University of Victoria

Board and Board Committee Meetings
Monday November 30 and Tuesday December 1, 2026

Open Session
Tuesday December 1, 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 December 1, 2026 be approved.

2. **Approval of Summary Record of the Meeting held September 29, 2026** *(attached)*
   MOTION:
   THAT the summary record of the open session of the regular meeting held September 29, 2026 be approved.

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

4. **Chair's Remarks**

5. **Correspondence**

6. **President's Report**

7. **External Relations Report** BOG-Dec01/26-21

CONSENT

8. **Finance Committee (Erinn Pinkerton)**

   a. University of Victoria Staff Pension Plan – Investment Performance Report for the Period Ended September 30, 2026 BOG-Dec01/26-30

   b. University of Victoria Staff Pension Plan – New Actuarial Valuation Completed as of December 31, 2025 BOG-Dec01/26-32

9. Operations and Facilities Committee (Roshan Danesh)

a. New and Revised Awards

BOG-Dec01/26-02

MOTION:

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

- Carol Lalli Award in Music* (New)
- Chelsea and Katie Award in Fine Arts* (New)
- Colleen Rasmussen/Drexel Memorial Award* (New)
- Donna Trenholm Staff Award in Humanities* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (Revised)
- Dr. Francis Horne Sr. and Native Northwest Award (New)
- Dr. Peter Montgomery Graduate Scholarship* (Revised)
- Eloise Spitzer Award for Graduate Studies (Revised)
- Frank Hori Foundation Scholarship (Revised)
- Gervin Inuit & Métis Award for Distinguished Advocacy and Leadership (Revised)
- Lei & Di Medical Physics Graduate Scholarship* (Revised)
- Leslie and Kaye Jowett Graduate Scholarship* (Revised)
- Marine Geoscience and Oceanography Scholarship* (Revised)
- Native Northwest Reconciliation Award (Revised)
- Nicholas V. Galichenko Scholarship* (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Planar Motor Scholarship (New)
- Pooni Family Award (Revised)
- Robin and Jane Hall Business Undergraduate Award* (Revised)
- Robin and Jane Hall Business Graduate Award* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Sharyl Yore Award* (Revised)
- The Iron Ring Camp 23 Award* (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (Revised)
- Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (Revised)
- Victoria Hope Society Student Award (New)
- W.R. (Bill) Gordon Scholarship* (Revised)
- Wilson S.C. Lai Scholarship (Revised)
- Zoe's Award for Women in Second Year Engineering and Computer Science (New)
- Dearing Family Award (New)
- Fasken Prize in Transsystemic Contracts (New)
- Stonehouse Family Graduate Scholarship in Nursing (New)

- Alexander Holburn Beaudin & Lang Scholarship* (Revised)
- Bonnie and Ken Putt Award* (Revised)
- CSSE/EIC Vancouver Island Award (Revised)
- Elias Mandel Prize for Study Abroad* (Revised)
- First Open Heart Society of B.C. Scholarship (Revised)
- Greater Victoria Chamber 1863 Impact Award* (Revised)
- IEEE Pacific Rim Wu-Sheng Lu Graduate Scholarships* (Revised)
- International Scholars Impact Award (New)
- Jim & June Young Memorial Award* (Revised)
- John and Joan Mathers Scholarship in Biology (New)
- John Peter Memorial Scholarship* (Revised)
- Mark Deeley Entrance Scholarship (New)
- Peninsula Co-op Bud Nunn Entrance Award (Revised)
- Peninsula Co-op Jack Groves Entrance Award (Revised)
- Peninsula Co-op Sus Tabata Entrance Award (Revised)
- Peninsula Co-op Pat Fafard Entrance Award (Revised)
- R. H. Roy Scholarship in Military History and Global Security* (Revised)
- Silvan Herberger Memorial Scholarship* (New)
- Thorsteinssons Prize in Taxation (Revised)
- VIES Leaders' Entrance Award* (Revised)
- UVSS International Student Award (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
- Glenda and Alexander Kirk Graduate Fellowship in Physical Chemistry and Chemical Physics (New)
- Janina Wetselaar Award in Nursing (Revised)
- Nick Matous Memorial Award* (New)
- Orca Book Publishers Award in Indigenous Language Revitalization (Revised)
- William Haysom Award (New)
- Wuitchik Family Marine Sciences Graduate Scholarship (Revised)
- Association of Women in Finance Award (Revised)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dr. Charlotte Loppie Award* (Revised)
- Faculty of Science Award (New)
- Margaret Beck Student Research Travel Undergraduate Award* (Revised)
- Margaret Beck Student Research Travel Graduate Award* (New)
- Reinhard Illner Math Scholarship* (New)
- The Neurodiversity Family Centre Student Award (New)
- Thomas Hukari Fellowship in Linguistics and Indigenous Language Revitalization* (New)
- University of Victoria Langford Education Award* (New)

• Ada and Robert Le Grys Memorial Scholarship in Molecular Life Sciences* (Revised)
• Alexander and Glenda Kirk Award (Revised)
• Allen P. James Scholarship* (Revised)
• Carfra Lawton LLP Scholarship (Revised)
• Charles Humphrey Memorial Scholarship in Molecular Life Sciences* (Revised)
• Deanna Carter Molecular Life Sciences Scholarship (Revised)
• Don Knowles Memorial Scholarship* (Revised)
• Dr. Ed Ishiguro – Oak Bay Kiwanis Bursary (Revised)
• Dr. Ernst Von Rudloff Bursary in Molecular Life Sciences* (Revised)
• Gerhart B. Friedmann Bursary* (Revised)
• Hugh and Lilian Salmond Molecular Life Sciences Scholarship* (Revised)
• Hugh and Lilian Salmond Scholarship in Molecular Life Sciences* (Revised)
• Jane Seaborne Bursary* (Revised)
• John and Fern Spring Music Scholarship* (New)
• John Carling Fraser Memorial Bursary* (Revised)
• John Carling Fraser Memorial Scholarship* (Revised)
• Pearson Family Award* (Revised)
• Richard L. Williams Memorial Award* (Revised)
• Sardul S. Gill Graduate Scholarship* (New)
• LE,NONET Undergraduate Bursary (Revised)

** Administered by the University of Victoria Foundation*

b. Proposal to discontinue the Non-credit Certificate in General Studies BOG-Dec01/26-03

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Non-credit Certificate in General Studies, as described in the document "Certificate in General Studies (noncredit)".

c. Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) BOG-Dec01/26-04

MOTION:

THAT the Board of Governors approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for a five-year period, July 1, 2028 – June 30, 2033.

d. Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN) BOG-Dec01/26-05

MOTION:

THAT the Board of Governors approve the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN).

e. Proposal to discontinue the Nursing Education Graduate Certificate Degree Program BOG-Dec01/26-06

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Nursing Education Graduate Certificate Degree Program

f. Proposal to discontinue the Nursing and Health Informatics Double Degree Program BOG-Dec01/26-07

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Nursing and Health Informatics Double Degree program.

g. Proposal to revise the Master of Nursing program BOG-Dec01/26-08

MOTION:

THAT the Board of Governors approve the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master's program, Master of Nursing - Nurse Practitioner, as described in the document "Master of Nursing in Advanced Practice Nursing".

