure investments, and positioning UVic at the forefront of national conversations on research excellence.

UVic’s recent major research successes and other high-profile awards have elevated the university’s profile in federal research conversations and created new opportunities to shape national funding priorities.

- \$84M Canada First Research Excellence Fund: Accelerating Community Energy Transformations
- \$24M New Frontiers in Research Fund – Transformation: Solid Carbon
- \$8M Canada Excellence Research Chair (CERC): Indigenous Art Practices
- \$115 Canada Foundation for Innovation – Major Science Initiative: Ocean Networks Canada

Building on this momentum, UVic is actively pursuing ambitious next-generation programs, including submissions to the Impact+ and CERC competitions and engaging in strategic planning aligned to dual-use and northern priorities such as clean energy, Arctic resilience, and national defense applications. These investments reflect UVic’s commitment to translating research strength into lasting national impact.

Accelerating Community Energy Transformation

In 2023, UVic was awarded \$84M through the Canada First Research Excellence Fund (CFREF) to launch the **Accelerating Community Energy Transformation (ACET)**. Now fully operational, ACET has met or exceeded most of its midterm KPI targets, attracted 210 Canadian and international partners across its five collaborating universities, and initiated 71 research projects.



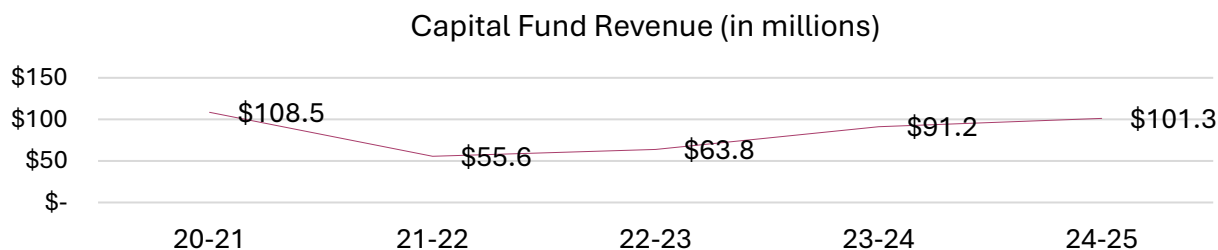
Key accomplishments and milestones include:

- Expanding its core team with key new hires including a Corporate Operations Officer (COO, November 2025), Partnerships Manager (August 2025), Special Advisor Indigenous, Strategic Lead People & Research Culture (early 2026), and eight Strategic Research Area (SRA) Managers distributed across the five collaborating institutions.
- Implemented an EDI Action Plan with measurable outcomes, such as 159 HQP trained with 63% from equity-deserving groups, as well as new leadership roles described above.
- 71 research projects (59 Standard Projects, 125 Small Projects), with Standard Project direct spending reaching \$4.82M in FY2025/26 (a fivefold increase from the prior year) and a total approved portfolio value of \$33.8M.
- Opened the ACET “headquarters” at UVic as an open-plan co-working/collider space, establishing 147 interdisciplinary researcher connections.
- Partnered with COAST to develop the Marine Renewable Energy Innovation Hub with seven partners (e.g., RBC, Innovate BC, PacifiCan, and the Canadian Coast Guard), leveraging \$4.1M in total funding

With \$16M in cumulative spending (19% of total CFREF grant) and a \$33.8M approved project portfolio, ACET is well-positioned for long-term impact.

Capital fund

The capital fund accounts for the revenues and expenditures that result from the acquisition or construction of major physical assets such as buildings or enterprise information systems. Depending on the nature of the project and activities in this fund, revenues and expenditures can vary from year to year. The chart below illustrates fluctuations in capital fund revenue over the past five years:



Major capital activity over the past year included:

1. Deferred maintenance program

As part of the MMR funding program noted above, the university undertook a number of projects that will improve the conditions of our buildings and support our campus plan. These include:

- Fraser building renovations and upgrades, a multi-year project;
- Engineering Lab Wing renovations and upgrades;
- Bio-level 2 and safety upgrades in multiple buildings (i.e., Petch and Cunningham) to science labs and other lab or office renewals to support faculty;
- Conversion of boiler plant to academic space (multi-year);
- HVAC system upgrades in Petch, Bob Wright Centre, and Enterprise Data Center; and
- Continuation of the roof replacement for Cornett and Engineering Lab Wing and elevator renewal programs.

While we continue to invest in addressing deferred maintenance with funds available from the province, over the last several years we have experienced more building and systems failures impacting our operations. As a result, we are reviewing our operational plans to be as proactive as possible; however, longer term more funds are needed to address this growing risk.

2. Centre for Indigenous Laws

The Centre for Indigenous Laws 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 and is unique globally. The project was completed in fall 2025.

3. Engineering Expansion – Addition to the Engineering and Computer Science Building and High Bay Structures Lab

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. The addition is expected to be complete in September 2026 and the High Bay Structures Lab in May of 2027.

The capital priorities in the 2026/27 capital plan for the next five years include:

- Campus seismic upgrading program, and
- Accessible and Active Transportation Improvement Program.

The capital plan is approved separately by the Board in June of each year.

Financial risks

Developing the budget framework requires that we consider risks that may affect the university's financial position and ability to implement strategies outlined in this document. The framework is developed based on assumptions and current information. If assumptions change or don't materialize, there could be significant impacts to both revenues and expenditures. Our current and past enrolment experience confirms that significant events are possible, and this strengthens our commitment to exercising caution in our financial planning efforts.

Our key mitigation strategy within this framework is the \$7.8M contingency budget to cushion the impacts if international undergraduate enrolment targets are not met in 2026/27 or if other revenue sources are impacted. This budget will only be allocated if enrolment targets and overall revenue budgets are achieved. The flexibility will help to mitigate the financial risks and assumptions outlined below.

- The top institutional risk continues to be enrolment management. Our approach to managing the risk of revenue loss due to an enrolment decline is the enrolment contingency outlined in the tuition section. We will carefully monitor student enrolment throughout the year so we can respond to enrolment changes, minimize institutional impacts, and allocate the enrolment contingency if enrolments exceed the planning scenario goals.
- The operating grant for 2026/27 is not yet known, and the province typically announces funding to post-secondary institutions later in the spring. The budget for the province has been announced, and summary level information indicates that grant funding should be in line with expectations; however, there is always a risk that the grant may be different than estimated in this budget.
- The budget plan for 2026/27 to 2028/29 has been developed assuming that the province will fully fund upcoming collective bargaining costs. The province has funded the shared recovery mandate that concluded in 2025, and we expect the province will fund the Balanced Measures mandate 2026-2029 but the impacts on the operating budget would be significant should this not be funded. The provincial government has announced a plan to reduce the public sector workforce by 15,000 full-time equivalents (FTEs) over the next three years. This reduction spans the broader public sector—including Crown corporations, school districts, post-secondary institutions, and health authorities—and is expected to occur primarily through attrition and voluntary departures. Of the total reductions, 2,500 FTEs will occur within core government, with the remaining 12,500 to be distributed across the wider public sector; however, the government has not provided guidance on how these cuts will be allocated across sectors. Based on provincial budget forecasts, anticipated savings from the workforce reduction are expected to be limited in the first year and are back-end weighted across the fiscal plan. It is unknown at this time what if any impact there will be for UVic specifically.

- A core component of government's expenditure management and efficiency efforts is the Post-Secondary System Review. Launched in fall 2025, the review, which is being led by independent reviewer Don Avison, is intended to ensure the sector remains sustainable, accessible, and aligned with BC's workforce needs and economic priorities. The review is intended to identify strategies to stabilize finances and operations in the sector in the short term and strengthen its resilience over the long term. The outcome of this review, and therefore any impact to UVic, will likely not be known until fall 2026.
- The impacts of tariffs and counter tariffs have been limited and will continue to be monitored as CUSMA is renegotiated. These measures could affect the university's purchasing power in areas such as facilities construction and purchasing supplies. Ongoing assessment is essential to identify emerging risks and align our response with federal and provincial policy direction.
- Utility and/or other non-salary expenditures may experience inflation beyond those provided for in this budget. The risk for 2026/27 is less than last year, with the latest inflation numbers still in line with the Bank of Canada's 2% target. Beyond 2026/27 the utilities budget has been budgeted to increase in recognition of the incremental costs of converting to electric boilers as part of our commitment to reduce campus greenhouse gas emission by 50% by 2030. While targeted investments have addressed a portion of the university's deferred maintenance needs, overall facility conditions remain a significant institutional risk. UVic's deferred maintenance backlog now exceeds \$1 billion, and continued construction-cost escalation has intensified pressures on capital budgets. Recent cold-weather events and this year's campus flooding have further highlighted the vulnerability of aging infrastructure and increased the likelihood of a major, unexpected systems failure. The university does not have dedicated funding set aside for such unplanned events, leaving limited capacity to absorb large emergency repairs without impacting other priorities.

Compliance with section 29 of the University Act

Section 29 of the University Act requires that the university may not have a deficit in any year. The determination of deficit is in accordance with the standards used in the preparation of the university's external, audited financial statements. As noted above, the university prepares its budgets and manages financial activities using fund accounting. In order to be in compliance with Section 29 of the University Act, the university also completes a forecast of the expected results in accordance with the requirements of the University Act.

Appendices:

- Appendix1 – Schedule of proposed tuition fees
- Appendix2 – Housing fee table
- Appendix3 – Parking fee table
- Appendix4 – Schedule of childcare fees

Appendix 1: Schedule of proposed tuition fees

To be effective May 1, 2026

	Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
UNDERGRADUATE TUITION			
DOMESTIC - PER UNIT FEE			
Tri Faculty	419.26	427.65	436.21
Course Challenge	209.63	213.82	218.11
Co-op Work Term per work term	791.72	807.56	823.72
Co-op Work Term Challenge	395.86	403.78	411.86
AHVS 488 and HA 499 per unit	522.49	532.94	543.60
Business Faculty	571.59	583.02	594.68
Co-op program fee -	395.86	403.78	411.86
Engineering Faculty ENGR courses	419.26	427.65	436.21
CENG, ELEC, MECH, CSC, SENG, BIOM	463.93	473.21	482.68
Co-op program fee -	395.86	403.78	411.86

Schedule of proposed tuition fees to be effective May 1, 2026

	Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
UNDERGRADUATE TUITION			
INTERNATIONAL - PER UNIT FEE			
All courses except Business and Engineering			
Pre 2025 admit	2,114.74	2,225.76	2,314.79
May 2025- January 2026 Admit		2,363.22	2,457.75
May 2026- January 2027 Admit			2,505.02
Course Challenge			
Pre 2025 admit	1,057.37	1,112.88	1,157.40
May 2025- January 2026 Admit		1,181.61	1,228.87
May 2026- January 2027 Admit			1,252.51
Co-op Work Term per work term	1,612.10	1,696.74	1,764.60
Co-op Work Term Challenge	806.05	848.37	882.30
Business Faculty			
Pre 2025 admit	2,232.78	2,350.00	2,444.00
May 2025- January 2026 Admit		2,517.46	2,618.16
May 2026- January 2027 Admit			2,668.51
Co-op program fee -	806.05	848.37	882.30
Engineering Faculty ENGR courses			
Pre 2025 admit	2,114.74	2,225.76	2,314.79
May 2025- January 2026 Admit		2,680.43	2,787.65
May 2026- January 2027 Admit			2,841.26
CENG, ELEC, MECH, CSC, SENG, BIOM			
Pre 2025 admit	2,281.82	2,401.62	2,497.68
May 2025- January 2026 Admit		2,892.21	3,007.90
May 2026- January 2027 Admit			3,065.75
Co-op program fee -	806.05	848.37	882.30