THAT the Board of Governors approve the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN - Nursing) program as described in the document "Master of Nursing in Advanced Practice Nursing".

h. Proposed changes to the PhD in Nursing program BOG-Dec01/26-09

MOTION:

THAT the Board of Governors approve the proposed changes to the PhD in Nursing program, as described in the document "PhD in Nursing".

i. Report on Student Financial Aid 2025/26 BOG-Dec01/26-12

j. 2025/26 Annual Report on the Status of External Reviews of Academic Units BOG-Dec01/26-10

k. Due Diligence Report – Facilities Maintenance BOG-Dec01/26-15

l. Status Report on Capital Projects BOG-Dec01/26-14a

Pro Forma Motion:
THAT the above items be approved by the Board of Governors by consent.

REGULAR

10. Finance Committee (Erinn Pinkerton)

a. University of Victoria Staff Pension Plan – Proposed Revisions to the Plan's Governance Policy BOG-Dec01/26-33

MOTION:
THAT the Board of Governors approve and adopt the changes shown in the redlined version of the Governance Policy for the University of Victoria Staff Pension Plan, attached hereto, effective December 1, 2026.

11. Operations and Facilities Committee (Roshan Danesh)

a. Revisions to Policy on Scholarly Integrity AC1105 (A) BOG-Dec01/26-28

MOTION:
THAT the Board of Governors approve the revisions to the Policy on Scholarly Integrity AC1105 (A), as outlined in the attached.

b. 2026 Report on Rankings and Research Profile BOG-Dec01/26-17

c. 2026/27 Enrolment Analysis Report BOG-Dec01/26-11

d. Annual Report on Non-Academic Misconduct, Allegations and Resolutions BOG-Dec01/26-13

e. Equity and Human Rights Annual Report 2025/26 BOG-Dec01/26-27

12. Other Business

Adjournment

Board and Board Committee Meetings
Monday September 28 and Tuesday September 29, 2026

University of Victoria

Open Session
Tuesday September 29, 2026
Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

Present: Erinn Pinkerton (Chair), Tricia Best, Marion Buller, Erin Campbell, Elizabeth Croft, Roshan Danesh, Gilbert Imoesi, Pascalle Ricard, Jyoti Stephens, Michael Stubbing, Carrie Andersen (Secretary)

By Invitation: Andrew Coward, Helga Hallgrímsdóttir, Chris Horbachewski, Angela Jaime, Lisa Kalynchuk

Regrets: Bruce Ravelli

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

1. **Approval of Agenda**
MOTION: (P. Ricard/T. Best)
THAT the agenda of the open session of the regular meeting of September 29, 2026 be approved.

CARRIED

2. **Approval of Summary Record of the Meeting held June 29, 2026**
MOTION: (E. Campbell/M. Stubbing)
THAT the summary record of the open session of the regular meeting held June 29, 2026 be approved.

CARRIED

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

4. **Chair's Remarks**
The Chair provided a territorial acknowledgment and noted that National Day of Truth and Reconciliation is September 30, 2026.

E. Pinkerton welcomed everyone back to the new school year. She noted that this is the largest class ever with total enrolment approximately 23, 000.

E. Pinkerton welcomed the new Board members and stated that two newly appointed order in council members will be joining the Board at the November meetings.

She noted that incoming President Rhonda McEwen will begin working on campus in October and thanked Elizbeth Croft who has been doing an amazing job as Acting President and Vice-Chancellor during this transition time.

5. Correspondence

There was none.

6. Acting President's Report

Elizabeth Croft, Acting President and Vice-Chancellor noted it was a pleasure to serve in the role. She thanked executive members for supporting her during this time and added that she was looking forward to returning to her role as Vice-President Academic and Provost. She thanked the Board members for taking the university forward in such a good way.

E. Croft echoed the Chair in that this is the largest undergraduate incoming class at 5255 students with 23,000 full-time enrolments overall. She stated that there were many well attended student and faculty welcome events with lots of excitement on campus.

E. Croft stated that incoming President and Vice-ChancellorRhonda McEwen would be starting on October 15, 2026. She noted that the new Dean of the Peter B. Gustavson School of Business, Dr. Bruno Silvestre had started his term.

E. Croft provided information on UVic's Orange Shirt Day gathering at Centennial Stadium.

E. Croft commented on the numerous awards, accolades, and funding announcements over the summer.

She shared that UVic is pleased to welcome two internationally recognized scholars, David Almeida and Eliott Hazen, as part of the first Eddie Goldenberg Research Chairs of Canada cohort.

E. Croft reported that AY Sensors Inc, a company founded by Makhsud Saidaminov (Chemistry), has featured as one of the "Top 100 Startups to Watch" by the Falling Walls Foundation. AY Sensors Inc. is one of only five Canadian companies on this list.

There were no questions for E. Croft.

7. External Relations Report BOG-Sep29/26-23

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

There were no questions for C. Horbachewski.

CONSENT

8. Finance Committee (Erinn Pinkerton)

a. 2026/27 Budget Expenditure Allocation Report BOG-Sep29/26-09

9. Operations and Facilities Committee (Roshan Danesh)

a. Annual Academic Staffing, Recruitment and Vacancies Report BOG-Sep29/26-21

b. Status Report on Capital Projects BOG-Sep29/25-07a

REGULAR

10. Finance Committee (Erinn Pinkerton)

a. Working Capital Investment Report – January 1, 2026 to June 30, 2026 BOG-Sep29/26-11

E. Pinkerton stated that the Finance Committee was presented the working capital investment report for the six months ending June of this year for information. She provided an overview of the report.

b. University of Victoria Responsible Investment Report – March 31, 2026 BOG-Sep29/26-12a

E. Pinkerton noted the committee reviewed the responsible investment report for the period ending March 31, 2026. The responsible investment policy requires an annual report out to the Board.
The report provides an overview of how the university has been integrating responsible investments into the management of the university's Working

Capital Investments and highlights the progress made toward responsible investment commitments.

MOTION: (E. Campbell/T. Best)
THAT the Board of Governors approve the revised Working Capital Investment Policy FM5200, as attached in Appendix 1, to be effective immediately.

CARRIED

11. Operations and Facilities Committee (Erinn Pinkerton for Roshan Danesh)

a. Working Capital Investment Policy Update - FM5200 BOG-Sep29/26-15

E. Pinkerton introduced the proposal and highlighted the key revisions.

MOTION: (P. Ricard/T. Best)
THAT the Board of Governors approve the revised Working Capital Investment Policy FM5200, as attached in Appendix 1, to be effective immediately.

CARRIED

b. Proposed Update to Policy #HR6420 - Professional Development Expenses and Leave: Professional Employees' Association Staff BOG-Sep29/26-02

E. Pinkerton indicated the next two policies were mainly administrative updates, with a key change in the PEA policy to increase the Professional Development allowance to align to recent collective agreement. The policies were both updated with similar wording to allow for greater flexibility to make future allowance adjustments in a timely and consistent manner.

MOTION: (P. Ricard/M. Stubbing)
THAT the Board of Governors approves revisions to the Professional Development Expense Policy for PEA Staff, HR6420, effective October 1, 2026.

CARRIED

c. Proposed Update to Policy #HR6400 - Professional Development Expenses and Leave: Management Excluded Staff BOG-Sep29/26-03

MOTION: (T. Best/P. Ricard)
THAT the Board of Governors approves revisions to the Professional Development Expense and Leave Policy for Management Excluded Staff, HR6400, effective October 1, 2026.