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
UNDERGRADUATE TUITION				
INTERNATIONAL - PER UNIT FEE				
Law Tuition				
Full-time, per term -	Domestic	5,502.95	5,613.01	5,725.27
	International	22,813.63	24,011.34	24,971.80
Part-time, per term -	Domestic	733.75	748.42	763.39
	International	3,041.85	3,201.54	3,329.61
Audit Fees per fee unit				
Under age 65				
Undergraduate -	Domestic	209.65	213.84	218.12
	International	1,057.39	1,112.90	1,157.42
Graduate -	Domestic	363.93	371.21	378.64
	International	487.20	496.94	506.88
Age 65 or over				
Undergraduate -		71.02	72.44	73.89
Graduate -		119.60	121.99	124.43
Graduate Tuition (per term)				
Full fee installment -	Domestic	2,177.24	2,220.78	2,265.20
	International	2,746.14	2,801.06	2,857.08
Half fee installment -	Domestic	1,088.62	1,110.39	1,132.60
	International	1,373.07	1,400.53	1,428.54
Non-degree -	Domestic	864.74	882.03	899.67
	International	1,093.42	1,115.29	1,137.60
Graduate Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	864.74	882.03	899.67
	International	1,093.42	1,115.29	1,137.60
Thereafter -	Domestic	2,177.24	2,220.78	2,265.20
	International	2,746.14	2,801.06	2,857.08

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
Graduate Co-op Work Term	Domestic	791.72	807.56	823.72
	International	995.80	1,015.71	1,036.03
MBA Tuition (per term)				
Full fee installment -	Domestic	4,687.80	4,781.56	4,877.20
	International	6,956.48	7,095.61	7,237.53
Non degree	Domestic		2,367.12	2,414.46
	International		3,512.68	3,582.93
MBA Re-registration fees (per term)				
until maximum completion limits				
	Domestic	1,547.15	1,578.09	1,609.66
	International	2,295.87	2,341.79	2,388.62
Thereafter -	Domestic	4,687.80	4,781.56	4,877.20
	International	6,956.48	7,095.61	7,237.53
MBA/JD MBA Tuition (per term)				
Full fee installment -	Domestic	4,687.80	4,781.55	4,877.20
	International	6,956.48	7,095.61	7,237.53
MBA/JD Re-registration fees (per term)				
until maximum completion limits				
	Domestic	1,547.15	1,578.09	1,609.66
	International	2,295.87	2,341.79	2,388.62
Thereafter -	Domestic	4,687.80	4,781.56	4,877.20
	International	6,956.48	7,095.61	7,237.53
Master of Global Business (MGB) fees (per term)				
Full fee installment -	Domestic	7,916.88	8,075.21	8,236.72
	International	13,086.29	13,348.02	13,614.98
MGB Partner University Double Degree (one time fee)		5,265.27	5,370.58	5,477.99
MGB Internship Fee	Domestic	395.86	403.78	411.86
	International	497.91	507.86	518.02
MGB Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,638.95	2,691.73	2,745.56
	International	4,362.08	4,449.32	4,538.31
Thereafter -	Domestic	7,916.88	8,075.21	8,236.72
	International	13,086.30	13,348.03	13,614.98

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
Master of Management (MM) fees (per term)				
Full fee installment -	Domestic	8,843.38	9,020.24	9,200.65
	International	11,496.40	11,726.32	11,960.85
Master of Management (MM) Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,918.32	2,976.69	3,036.22
	International	3,793.82	3,869.69	3,947.09
Thereafter -	Domestic	8,843.38	9,020.24	9,200.65
	International	11,496.40	11,726.32	11,960.85
MA in Community Development (MACD)				
	Domestic	3,100.80	3,162.81	3,226.07
	International	3,846.24	3,923.16	4,001.63
MACD Re-registration Fees, per term				
until maximum completion limits				
	Domestic	1,033.61	1,054.29	1,075.38
	International	1,282.06	1,307.70	1,333.86
Thereafter -	Domestic	3,100.80	3,162.81	3,226.07
	International	3,846.24	3,923.16	4,001.63
Health Informatics fee				
fees per term	Domestic	5,325.92	5,432.44	5,541.09
	International	6,083.68	6,205.35	6,329.46
Health Informatics Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,909.53	1,947.73	1,986.68
	International	2,168.73	2,212.11	2,256.36
Thereafter -	Domestic	5,325.92	5,432.44	5,541.09
	International	6,083.68	6,205.35	6,329.46
Master of Public Health (MPH)				
	Domestic	2,638.96	2,691.74	2,745.58
	International	3,328.78	3,395.36	3,463.27

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
MPH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	879.67	897.27	915.21
	International	1,109.57	1,131.76	1,154.40
Thereafter -	Domestic	2,638.96	2,691.74	2,745.58
	International	3,328.78	3,395.36	3,463.27
Double Degree in Nursing & Health Informatics (NNHH)				
	Domestic	4,398.14	4,486.10	4,575.83
	International	5,547.86	5,658.81	5,771.99
NNHH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,466.12	1,495.44	1,525.35
	International	1,849.29	1,886.28	1,924.00
Thereafter -	Domestic	4,398.14	4,486.10	4,575.83
	International	5,547.86	5,658.81	5,771.99
MEng Telecommunications & Information Security (MTIS) (per term)				
	Domestic	8,126.62	8,289.15	8,454.94
	International	10,767.66	10,983.01	11,202.67
MTIS Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	2,681.80	2,735.43	2,790.14
	International	3,553.33	3,624.40	3,696.89
Thereafter -	Domestic	8,126.62	8,289.15	8,454.94
	International	10,767.66	10,983.01	11,202.67
Master of Engineering in Applied Data Science (MADS) (per term)				
	Domestic	10,304.74	10,510.83	10,721.05
	International	13,617.00	13,889.34	14,167.13

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
MADS Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	3,400.57	3,468.58	3,537.95
	International	4,493.61	4,583.48	4,675.15
Thereafter -				
	Domestic	10,304.74	10,510.83	10,721.05
	International	13,617.00	13,889.34	14,167.13
Master of Engineering in Applied Data Science (MADS)				
PER UNIT - September 2026 Admit				
	Domestic			1,949.29
	International			2,575.84
Master of Engineering in Industrial Ecology (per term)				
	Domestic	6,494.60	6,624.50	6,756.99
	International	9,020.28	9,200.69	9,384.71
Master of Engineering in Industrial Ecology Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	2,143.24	2,186.10	2,229.82
	International	2,976.69	3,036.22	3,096.95
Thereafter -				
	Domestic	6,494.60	6,624.50	6,756.99
	International	9,020.28	9,200.69	9,384.71
Master of Engineering in Biomedical Systems (per term)				
	Domestic	5,659.76	5,772.96	5,888.42
	International	11,036.56	11,257.29	11,482.44
Master of Engineering in Biomedical Systems Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,867.73	1,905.08	1,943.18
	International	3,642.07	3,714.91	3,789.21
Thereafter -				
	Domestic	5,659.76	5,772.96	5,888.42
	International	11,036.56	11,257.29	11,482.44
Master of Engineering in Building Envelopes and Structures (per term)				
	Domestic	8,666.67	8,840.00	9,016.81
	International	13,333.33	13,600.00	13,872.00

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
Master of Engineering in Building Envelopes and Structures Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	2,860.00	2,917.20	2,975.54
	International	4,400.00	4,488.00	4,577.76
Thereafter -				
	Domestic	8,666.67	8,840.00	9,016.80
	International	13,333.33	13,600.00	13,872.00
Master of Engineering in Aerospace Systems Engineering (per term)				
	Domestic		11,666.67	11,900.01
	International		16,333.34	16,660.01
Master of Engineering in Aerospace Systems Engineering Re-registration Fees (per term)				
until maximum completion limits				
	Domestic		3,850.01	3,927.01
	International		5,390.01	5,497.81
Thereafter -				
	Domestic		11,666.67	11,900.01
	International		16,333.34	16,660.01
Master of Community Planning				
PER UNIT				
	Domestic			1,019.61
	International			2,745.10
PhD in Health Informatics (HINF) (per term)				
	Domestic	3,158.90	3,222.08	3,286.53
	International	7,841.90	7,998.74	8,158.72
PhD HINF Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,579.44	1,611.03	1,643.25
	International	2,587.80	2,639.55	2,692.34
Thereafter -				
	Domestic	3,158.90	3,222.08	3,286.53
	International	7,841.90	7,998.74	8,158.72
Doctor of Engineering - Leadership in Applications and Practice (per term)				
	Domestic		20,000.00	20,000.00
	International		33,333.34	33,333.34

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
Graduate Tuition (per term)				
Doctor of Engineering - Leadership in Applications and Practice		Re-registration Fees (per term)		
until maximum completion limits				
	Domestic		6,600.00	6,600.00
	International		11,000.01	11,000.01
Thereafter -	Domestic		20,000.00	20,000.00
	International		33,333.34	33,333.34
CERTIFICATES / DIPLOMAS				
Graduate Certificate in Medical Physics				
Per fee unit -				
	Domestic	1,523.74	1,554.22	1,585.31
	International	1,922.02	1,960.46	1,999.67
Grad Certificate Health Terminology Standards				
Per fee unit -				
	Domestic	1,213.83	1,238.11	1,262.88
	International	1,386.25	1,413.97	1,442.25
Micro Certificate - Applied Data Science (CADS)				
CADS #1 - Machine-Learning Fundamentals				
Per fee unit -				
	Domestic			1,949.29
	International			2,575.84
CADS #2 - Data Analysis & Management				
Per fee unit -				
	Domestic			1,949.29
	International			2,575.84
PROGRAM FEES, PER TERM - UNDERGRADUATE				
Inacademic Program Fee (BCom)				
	International	571.97	602.00	626.08
Professional Specialization Certificate				
in Special Education				
	Domestic	426.67	435.20	443.91
	International	652.30	686.54	714.01
ECS Launchpad Program Fee				
	Domestic			700.00
	International			3,500.00

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
PROGRAM FEES, PER TERM - GRADUATE				
Master of Business Administration (MBA)				
	Domestic	609.52	621.71	634.15
	International	815.16	831.46	848.09
JD/MBA Double Degree				
	Domestic	609.52	621.71	634.15
	International	815.16	831.46	848.09
Master of Global Business (MGB)				
	Domestic	1,137.70	1,160.45	1,183.66
	International	1,443.49	1,472.36	1,501.81
MGB Partner University Double Degree (one time fee)		2,081.11	2,122.73	2,165.18
Master of Management (MM)				
	Domestic	1,238.07	1,262.83	1,288.09
	International	1,768.67	1,804.05	1,840.14
PhD in International Management & Organization				
	Domestic	552.04	563.08	574.35
	International	597.08	609.02	621.20
MEd/MA EPLS Counselling				
	Domestic	426.63	435.16	443.87
	International	443.54	452.41	461.46
Indigenous Ed grad prog in Indigenous Revitalization				
	Domestic	426.65	435.18	443.89
	International	443.54	452.41	461.46
Child and Youth Care MA				
	Domestic	418.26	426.63	435.17
	International	434.82	443.52	452.39
Master of Community Planning				
	one time fee upon admit term			1,000.00

Schedule of proposed tuition fees to be effective May 1, 2026

		Effective May 1, 2024	Effective May 1, 2025	Effective May 1, 2026
PROGRAM FEES FOR UVIC DEGREE STUDENTS				
LATHE (Learning/Teaching in Higher Ed)				
	Domestic	864.74	882.03	899.67
	International	1,093.42	1,115.29	1,137.60
Indigenous Nationhood Certificate Program				
Degree Students	Domestic	864.74	882.03	899.67
	International	1,093.42	1,115.29	1,137.60
Health Terminology Standards				
Degree Students	Domestic	2,440.96	2,489.78	2,539.58
	International	2,787.69	2,843.44	2,900.31
Evaluation Certificate				
Degree Students	Domestic	864.74	882.03	899.67
	International	1,093.42	1,115.28	1,137.60

Appendix 2: Housing fee table

Single Student Housing	2025/26 (per term)	2026/27 Proposed (per term)	% Increase
Single	\$4,164	\$4,456	7.0%
Single B1 & B2	\$4,322	\$4,625	7.0%
Super Single	\$4,456	\$4,768	7.0%
Double	\$3,186	\$3,409	7.0%
Cluster	\$4,827	\$5,165	7.0%
Bachelor	\$4,847	\$5,187	7.0%
One bedroom	\$6,053	\$6,476	7.0%
One bedroom B1 & B2	\$6,282	\$6,722	7.0%
Pod Style	\$4,879	\$5,221	7.0%
2 bed townhouse	\$6,276	\$6,716	7.0%

Standard Meal Plan	2025/26 (per term)	2026/27 Proposed (per term)	% Increase
	\$3,729	\$3,880	4.0%