CARRIED

d. Fundraising and Gift Acceptance Policy (ER4105) BOG-Sep29/26-17

E. Pinkerton noted that Alumni and Development completed a comprehensive review of the existing Fundraising and Gift Acceptance Policy.

The current combined policy has been separated into two policies: a Gift Acceptance Policy and a Fundraising Policy. She outlined key policy revisions.

MOTION: (E. Campbell/P. Ricard)
THAT the Board of Governors approve the proposed changes to the Fundraising and Gift Acceptance Policy (ER4105).

CARRIED

e. Fundraising Policy BOG-Sep29/26-18

MOTION: (G. Imoesi/T. Best)
THAT the Board of Governors approve the Fundraising Policy.

CARRIED

12. Audit Committee (Michael Stubbing)

a. PSAS Budget Approval and Government Reporting Entity Quarterly Report – period ending June 30, 2026 BOG-Sep29/26-06

M. Stubbing noted this is a quarterly report that follows the Public Sector Accounting Standards (PSAS) basis of accounting. He provided an overview of the report.

MOTION: (G. Imoesi/P. Ricard)
THAT the Board of Governors approve the budget and associated forecast prepared for inclusion in the 2026/27 University of Victoria Consolidated financial statements in accordance with the Public Sector Accounting Standards, as per Schedules A and B.

CARRIED

13. Executive and Governance (Erinn Pinkerton)

a. Procedures of the Board 2026/27 BOG-Sep29/26-32

E. Pinkerton annually the Board Procedures are reviewed. No revisions are recommended.

MOTION: (E. Campbell/M. Stubbing)
THAT the Board of Governors approve the Procedures of the Board for the year 2026/27 and the Statement of Responsibilities of the Board of Governors and its Members.

CARRIED

14. Other Business

There being no other business, the meeting adjourned at 11:19 a.m.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Board of Governors

For: Information

From: Chris Horbachewski, Vice-President, External Relations

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: External Relations Report - Open

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

- Building meaningful relationships and partnerships
- Enhancing UVic's reputation and visibility
- Advancing engagement with government and community
- Fostering alumni connection and philanthropy
- Celebrating institutional achievements and milestones
- Supporting cultural and community activities that strengthen the university's presence and impact

BUILDING MEANINGFUL RELATIONSHIPS AND PARTNERSHIPS

UVic partnership energizes Cumberland youth

Through a partnership between the Lake Park Society and UVic's Accelerating Community Energy Transformation (ACET) initiative, dozens of youth in Cumberland, BC, gained hands-on experience with renewable energy technologies and concepts, helping build the next generation of climate and energy leaders.



Shared on central social media and web channels, the initiative advances UVic's commitment to building energy literacy, inspiring future climate and energy leaders, and engaging young people in community-led clean energy innovation.

TEDxVictoria 2026 connects UVic ideas with the community

On Oct. 7, UVic hosted TEDxVictoria at the Farquhar Auditorium for the first time and participated as a Community Activator sponsor. The event welcomed approximately 1,000 attendees and featured 12 speakers, including six from UVic, showcasing the university's research expertise, creativity and innovation.



The event elevated UVic's profile as a hub for ideas and thought leadership while creating meaningful opportunities to connect with the broader community, and there is a possibility of its return in 2027.

Honouring Long Service at UVic

Human Resources, supported by Ceremonies and Events, hosted UVic's Long Service Awards on October 23. This event brought together employees, families and colleagues to celebrate the dedication and contributions of long-serving members of the university community. The well-attended event provided an opportunity to recognize the collective impact of employees whose years of service have helped shape the university's success and strengthen its culture.

Fall Convocation Honours Graduates and Community Leaders

Fall 2026 Convocation brought together graduates, families, faculty, staff and community members across four ceremonies held on November 9 and 10 to celebrate student achievement and mark an important milestone in their academic journey. The university also celebrated three honorary degree recipients; Christiane Smyth, George Smyth (posthumously), and Daniel Lapp in recognition of their exceptional contributions to community, culture and public life.

As one of the university's most significant annual ceremonies, convocation strengthens connections between graduates and their alma mater, fosters pride among students and supporters, and showcases UVic's ongoing contributions to the province and beyond.

Installation of President Rhonda McEwen
The installation of President Rhonda McEwen provided an opportunity for the university community and distinguished guests to formally welcome UVic's new president and celebrate the beginning of a new chapter in the institution's history. A series of events surrounding the installation, including a family dinner, luncheon, community reception and installation ceremony, brought together university leaders, partners, supporters and community members to mark the occasion.

Students gain work experience at The Farquhar
With the start of events and activities in Sept, The Farquhar has hired 35 students as Front of House casual staff and introduced elements of UVic's Equity Action Plan as part of their training. These positions help UVic produce career-ready grads by giving them practical work experience, while also helping to fund their educations. Shifts are self sign-up providing flexible work schedules around school commitments.

ENHANCING UVIC'S REPUTATION AND VISIBILITY

PICS invests in UVic climate research



The Pacific Institute for Climate Solutions (PICS) has awarded more than $800,000 to eight UVic research teams working on climate solutions—more than any other post-secondary institution for this round of funding. The funding reinforces UVic's role as a hub for climate leadership and innovation in Canada, and projects are designed to generate practical, evidence-based solutions for communities in British Columbia and beyond. Featured in Victoria Buzz and amplified by Education News Canada.

UVic experts provide insights on BC Provincial election

Ahead of the Oct. 24 BC provincial election, University Communications and Marketing issued an expert advisory in the media, highlighting eight UVic subject-matter experts to provide informed commentary on key election issues, including provincial politics, housing affordability, climate and energy policy, trade relations, democracy and governance.

The media advisory positioned UVic experts as trusted voices in public discussions and supported media access to research-informed perspectives on issues affecting British Columbians. Media coverage in provincial and national outlets, including CBC, *The Times Colonist*, Business in Vancouver, The Press-Enterprise, AM1150 Radio, with additional pickup in regional publications.



TIMES COLONIST

NEWS OPINION EVENTS LIFE & ARTS FEATURES PROPERTIES CLASSIFIEDS OBITU.

Home › BC Votes 2026

B.C. parties dodge the deficit as election promises pile up

The three parties are not talking seriously about how to tackle a projected $13.8-billion deficit and a $183-billion debt.

Cindy E. Harnett
Oct 13, 2026 5:00 AM

From left to right, B.C. NDP Leader David Eby in Vancouver, B.C. Conservative Leader Lorne Doerkson and B.C. Green Party Leader Emily Lowan. THE CANADIAN PRESS

New Website Launches

Building on our commitment to heightened standards for brand, accessibility, user experience and overall quality, University Communications and Marketing have supported fully redesigned websites this fall for the School of Social Work, the School of Molecular Life Sciences, the School of Indigenous Governance, Teacher Education, and Biomedical Engineering. Enhancements were also made across the uvic.ca web ecosystem to support AI-readable schema improving how UVic content is discovered and referenced by AI Tools and agents.

Storytelling strengthens visibility and connection

Alumni & Development Marketing & Communications continued to advance institutional storytelling through digital communications, publications and alumni content. This fall included promotion of the new UVic Alumni Guest Speaker Series: Shorts featuring Bob MacDonald, continued alumni and donor impact storytelling, and preparation of the fall issue of *Torch* alumni magazine. Work also continued on refreshed alumni communications, new giving community identities and enhanced digital engagement tools designed to strengthen awareness of alumni achievement and the impact of philanthropy at UVic.