Single Student Housing with Meal Plans*	2025/26 Current	2026/27 Proposed	% Increase
Single room + standard meal plan	\$15,785	\$16,670	5.6%
Single B1 & B2 + standard meal plan	\$16,102	\$17,010	5.6%
Double room + standard meal plan	\$13,829	\$14,577	5.4%

*For the academic year (September to April)

Family Housing (monthly)	2025/26 Current	2026/27 Proposed	% Increase
One bedroom apartment	\$1,327	\$1,420	7.0%
Two bedroom apartment	\$1,608	\$1,721	7.0%
Two bedroom townhouse	\$1,706	\$1,825	7.0%
Three bedroom townhouse	\$2,004	\$2,144	7.0%

Appendix 3: Parking fee table

2026/27 Proposed Parking Rates*						
Long Term	Monthly	Daily	Hourly	Evening	Saturday	Annual
General	\$ 82.50	\$ 10.00	\$ 2.50	\$ 5.00	\$ 5.00	n/a
Reserved	144.00	n/a	n/a	5.00	5.00	n/a
Value	54.00	6.50	2.50	5.00	5.00	n/a
Motorcycle	47.00	n/a	n/a	n/a	n/a	n/a
Night Staff	41.00	n/a	n/a	n/a	n/a	n/a
Family Housing	41.00	n/a	n/a	n/a	n/a	\$ 504.00

Short Term	15 Mins	1 Hour
Inside Ring Road	\$ 0.75	\$ 3.00
Outside Ring Road	0.50	2.00

**Effective September 1st, 2026*

2025/26 Proposed Parking Rates*						
Long Term	Monthly	Daily	Hourly	Evening	Saturday	Annual
General	\$ 79.00	\$ 10.00	\$ 2.50	\$ 5.00	\$ 5.00	n/a
Reserved	138.00	n/a	n/a	5.00	5.00	n/a
Value	52.00	6.50	2.50	5.00	5.00	n/a
Motorcycle	45.00	n/a	n/a	n/a	n/a	n/a
Night Staff	39.50	n/a	n/a	n/a	n/a	n/a
Family Housing	39.50	n/a	n/a	n/a	n/a	\$ 492.00

Short Term	15 Mins	1 Hour
Inside Ring Road	\$ 0.75	\$ 3.00
Outside Ring Road	0.50	2.00

Appendix 4: Schedule of child care fees

Monthly Fees 2026/27	
Full-time Infant Care - Children Aged 6 to 18 Months (<i>max 10 spaces</i>)	
Staff, Faculty and Full-Time Student Families	\$200
Full-time toddler care – children aged 18 to 36 months (<i>max 36 spaces</i>)	
Staff, Faculty and Full-Time Student Families	\$200
Full-time 30 months to school aged 3-5 years (<i>max 107 spaces</i>)	
Staff, Faculty and Full-Time Student Families	\$200

Notes:

University of Victoria Child Care Services is funded by the BC Provincial Government's \$10 a Day Child Care Program.

Families who are Canadian Citizens or Permanent Residents are encouraged to check their eligibility for funding under the BC Provincial Government Affordable Child Care Benefit Program.



University
of Victoria

BOG-Mar31/26-11

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: March 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

A handwritten signature in black ink, appearing to read 'Elizabeth Croft'.

cc: Acting President and Vice-Chancellor

Meeting Date: March 31, 2026

Subject: Enrolment Projections for 2026/27

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve a recommended enrolment level of 20,300 FTE for the 2026/27 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, application rates and world events.

Background:

Enrolment projections set the overall parameters for the university to actively recruit and retain a diverse community of talented students. Using these projections, the university develops effective, data-driven student recruitment and retention initiatives that align with institutional plans and priorities, including the Strategic Plan. Enrolment projections also connect directly with budget planning and inform the Planning and Budget Framework.

For 2026/27, UVic is funded by the Ministry of Post-Secondary Education and Future Skills (PSFS) to enrol 17,072 FTE domestic and graduate students. This is an increase in funded FTEs from 2025/26, reflecting our successful applications to expand student spaces in the Faculty of Engineering and Computer Science and the Faculty of Health. Base budget investments have been directed to these faculties to support increased student enrolment.

As noted in the attached memo, the province does not provide funding for international undergraduate students. As such, UVic's total recommended enrolment level is higher than what is funded by the province. Total enrolment includes international undergraduate students, domestic undergraduate students, and graduate students.

Previous Consultation:

The recommended enrolment level was approved by Senate on February 6, 2026, following consultations with Deans' Council, the Board of Governors Finance Committee, and the Senate Committee on University Budget.

Planned Further Action:

The Office of the Vice-President Academic and Provost will work with Deans and the University Registrar to determine admissions requirements and cutoffs to achieve our targets. We will continue to implement strategies and develop programming to recruit, progress and retain a diverse population of students, based on our targets.

Enrolment levels are monitored throughout the year, with an official enrolment report presented to the Board in November.

Basis for Jurisdiction: University Act (section 27(r))
Institutional Accountability Plan and Report
Planning and Budget Framework
Senate

Attachment(s): Memo to Senate dated January 20, 2026



DATE: January 20, 2026

TO: Members of Senate

FROM: Elizabeth Croft, Vice-President Academic and Provost

CC: Tony Eder, Associate Vice-President Academic Resource Planning

RE: **Enrolment projections for 2026/27**

Background

This annual memo recommends a level of FTE enrolment for UVic for the coming year (2026/27). Under the [BC University Act](#), Senate recommends enrolment targets to the Board of Governors, which holds final approval authority. Levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other external factors.

The university's operating grant from the province is based on a specified enrolment expectation of undergraduate domestic students and graduate students. The enrolment projections and the funded levels set by government are defined in terms of annualized full-time equivalent (FTE) students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to equivalent enrolments taught (EETs), which are calculated by dividing the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Any undergraduate domestic or graduate student that UVic enrolls over the level set by government provides only tuition revenue to UVic, which is insufficient to cover the full cost of a student's education. International undergraduate enrolments are not funded through the provincial operating grant, and the full cost of their education is paid through tuition fees. Together, the provincial grant and tuition account for approximately 90% of UVic's operating budget revenue, 80% of which is allocated to employee salaries and benefits as per the annual Planning and Budget Framework.

UVic frequently works with the BC Government on targeted expansions of specific academic programs, aligned with government priorities and student interest. Government-approved expansions increase our enrolment targets and provincial operating grant and are included in the summary below.

Summary

The memo presents the Ministry of Post-Secondary Education and Future Skills (PSFS) target for UVic for 2026/27, provincially-funded expansions, and recommended enrolment by undergraduate/graduate and domestic/international categories. For context, the memo also outlines enrolment trends and reports against UVic's 2025/26 targets.

UVic's overall enrolment recommendation for 2026/27 is 20,300 FTE. Provided these enrolment levels are approved and achieved, the university's financial modeling indicates a balanced budget for 2026/27, without the need for planned reductions.



While UVic consistently meets our domestic undergraduate and graduate enrolment targets set by PSFS, many of BC's 25 public post-secondary institutions (PPSIs) are experiencing challenges meeting their targets. In November 2025, the Minister announced a Post-Secondary Sector Sustainability Review, noting that 20 of BC's 25 PPSIs are forecasting at least one annual deficit between now and 2028/29. The review is intended to take a broad, holistic approach to sector-wide sustainability and will cover the following areas:

- Governance and operations: examine the structure of the public post-secondary system to reduce duplication, streamline service delivery and improve overall efficiency.
- Program delivery: identify ways to deliver programs more effectively within existing budgets, ensuring that institutions are effectively preparing graduates with relevant skills and training.
- Financial sustainability: explore broad opportunities to address both short-term and long-term financial challenges.

UVic continues to offer—and look for opportunities to strengthen—pathways and partnerships with colleges and other research universities to support overall sector health. For example, UVic's pathway program with Camosun College represents the single biggest pathway in the BC transfer system.

UVic is also well positioned to help the province address critical environmental and societal issues facing our society, including through our teaching and research priorities. We will continue to advocate for additional funded spaces for domestic and graduate students to meet student demand and respond to government priorities. Future investments from the province will likely continue to be highly targeted and support government priorities, although their impacts are felt broadly at the university, including because they help to fund supports and services for all students.

Provided we remain competitive with recruitment and retention efforts, quality programming, scholarships, and early offers of admission, UVic is likely to continue experiencing strong demand from domestic and graduate students in the coming years.

Enrolment trends

Our undergraduate domestic enrolment is at its highest level to date. This is a result of strategic investments in entrance scholarships, earlier admission offers and funded government expansions in engineering and health programs. It is also a result of significant efforts within the faculties and the Division of Student Affairs to encourage student applicants to register and to make high-demand courses more available by opening waitlists and offering additional sections based on student demand.

It is worth noting that funded expansions from the province have increased our enrolment levels by 993 FTE over the period of 2018/19 to 2024/25. Accompanying the funded FTE increase have been base budget investments in the faculties of Engineering and Computer Science, Health, Humanities, Science and Social Sciences to meet these higher levels of enrolment demand. Enrolment management funds are allocated annually through VPAC and the faculties. Thanks to these resourcing efforts, student-faculty ratios have remained constant over the past decade.

Graduate enrolment is also tracking well, ahead of previous years, thanks in part to our research reputation and the quality of our faculty and graduate programs.

Domestic applications remain strong for 2026/27, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population.

Population growth in BC over the past two decades has largely been driven by immigration and by inter-provincial migration. According to [BC Stats](#), the population of BC is expected to grow by almost 800,000 people over the coming decade, but the projected population of 18–24 year olds is expected to decline by almost 50,000 individuals over that same period. While population growth informs the demand for



post-secondary education, the personal economic benefits of attending university are well known to prospective students and their families, and we expect domestic interest to remain strong. The major research universities in BC, including UVic, have been above target with respect to funded domestic enrolments for several years.

In contrast to the positive domestic outlook, the international outlook for post-secondary institutions in Canada is constrained, and institutions across the province and country have experienced—and continue to experience—a decline in international student registrants.

Immigration, Refugees and Citizenship Canada continues to implement constraints on study permit applications, requirements and allocations. We are into the third year of the requirement for prospective international students to obtain a Provincial Attestation Letter (PAL) before applying for a Canadian study permit. The allocation of PALs fortunately has not yet constrained our approval of study permits, but it has created application complexities for all international undergraduate students wishing to study in Canada, including those already onshore and transfer students. Graduate students were recently excluded from this process. These entry requirements are in addition to financial requirements, limits to hours worked in a week, and limits to online studying imposed earlier. We believe these changes continue to create uncertainties for students and affect application numbers.

There is also increased competition globally for students. Many of our principal source countries, including China and India, continue to increase onshore domestic opportunities for students. The United Kingdom and Australia remain top destinations for Chinese students, and Asian countries such as Japan, Hong Kong and Singapore are becoming increasingly popular. As part of our [Strategic Enrolment Management Plan](#) published in 2019, UVic is further diversifying our international undergraduate student population by country. In this increasingly competitive market, we continue to reinforce the UVic value proposition to prospective students, which includes integrating academic and research excellence with experiential learning to address global challenges.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest in Canada and Canadian post-secondary education. For example, UVic, like most Canadian institutions, experienced a significant drop in applications from India—one of our longstanding top three recruitment countries—following diplomatic tensions. Application numbers have only recently begun to recover and stabilize.

These factors, and potentially more, are contributing to international enrolment shortfalls across the sector and are informing our international enrolment targets.