ADVANCING ENGAGEMENT WITH GOVERNMENT AND COMMUNITY

2026 Municipal Elections

The October 17 municipal elections brought a mix of continuity and change across Greater Victoria, with Marianne Alto re-elected in Victoria, Kevin Murdoch securing a third term in Oak Bay, and the most significant shift occurring in Saanich, where all six Save Our Saanich-endorsed candidates were elected, giving the group the majority of Council seats. University Relations is advancing a coordinated municipal engagement strategy to strengthen relationships with newly elected and returning officials, build a deeper understanding of Council priorities and identify opportunities for collaboration on shared interests.

Senior Federal Public Service Delegation
University Relations organized a visit for approximately 20 senior federal public servants, providing an opportunity to showcase UVic's research, expertise and contributions to key public-policy issues. The visit highlighted Ocean Networks Canada and its role in advancing ocean science, technology and innovation, alongside a session with the Faculty of Law exploring Indigenous law and governance. The visit also provided an opportunity to strengthen connections between UVic and senior federal leaders and lay the groundwork for future engagement and collaboration.

UVic Welcomes New Deputy Minister University Champion
Cindy Termorshuizen visited UVic on October 2 for her first engagement as UVic's Deputy Minister University Champion. The Deputy Minister's Champion Program in the Government of Canada is a leadership initiative where senior deputy ministers act as strategic sponsors, guides, and advocates for specific public service communities, networks, including Canadian universities.

Meetings showcased UVic's strengths in ocean science, community energy transformation and aerospace, laying the groundwork for an ongoing relationship connecting university expertise with federal priorities.

FOSTERING ALUMNI CONNECTION AND PHILANTHROPY

UVic Indigenous STEM Outreach and $1.3M Gift
UVic promoted a $1.3-million gift from a UVic alum and their partner to expand Indigenous STEM education and experiential learning opportunities. Through a UVic News story and expert Q&A, the storytelling increases visibility for UVic's commitment to Indigenous student success, community partnerships and climate leadership.

Global alumni engagement expands
Alumni engagement continued to build momentum through the fall, with events and programs connecting graduates in Vancouver, Toronto, Ottawa, London, Seoul, Tokyo, Shanghai and Hong Kong. Alumni in Ottawa also had an opportunity to meet UVic's new President, Rhonda McEwen, during one of her first alumni engagements. New initiatives launched this fall include a self-paced alumni career development course and a Career Conversations pilot connecting alumni for mentorship and career exploration.

Additional highlights include the launch of the UVic Alumni Guest Speaker Series: Shorts, the expansion of alumni benefits through a new partnership with Manulife, and continued growth of regional and international alumni programming. These initiatives strengthen lifelong connections between alumni and the university while supporting UVic's broader engagement objectives.

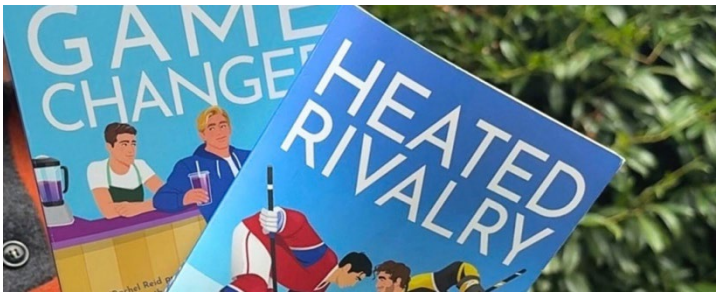
Distinguished Alumni Awards nominations remain strong
Nominations for the 2027 ɬíɬəl ʔa kʷs ƛ̓kʷəxnəq Skʷukʷəlstəŋəƛ̓ | SIÁMĆEŁ | Distinguished Alumni Awards closed on September 25, with 30 nominations received. The awards program continues to celebrate alumni whose achievements and leadership have made significant contributions to their professions, communities and society, while strengthening pride and connection among the university's alumni community.

CELEBRATING INSTITUTIONAL ACHIEVEMENTS AND MILESTONES

Royal Society of Canada
Four UVic scholars are being recognized by the Royal Society of Canada (RSC), one of the nation's highest academic honours. Fellows included: Zhongping Chen, Sara Ellison, Val Napoleon and Charlotte Schaillé. Central marketing and communications channels amplified the multi-channel stories. The recognition of RSC fellow enhances UVic's reputation as a research-intensive university and reflects the exceptional expertise, knowledge and societal impact of our faculties.



UVic brings Heated Rivalry from screen to classroom
UVic attracted attention for its innovative approach to teaching contemporary popular culture demonstrating how faculties can connect academic learning with contemporary cultural conversations. University Communications and Marketing and Faculty of Humanities partnered to highlight a UVic News feature and social media campaign. The prominent local and international media coverage, included CBC Radio, Black Press, *Rolling Stone*, *and* Academica Top 10.



SUPPORTING CULTURAL AND COMMUNITY ACTIVITIES THAT STRENGTHEN THE UNIVERSITY'S PRESENCE AND IMPACT

National Day for Truth and Reconciliation at UVic
UVic's Orange Shirt Day event on September 29 brought together a large and engaged audience for a day of reflection, learning and community connection in recognition of the lasting impacts of residential schools. Despite a venue change on short notice, the event proceeded successfully and drew strong attendance from across the university and wider community.



Through coordinated efforts across multiple departments and channels, the university achieved broad community awareness and participation, creating a space for learning, reflection and engagement while ensuring a thoughtful and coordinated approach to emerging issues and event communications.

Farquhar Venue Use

The Farquhar provided UVic Music students with 112 hours of instructional and classroom time during September and October.

During this period, the venue also hosted a diverse range of campus and community events, including UVic Orientation activities, an Oceans Film Festival, Lipson Lecture, two UVic Music concerts, three Victoria Symphony performances featuring pre-concert talks and donor events, and the TEDx Speaker Series.

Collectively, these events welcomed more than 7,200 guests to the UVic campus, highlighting the Farquhar's continued contribution to academic programming, cultural engagement and the broader community.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Finance Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: University of Victoria Staff Pension Plan - Investment Performance Report for the Period Ended September 30, 2026

Background

The Investments and Administration Committee (IAC) for the University of Victoria Staff Pension Plan (the Plan) reports semi-annually to the Board of Governance regarding the financial position of the Plan, investment performance and compliance of the investments with applicable documents and legislation. Maintaining a financially sustainable pension plan supports the university's long-term workforce objectives while limiting contribution volatility for both employees and the institution.

Summary

- The Plan remains fully funded on a going-concern basis, with solvency continuing to improve.
- Recent investment underperformance vs. benchmarks is largely explained by market concentration and the Plan's deliberate risk-managed strategy.
- Asset allocation changes approved in January 2026 are being implemented as planned.
- The Plan remains compliant with all legislative and policy requirements.

Financial Position

The financial position of the Plan is measured formally by the Plan's actuary, Willis Towers Watson (WTW) at least every three years through actuarial valuations that are filed with the pension regulators. A new formal valuation has just been completed as at December 31, 2025, and was filed with the pension regulators at the end of September 2026. More information on the results of this valuation are provided in a separate "New Actuarial Valuation Completed" report in the meeting package, but in summary, this valuation showed

a Going Concern (i.e. long-term assumptions) funded ratio of approximately 111% and a Solvency funded ratio of approximately 92%.