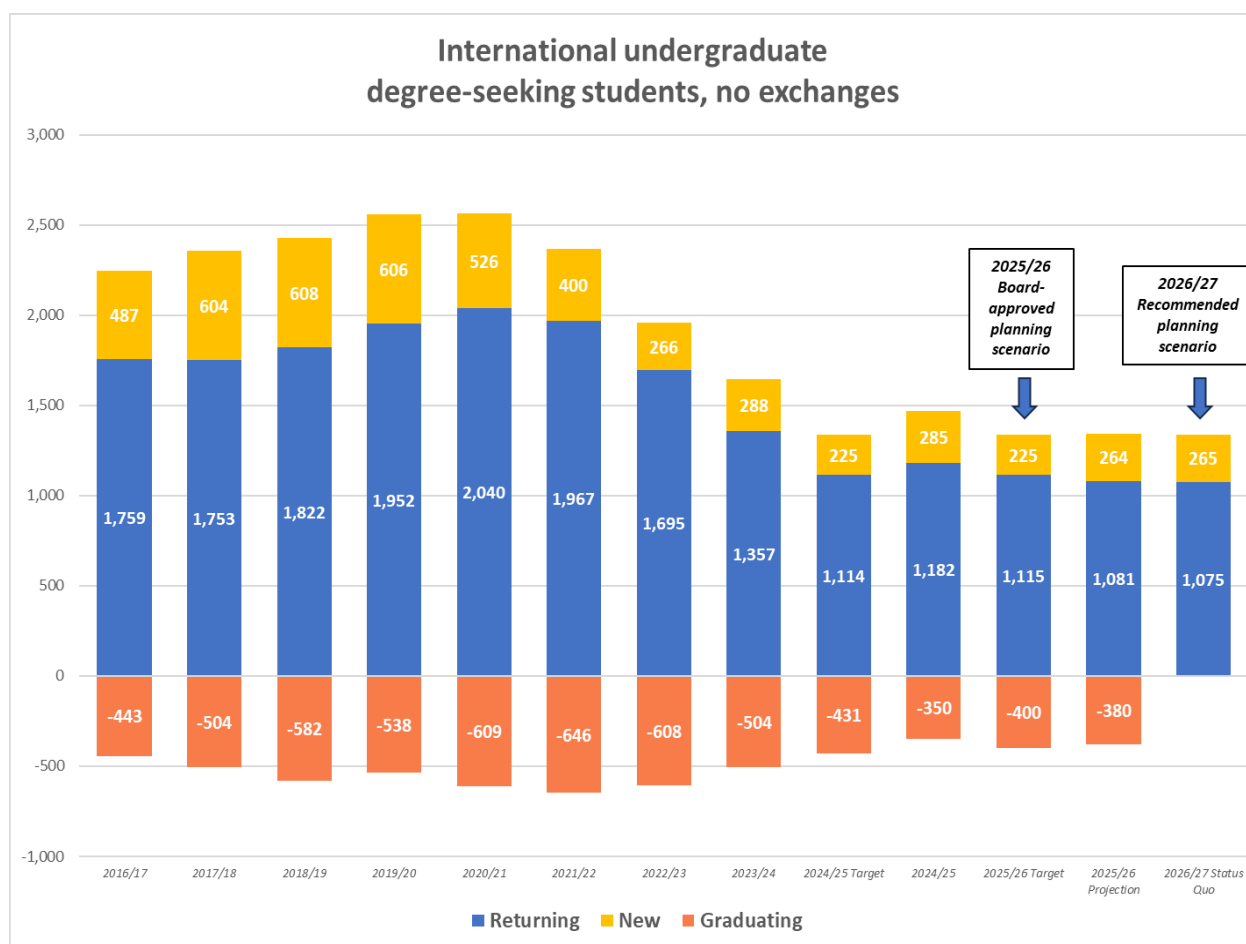


Figure 1: UVic's international undergraduate enrolment over time and planned level for 2026/27.

Recruitment efforts at UVic include scholarships for domestic and international students, diversifying both in terms of countries and the programs we are marketing, strengthening our international network of recruiters and agents, and targeted marketing campaigns. We have also clarified and sped up our admission processes, with offer letters going out four weeks earlier than in previous years. We continue to look for new pathway opportunities, including through the Division of Continuing Studies and the BC Transfer System. New degree programs, micro-credentials and professional graduate degrees are also helping to set us apart and attract learners.

Report on 2025/26 targets

Our fall interim enrolment report to PSFS shows that we will exceed our 2025/26 funded enrolment accountabilities for domestic undergraduate students (which do not include international students) and that we will exceed our graduate student target.

On a domestic undergraduate basis, UVic is at 107% of our PSFS target (15,529 FTE on a target of 14,508) and on a graduate basis, UVic is at 119.6% of PSFS target (2,916 FTE on a target of 2,438). For budget planning purposes, UVic set undergraduate and graduate enrolment targets higher than PSFS targets at 15,512 FTE and 3,027 FTE respectively. Including international undergraduate FTE, UVic's total enrolment is 99.6% of target or 19,790 FTE on a target of 19,879 FTE.

Annually, the Office of the Vice-President Academic and Provost works with Deans to ensure adequate resourcing for enrolment fluctuations, and internal, faculty-specific targets are reviewed and adjusted to align with student demand and approved plans.

Annualized FTE target comparison

	2024/25 actuals	2025/26 target	2025/26 forecast	Ministry funded
Domestic undergraduates	15,050	15,512	15,529	14,508
International undergraduates	1,426	1,340	1,345	0
Total undergraduates	16,476	16,852	16,874	14,508
Total graduates	3,001	3,027	2,916	2,438
Total students	19,477	19,879	19,790	16,946

Table 1: UVic's overall annualized enrolment for 2025/26 is projected to exceed our undergraduate target by 22 FTE but be short of UVic's internal graduate target by 111 FTE, while remaining well above the Ministry-funded level. Our graduate forecast and target both exceed our Ministry-funded target.

Annualized student FTEs over time

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	7-yr % chg
Undergrad domestic	14,129	14,239	14,083	14,299	14,818	15,050	15,529	9.9%
Undergrad international	2,577	2,492	2,275	1,907	1,587	1,426	1,345	-47.8%
Total undergraduates	16,706	16,731	16,358	16,171	16,405	16,476	16,874	1.0%
Total graduates	2,688	2,630	2,791	2,853	2,974	3,001	2,916	8.5%
Total students	19,364	19,361	19,149	19,059	19,379	19,477	19,790	2.2%

Table 2: UVic's overall annualized student FTEs have been stable, with a growth of 2.2% in seven years. As we are currently in 2025/26, this number is a projection and includes a best estimate of spring term 2026.