Between formal valuations, interim updates are provided on an approximate basis, by either WTW or our investment consultant, PBI Actuaries and Consultants (PBI). The latest estimate, as of September 30, 2026, shows that both the Going Concern and Solvency ratios have improved slightly since the valuation, with positive asset returns and a small increase in discount rates resulting in a decrease to the liabilities. Note that the ratios are dynamic with market movements, monitored quarterly by the IAC, and will not be formally measured again until the December 31, 2028 valuation.

Investments

PBI provides investment consulting services to the Plan's IAC. PBI measures the investment performance of the Fund overall, its investment managers and asset classes. They then compare that performance against benchmarks set out in the Plan's investment policies and a selection of generally comparable funds. PBI's services also include commentary on manager performance and issues, updates on industry trends, investment issues, best practices, and legislative developments and their potential relevance to the Plan.

As reported previously, over the past couple of years, equity markets have had very positive returns and have also become very concentrated in terms of geographical market capitalization and certain individual stocks. In addition, bond yields have risen this year, which results in negative bond returns, but also lower actuarial liabilities.

The Plan's investment managers invest in several different asset classes within the constraints and ranges established by the Statement of Investment Policies and Procedures (SIPP). In January 2026, the Board approved changes to the asset allocation following an asset-liability study completed in 2025. The recommended changes are in the process of being implemented. The table below shows the fund's current asset mix as well as the long-term intended mix (as approved), which may take up to 2-3 years to reach given time needed for investment managers to deploy capital into certain investments:

Asset Class	Current Target Allocation	Long-Term Target Allocation	Investment Managers
Global Equities	40%	37.5%	BCI, Pier 21/C WorldWide and Walter Scott
Fixed Income **- Bonds** **- Mortgages**	 35% 0%	 25% 10%	 Phillips, Hagar and North (PH&N) TD Asset Management (recently selected; documentation being finalized)
Real Estate	10%	10%	BCI/QuadReal
Infrastructure	15%	17.5%	Macquarie Infrastructure and JP Morgan Asset Management

The Fund's market value as of September 30, 2026 is $392.5 million (up from $380.4 million as of March 31, 2026) and asset allocations remain within the established allowable ranges for all asset classes. All investment managers are monitored carefully and regularly report to

the Plan's IAC on investment performance and strategy, responsible investing, and other important topics.

Manager Updates – New Mortgage Manager & BCI Global Equity Replacement
There are two notable manager updates that have occurred since our last report.

First, following the decision made during the 2025 asset-liability study to add a mortgage allocation, the IAC completed a manager search and selected the TD Greystone Mortgage Fund. Documentation is nearly complete, and the investments are expected to be gradually made over the next year.

Second, early in 2026, BCI began transitioning assets out of its fundamental global equity fund and subsequently decided to discontinue the strategy entirely, citing concerns about its ability to consistently add value above its benchmark in the current market environment. As a result, the Plan's assets were temporarily moved to BCI's global equity index fund while the IAC completed a broader review of the Plan's global equity structure. Following this review, the IAC reaffirmed its belief that a diversified active management approach remains appropriate for the Plan's long-term objectives, including downside protection during market downturns and the achievement of funding and contribution stability goals. The Committee subsequently conducted a manager search and selected MFS Investment Management Canada Ltd. as the replacement manager. Documentation is being finalized, and the transition is expected to be completed before year-end.

Performance Update
The attached Appendix 1 shows the Fund's investment performance and relevant benchmarks for periods ended September 30, 2026. In summary, annualized performance is as follows:

	Total Fund performance (net of fees)	Total Fund Benchmark performance
1 year	2.0%	6.1%
4 year	7.7%	10.6%
10 year	6.2%	6.7%

While the Plan's recent performance has lagged the benchmark, strong positive nominal returns from the Plan's investments in recent years have contributed to an improved funded position, as noted earlier in this memo. In addition, the fund has exceeded its CPI+4% benchmark over the most recent 4-year period (7.7% vs. 6.8%) but underperformed over the most recent 10-year period (6.2% vs. 6.9%).

Also as noted earlier in this memo and in prior reports, increased concentration in equity markets has materially impacted the relative performance of many active managers in comparison to market indices. As with others, the Plan's global equity managers have underperformed the global market index, as they lean towards more diversified exposures, quality companies and take a long-term approach. Their approach is intended to protect

value when markets fall but may miss some of the upside when markets show larger positive returns. As such, underperformance in current market conditions is not unexpected.

The Plan's fixed income investment manager (PH&N) has performed well consistently relative to benchmark, exceeding their benchmark in 1-year, 4-year and 10-year timeframes, although nominal bond returns have been negative this year, particularly longer-term bonds, as yields increased. The Plan's infrastructure managers (JP Morgan and Macquarie) have also had consistently positive and above-benchmark performance.

The real estate allocation managed by BCI continues to lag their CPI + 4% benchmark on a 4-year basis and has generated negative returns in recent years. While part of the underperformance is due to high inflation, the real estate market has seen values decrease in many areas and geographies. BCI maintains that fundamentals and income generation in their properties remains solid, although the fund has had a few specific properties that have been written down (e.g. Oakridge development in Vancouver), hurting returns. The IAC met with BCI on this portfolio in September and continues to monitor the fund closely with PBI's assistance.

Compliance
The university remains in compliance with the provisions of the Plan, BC *Pension Benefits Standards Act*, and the *Income Tax Act* relating to the investment of the Fund.

Planned Further Action
The next update of this information is scheduled for the May/June meeting, once March 31, 2027, financial performance information is available.

Basis for Jurisdiction
University of Victoria Staff Pension Plan Governance Policy, Appendix A (Duties of the Investments and Administration Committee)

Attachment
Appendix 1: Excerpt from PBI's University of Victoria Staff Pension Plan - Performance Monitoring Report as of September 30, 2026.

Appendix 1 University of Victoria Staff Pension Plan
Performance as of September 30, 2026

Return Summary

	3 Months	1 Year	2 Years	3 Years	4 Years	10 Years
Total Plan Return (Net of Fees)	-1.7%	1.5%	3.1%	7.9%	7.3%	5.9%
Asset Mix Benchmark	-1.8%	6.1%	7.4%	11.8%	10.6%	6.7%
Value Added (Net of fees)	0.1%	-4.6%	-4.3%	-3.9%	-3.3%	-0.8%
Traditional Balanced Fund (Net of Fees)[1]	-0.3%	10.6%	12.9%	15.9%	13.7%	7.9%

PBI

Staff Pension Plan – Manager Value Add (Net of Fees)

Returns (Net of Fees)	4 Year Period		Comments
	Value Added	Met Target?	
Total Plan *Asset Mix Benchmark*	-3.3%	No	The Plan has underperformed the Asset Mix Benchmark net of fees over four years, primarily due to global equity and real estate performance relative to their respective benchmarks.
BCI Global Equities *MSCI World*	-4.7%	No	BCI Global Equity became fully passive in June 2026.
Walter Scott Global Equity *MSCI World*	N/A	N/A	The Plan made its initial investment in Walter Scott Global Equities in June 2023.
C WorldWide Global Equity *MSCI World*	N/A	N/A	The Plan made its initial investment in C WorldWide Global Equities in March 2024.