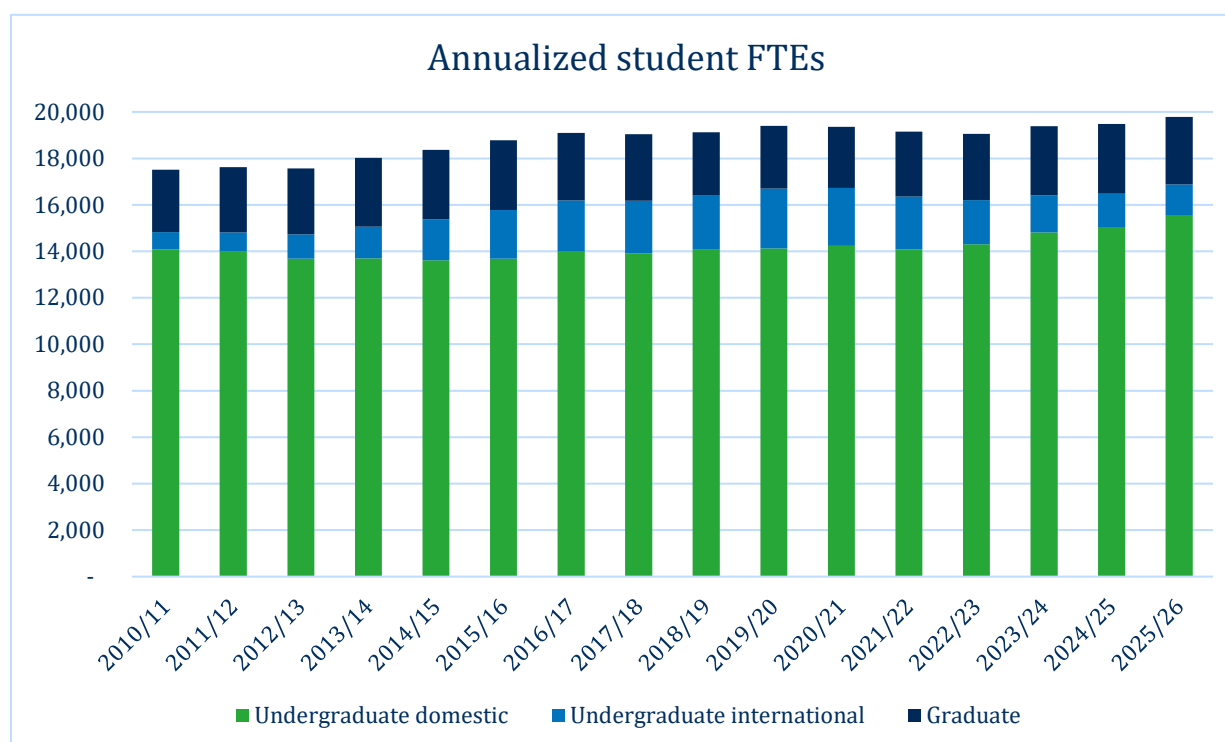


Figure 2: Overall annualized student FTEs over time. Between 2018/19 and 2025/26 UVic has been funded for an additional 998 domestic FTE. Student-faculty ratios have remained constant over this period.

Recommended enrolment levels for 2026/27

For 2025/26, UVic was funded by PSFS to enrol **16,920 FTE students**, which included the second year of the expansion of student spaces in technology-related programs and expansions in the Nurse Practitioner and Health Information Sciences programs. For 2026/27, an additional **152 FTE** including 140 FTE for technology-related programs and 12 FTE for graduate health information sciences are anticipated, bringing **PSFS's total funded enrolment target for UVic to 17,072 FTE**.

As noted earlier in this report, funded expansions result in new base budget investments directed to the faculties offering the programs and courses, to support the increased number of students enrolled.

2026/27 PSFS-funded expansions	FTE
Bachelor Software Engineering*	60
Bachelor Computer Science*	75
ENGR Additional Allocation**	80
ENGR Economic Sector Alignment**	50
Bachelor Health Information Science	10
Master Health Information Science	12
Total funded new FTEs	152

Table 3: PSFS provided UVic with funding for an additional 152 FTE in 2026/27 for specific academic programs aligned with government priorities and student demand. PSFS has canceled some expansions (*) and others remain tentative (**).

Because international enrolments are not included in the PSFS target, UVic's total recommended enrolment level will be higher than what is funded for by the province. Total enrolment includes international undergraduate students, domestic undergraduate students, and graduate students.

Thanks to significant recruitment initiatives outlined earlier, as well as immigration and onboarding efforts, UVic was able to achieve the planned level of 1,340 international undergraduate FTE in 2025/26 and had an actual enrolment of 1,345 FTE. Senators will recall that the recommended target, which was approved by the Board of Governors on recommendation of Senate, reflected prudent planning and the continuing challenges with international enrolment across the Canadian post-secondary sector, which are expected to persist into 2026/27. Continuing with this planning and outlook, the recommended international undergraduate target for 2026/27 is 1,340 FTE.

Given the projected intake of international undergraduates and the strong demand from domestic undergraduate students, the Board of Governors endorsed a planned domestic undergraduate enrolment level 1,312 FTE higher than our target with PSFS. Similarly, at the graduate level, UVic enrolls an additional 576 FTE beyond our PSFS target, and that enrolment level is expected to persist.

The table below shows expected enrolment levels for both PSFS-funded enrolment accountabilities and UVic's internal enrolment expectations for 2026/27. The recommended enrolment level of 20,300 FTE includes additional FTE for provincially funded expansions: 140 FTE for technology-related programs and 12 FTE for graduate health information science. International undergraduate enrolments and additional graduate as well as domestic undergraduate enrolments are also factored into the recommended enrolment level.

Expected enrolment levels

PSFS-funded undergraduate FTE	14,648
PSFS-funded graduate FTE	2,424
Total PSFS-funded FTE for 2026/27	17,072
International enrolments*	1,340
Additional domestic undergrad enrolments*	1,312
Additional graduate enrolments*	576
Recommended enrolment level for 2026/27	20,300

*Table 4: Expected and recommended enrolments for UVic. *Recommended in consultation with the Board of Governors.*

Faculty plans have been developed to accommodate at least this level of enrolment and enrolment management supports are available to the faculties in consultation with VPAC. Admission standards will continue to vary by program based on demand, but will remain well above Senate-approved minimums of 67% for high school entrants and 60% for college transfers.

This recommended enrolment level informs our financial outlook and annual Planning and Budget Framework, which is approved by the Board of Governors in March. Provided these enrolment levels are approved and achieved, the university's financial modeling indicates a balanced budget for 2026/27, without the need for planned reductions.

Motion

THAT Senate approve and recommend to the Board of Governors that it also approve a recommended enrolment level of 20,300 FTE for the 2026/27 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.