Returns (Net of Fees)	4 Year Period		Comments
	Value Added	Met Target?	
PH&N Fixed Income *UVic - Fixed Income BM*[2]	2.1%	Yes	$36.0 million is invested in PH&N Enhanced PRisM Long Fund, while $96.0 million is invested in PH&N Core Plus Bond Fund as of September 30, 2026
BCI Real Estate *CPI + 4.0%*	-9.3%	No	BCI's -2.5% 4-year net performance is lower than peers and has significantly underperformed the CPI + 4% benchmark after fees.
Infrastructure *CPI + 5.0%*	5.9%	Yes	
JP Morgan Infrastructure[1] *CPI + 5.0%*	4.0%	Yes	JP Morgan Infrastructure has outperformed its benchmark over 4 years. The Plan switched from the US Dollar unhedged vehicle to the Canadian Dollar hedged vehicle on July 1, 2025.
Macquarie Infrastructure *CPI + 5.0%*	8.0%	Yes	The initial capital call for MGECO was made in early September 2024 and for MGETS in late November 2024. Macquarie IRRs for existing funds are in excess of CPI+5% since inception.

Notes:
1. JPM infrastructure equity inception April 1, 2017. The Plan switched from the US Dollar unhedged vehicle to the Canadian Dollar hedged vehicle on July 1, 2025.
2. Uvic Fixed Income BM is composed of FTSE TMX 20+ Strip Bond Index for the Enhanced Prism Long Bond fund and FTSE Canada Universe Bond Index for the PH&N Core Plus Bond fund.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Finance Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: University of Victoria Staff Pension Plan – New Actuarial Valuation Completed as of December 31, 2025

Summary
The actuarial valuation completed as of December 31, 2025 confirms that the Staff Pension Plan (the "Plan") remains financially strong and fully funded on a going concern basis resulting in a reduction in university pension contribution rates. The Plan's solvency position has improved significantly since the previous valuation, resulting in the elimination of letter-of-credit requirements.

Background
Actuarial valuations are a legislative requirement for pension plans at least every three years. The purpose of these valuations is to provide information on the financial health of a plan over the long term, including the required contribution rates for the next three years.

The *Pension Benefits Standards Act (BC)* requires two types of actuarial valuations to be conducted: a going concern valuation and a solvency valuation. The going concern valuation measures the financial position at the valuation date on the premise that the plan will continue indefinitely. The solvency valuation measures the financial position of the pension plan, assuming that it is wound up on a specific date.

A new valuation of the Staff Pension Plan (the “Plan”) was recently completed, as of December 31, 2025. As the employer and Plan Administrator of the Plan under the *Pension Benefits Standards Act (BC)*, the Board of Governors is provided with a summary of valuation results and related funding requirements. The investment Advisory Committee oversees the valuation work.

Maintaining a financially sustainable pension plan supports the university's workforce strategy, long-term financial sustainability, and obligations to current and retired employees. The actuarial valuation provides an important measure of the Plan's ability to meet these obligations and informs future contribution requirements. The Finance Committee receives this report as part of its ongoing oversight of the university's pension obligations and long-term financial sustainability.

Valuation Results

The most recent actuarial valuation for the Plan was carried out in 2026, covering the three-year period ending December 31, 2025. This valuation, conducted by an external actuary (WTW), determined that the Plan continues to be in a strong financial position over the long term. The going concern ratio of the Plan is now 111% (2022: 114%), and the solvency funded ratio is 92% (2022: 85%).

As a result of the new valuation, Plan Members' contributions remain the same, while the university's contributions have decreased slightly, retroactive to January 1, 2026 as follows:

- University contributions will decrease from 11.09% to 10.50% of eligible earnings
- Employee contributions remain as follows:
    - Salary below YMPE[1]: 4.78% of eligible earnings
    - Salary above YMPE[1]: 6.53% of eligible earnings

In accordance with the Plan documents and collective agreements, the Plan's ongoing contributions are shared by the university and the Plan members and are subject to a minimum level. Given the strong financial position of the Plan, both the university and Plan members are contributing at the minimum required level.

Going Concern Valuation

The results of the going concern valuation are summarized in the following table (with comparison to December 31, 2019):

Table #1

Valuation date	**2025-12-31**	2022-12-31
A – Actuarial Value of Assets (Smoothed)	**$386,057,402**	$359,070,000
B – Actuarial Liabilities	**$292,557,544**	$270,751,044
C – Provision for Adverse Deviations (PfAD)	**$56,225,002**	$44,275,251
D – Actuarial Surplus/Unfunded Liability after PfAD (A-B-C)	**$37,274,856**	$44,043,705
Funded Ratio (A / (B+C))	**111%**	114%

Over the three-year period, the plan experienced a mix of gains and losses, with investment performance being the largest component. In the going concern valuation, given its long-term focus, the Plan has adopted a smoothing method for valuing the assets, which allows the

[1] Yearly Maximum Pensionable Earnings under the CPP. In 2026, $74,600.

plan to reduce the impact of short-term market fluctuations on contribution requirements and therefore produce a smoother pattern of contributions. On this smoothed basis, the investment return was lower than expected, at 4.2% annualized over the three-year valuation period compared to the 6.55% expectation, resulting in a loss. On a market value basis (i.e. without smoothing), the investments earned 7.8% annualized return over the three-year period.

In addition, the assumptions used in the valuation were reviewed by the Plan actuaries. The mortality table was updated to reflect new tables released in early 2026 by the Canadian Institute of Actuaries as well as a new mortality improvement scale that was released since the last valuation. Our actuaries completed a mortality study for our plan members to select the appropriate table to use. The change in table together with use of the new improvement scale increased the liabilities (members are living longer). However, this increase was more than offset by revised economic assumptions that reflect the current environment and the Plan's long-term asset mix, including a higher discount rate (6.9% instead of 6.55%)

Provincial regulations prescribe a level of conservatism in going concern valuations. Funded ratios are sensitive to changes in interest rates; an increase in rates is generally favourable for a plan's funded status; however, the reverse is also true. To smooth the impact of interest rates on a plan funded status, the legislation requires a valuation to include a Provision for Adverse Deviation (PfAD) – essentially setting aside funds to buffer against any potential decrease in interest rates. As interest rates rise, so does the PfAD. This is reflected in the increase to the PfAD from 2022 to 2025, as shown in Table #1 above.

Solvency Valuation

The results of the solvency valuation are summarized in the following table (with comparison to December 31, 2022):

Table #2

Valuation date	**2025-12-31**	2022-12-31
A – Solvency Assets (Market Value)	**$387,723,661**	$326,427,000
B – Solvency Liabilities	**$420,050,253**	$383,669,911
Solvency Excess/ (Deficiency) (A-B)	**($32,326,592)**	($57,242,911)
Solvency Ratio (A/B)	**92%**	85%

While both liabilities and assets have increased since the prior valuation with membership movements and changing discount rates (slightly higher for annuity purchase assumptions and slightly lower for initial commuted value transfer assumptions), positive investment experience has resulted in an improved solvency ratio (investments had an annualized return of 7.8% on a market value basis over the three-year valuation period, as noted earlier).

Funding Requirements

Funding requirements are determined as part of the actuarial valuation and include:

- Estimated cost of new benefits accruing for current service (the "Normal Cost")
- Contributions to fund a going concern deficit (if applicable); and
- Contributions to fund any solvency deficit (if applicable).

The requirements are subject to minimums and maximums set by statutes and can be influenced within that range by plan provisions and collective bargaining.

Going Concern Contributions

The Plan continues to be fully funded on a going concern basis, and, as such, no special contributions are required.

Plan Member contributions are set out in the Plan document and will be 4.78% of earnings up to the YMPE and 6.53% above the YMPE, as noted above.

The university's required contributions as a percentage of payroll have decreased from 11.09% to 10.5%. The reduction in the university contribution rate is expected to reduce annual pension costs by approximately $0.4 million, subject to future payroll growth.

Solvency Contributions

Provincial regulations require plans to fund any solvency deficiency below 85%, either through special contributions or a letter of credit; the amount of which are based on the outstanding solvency deficiency. Between 2013 and September 2023, the university put in place a letter of credit to fulfil this requirement. However, as the solvency ratio has exceeded 85% since the last valuation, provincial solvency requirements are met and no letter of credit is required.

The only remaining solvency contributions now required are for payments when Plan members terminate employment (if under age 55) and request a lump-sum payout in settlement of their pension benefits from the Plan (a 'commuted value' payout). For a plan to pay the full value, pension regulation requires employers make a payment into a plan of an amount that is equal to any transfer deficiency that exists (i.e., equal to 100% - 92% = 8%), in order to maintain the Plan's funded ratio after the payment. Between 2023-2025, based on the prior solvency ratio of 85%, the university paid a total of $697K as a result of these solvency deficiency payments. Based on the improved solvency ratio, future solvency deficiency payments related to commuted value transfers are expected to decline materially.

Solvency deficiency contributions are being tracked. In future years, should there be sufficient surplus to enable a contribution holiday or benefit improvement, as per prior collective agreements the university will first be entitled to 100% of such surplus until total solvency deficiency contributions have been recovered.

Planned Further Action

The results of the valuation will be summarized and communicated to Plan members on the UVic pension website, as well as in the 2026 annual report for members which will be completed in 2027. Management will continue to monitor the Plan's financial position and report material developments through future actuarial valuations and annual pension reporting.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 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:

- Carol Lalli Award in Music* (New)
- Chelsea and Katie Award in Fine Arts* (New)
- Colleen Rasmussen/Drexel Memorial Award* (New)
- Donna Trenholm Staff Award in Humanities* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (Revised)
- Dr. Francis Horne Sr. and Native Northwest Award (New)
- Dr. Peter Montgomery Graduate Scholarship* (Revised)
- Eloise Spitzer Award for Graduate Studies (Revised)
- Frank Hori Foundation Scholarship (Revised)
- Gervin Inuit & Métis Award for Distinguished Advocacy and Leadership (Revised)
- Lei & Di Medical Physics Graduate Scholarship* (Revised)
- Leslie and Kaye Jowett Graduate Scholarship* (Revised)
- Marine Geoscience and Oceanography Scholarship* (Revised)
- Native Northwest Reconciliation Award (Revised)
- Nicholas V. Galichenko Scholarship* (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Planar Motor Scholarship (New)

- Pooni Family Award (Revised)
- Robin and Jane Hall Business Undergraduate Award* (Revised)
- Robin and Jane Hall Business Graduate Award* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Sharyl Yore Award* (Revised)
- The Iron Ring Camp 23 Award* (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (Revised)
- Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (Revised)
- Victoria Hope Society Student Award (New)
- W.R. (Bill) Gordon Scholarship* (Revised)
- Wilson S.C. Lai Scholarship (Revised)
- Zoe's Award for Women in Second Year Engineering and Computer Science (New)
- Dearing Family Award (New)
- Fasken Prize in Transsystemic Contracts (New)
- Stonehouse Family Graduate Scholarship in Nursing (New)
- Alexander Holburn Beaudin & Lang Scholarship* (Revised)
- Bonnie and Ken Putt Award* (Revised)
- CSSE/EIC Vancouver Island Award (Revised)
- Elias Mandel Prize for Study Abroad* (Revised)
- First Open Heart Society of B.C. Scholarship (Revised)
- Greater Victoria Chamber 1863 Impact Award* (Revised)
- IEEE Pacific Rim Wu-Sheng Lu Graduate Scholarships* (Revised)
- International Scholars Impact Award (New)
- Jim & June Young Memorial Award* (Revised)
- John and Joan Mathers Scholarship in Biology (New)
- John Peter Memorial Scholarship* (Revised)
- Mark Deeley Entrance Scholarship (New)
- Peninsula Co-op Bud Nunn Entrance Award (Revised)
- Peninsula Co-op Jack Groves Entrance Award (Revised)
- Peninsula Co-op Sus Tabata Entrance Award (Revised)
- Peninsula Co-op Pat Fafard Entrance Award (Revised)
- R. H. Roy Scholarship in Military History and Global Security* (Revised)
- Silvan Herberger Memorial Scholarship* (New)
- Thorsteinssons Prize in Taxation (Revised)
- VIES Leaders' Entrance Award* (Revised)
- UVSS International Student Award (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
- Glenda and Alexander Kirk Graduate Fellowship in Physical Chemistry and Chemical Physics (New)
- Janina Wetselaar Award in Nursing (Revised)
- Nick Matous Memorial Award* (New)
- Orca Book Publishers Award in Indigenous Language Revitalization (Revised)
- William Haysom Award (New)

- Wuitchik Family Marine Sciences Graduate Scholarship (Revised)
- Association of Women in Finance Award (Revised)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dr. Charlotte Loppie Award* (Revised)
- Faculty of Science Award (New)
- Margaret Beck Student Research Travel Undergraduate Award* (Revised)
- Margaret Beck Student Research Travel Graduate Award* (New)
- Reinhard Illner Math Scholarship* (New)
- The Neurodiversity Family Centre Student Award (New)
- Thomas Hukari Fellowship in Linguistics and Indigenous Language Revitalization* (New)
- University of Victoria Langford Education Award* (New)
- Ada and Robert Le Grys Memorial Scholarship in Molecular Life Sciences* (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Allen P. James Scholarship* (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Charles Humphrey Memorial Scholarship in Molecular Life Sciences* (Revised)
- Deanna Carter Molecular Life Sciences Scholarship (Revised)
- Don Knowles Memorial Scholarship* (Revised)
- Dr. Ed Ishiguro – Oak Bay Kiwanis Bursary (Revised)
- Dr. Ernst Von Rudloff Bursary in Molecular Life Sciences* (Revised)
- Gerhart B. Friedmann Bursary* (Revised)
- Hugh and Lilian Salmond Molecular Life Sciences Scholarship* (Revised)
- Hugh and Lilian Salmond Scholarship in Molecular Life Sciences* (Revised)
- Jane Seaborne Bursary* (Revised)
- John and Fern Spring Music Scholarship* (New)
- John Carling Fraser Memorial Bursary* (Revised)
- John Carling Fraser Memorial Scholarship* (Revised)
- Pearson Family Award* (Revised)
- Richard L. Williams Memorial Award* (Revised)
- Sardul S. Gill Graduate Scholarship* (New)
- LE,NONET Undergraduate Bursary (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 October 2 and November 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~~

NEW AND REVISED TERMS OF REFERENCE

CAROL LALLI AWARD IN MUSIC* (NEW)

One or more awards of at least $2,000 each, will be given to entering, continuing, or transferring undergraduate students in the School of Music who are studying in the areas of music education and/or music performance. Students entering the University of Victoria will have a maximum 77% admission average and continuing. Transferring students will have a maximum GPA of 6.0. Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms) are eligible. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

CHELSEA AND KATIE AWARD IN FINE ARTS* (NEW)

One or more awards given to First Nations, Métis and/or Inuit undergraduate students in the Faculty of Fine Arts with demonstrated financial need. Preference will be given to students in the faculty with a connection to the En'owkin Centre.

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

COLLEEN RASMUSSEN/DREXEL MEMORIAL AWARD* (NEW)

One or more awards are awarded to undergraduate students who have grown up in a community with a population under 100,000. Preference will be given to students who have demonstrated financial need.

DONNA TRENHOLM STAFF AWARD IN HUMANITIES (REVISED)

One or more awards are given to undergraduate or graduate students who are members of CUPE 951 at the University of Victoria who hold a regular appointment and are taking one or more courses offered by the Faculty of Humanities. Students will be chosen based on the highest cumulative grade point average on all courses taken at the University of Victoria. Undergraduate applicants must complete the online application by April 30th. Graduate students may apply via the online graduate scholarship application between July 1st and

September 15th ~~In the case of graduate students, applications must be submitted to the Faculty of Graduate Studies by June 15th. Approval of the graduate recipients will be made by the Graduate Awards Committee upon the recommendation of the Faculty of Humanities.~~
In the case of a graduate student, approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Humanities.

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

One or more awards of at least $1,500 are given to graduate students in the Sardul S. Gill Graduate School, 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 1 ~~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 February ~~March~~ 15 and must include the value of the award for each student.

DR. FRANCIS HORNE SR. AND NATIVE NORTHWEST AWARD (NEW)

Two awards of $2,500 each are given annually to undergraduate Indigenous Students (inclusive of all Indigenous Peoples locally and globally) with demonstrated financial need. One award is for a second-year student, and one award is for a third-year student within the faculty of Law. Preference is for Indigenous students from British Columbia.

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

DR. PETER MONTGOMERY GRADUATE SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding graduate students entering or continuing at the University of Victoria with demonstrated financial need. Preference will be given to Roman Catholic students. Students may apply via the online graduate scholarship application between July 1st and September 15th.

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

ELOISE SPITZER AWARD FOR GRADUATE STUDIES (REVISED)

One or more awards of at least $9,500 are given to First Nations, Métis and/or Inuit women and/or Two-Spirit identifying entering or continuing ~~women or Two-Spirit identifying~~ graduate students in the Faculty of Law. Part-time students are eligible (minimum 1.5 units per term). Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Law.

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

FRANK HORI FOUNDATION SCHOLARSHIP (REVISED)

Two scholarships of $5,000 each are awarded to one ~~female~~ woman and one ~~male~~ man academically outstanding entering or continuing undergraduate or graduate student of Japanese ancestry ~~entering or continuing~~ at the University of Victoria. Entering undergraduate students can be from a secondary school in Canada or transferring from any Canadian college. Applicants must ~~show evidence of~~ have demonstrated financial need.

Undergraduate students must apply online by April 30th ~~May 31st~~. Graduate students may apply via the online graduate scholarship application between July 1st and September 15th ~~Graduate students apply via the Online Tools, online graduate application by September 15th~~.

GERVIN INUIT & METIS AWARD FOR DISTINGUISHED ADVOCACY AND LEADERSHIP (REVISED)

An award of $1,000 is offered annually to a~~n~~ Métis and/or Inuit undergraduate student in the Faculty of Law ~~who is Métis, and~~ who has shown a commitment to strengthening their Indigenous community at home, the community where they reside during the academic year or the Indigenous presence within the University. Preference is for an Inuit student and

second preference is for a Métis woman student. ~~Selection of the student~~ Approval of the recipient will be made by the Senate Committee on Awards upon ~~on~~ the recommendation of the Faculty of Law.

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

LEI & DI MEDICAL PHYSICS GRADUATE SCHOLARSHIP* (REVISED)

A scholarship of $1,000 is awarded to a graduate student in the Medical Physics Program. Preference is given to a Medical Physics Certificate Program student. If no applicants meet these criteria, the award will be given to a graduate student in the Department of Physics and Astronomy.

Applicants must have demonstrated financial need. Graduate students may 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 will be made by the Faculty of Graduate Studies~~,~~ Graduate Awards Committee.

LESLIE AND KAYE JOWETT GRADUATE SCHOLARSHIP* (REVISED)

One or more awards will be given to graduate students with a physical disability as defined by the 1975 UNESCO declaration. Students ~~apply via the Online Tools, online graduate application by September 15.~~ may apply via the online graduate scholarship application between July 1st and September 15th.

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

MARINE GEOSCIENCE AND OCEANOGRAPHY SCHOLARSHIP* (REVISED)

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 (e.g. 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 School of Earth and Ocean Sciences ~~Faculty of Science,~~ summarizing how the applicant's research and skills meet the award criteria. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Earth and Ocean Sciences ~~Faculty of Science~~.

NATIVE NORTHWEST RECONCILIATION AWARD (REVISED)

One or more awards of at least $1,000 each are given to Indigenous ~~Students~~ (inclusive of all Indigenous Peoples locally and globally) continuing undergraduate students ~~continuing~~ in the Faculty of Law who have:
- demonstrated leadership while a student at UVic, and/or
- worked locally (in either a paid or volunteer capacity) or while a student at UVic to promote and/or implement the Truth and Reconciliation Calls to Action

Applicants must submit a letter (maximum 500 words) outlining how they meet the award criteria to the Dean's Office, Faculty of Law, by June 1st. Approval of the recipient(s) will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law. Preference is for B.C. Indigenous Students.

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

NICHOLAS V. GALINCHENKO SCHOLARSHIP* (REVISED)

~~A~~ One or more scholarships of at least $1,500 each are ~~is~~ awarded to ~~an~~ academically outstanding undergraduate students to study Russian language and culture at universities in the countries of the former Soviet Union. Preference will be given to full-time students majoring or minoring in Slavic Studies. Students must apply to the Germanic and Slavic Studies program by March 31st. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Germanic and Slavic Studies program in the School of Languages, Linguistics and Cultures.

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 students in the Faculty of Science, Faculty of Engineering and Computer Science or School of Environmental Studies. Graduate students may apply via the online graduate scholarship application between July 1st and September 15th ~~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, candidates or nominees for this award 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).

PLANAR MOTOR SCHOLARSHIP (NEW)

Two scholarships of $2,500 each are given to undergraduate students in the Faculty of Engineering and Computer Science who are enrolled in the senior MECH 458 Mechatronics course and who have the top performance in the Project Demonstration. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

POONI FAMILY AWARD ~~IN BUSINESS~~ (REVISED)

An award of ~~$1,000~~ $2,000 is given to an undergraduate student continuing in the Peter B Gustavson School of Business or the Department of Geography who demonstrates volunteer community involvement. Applicants must submit a statement (maximum 350 words) describing their community involvement. The award will rotate between the Peter B. Gustavson School of Business and the Department of Geography each year. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business or the Department of Geography.

ROBIN AND JANE HALL BUSINESS UNDERGRADUATE AWARD* (REVISED)

One or more awards of at least ~~$1,000~~ $2,000 each are ~~to be~~ given to ~~either an~~ undergraduate students entering the first year of the Bachelor of Commerce program in the Peter B. Gustavson School of Business ~~or a graduate student in the Master of Business Administration program in the Sardul S. Gill Graduate School at the University of Victoria.~~ Preference is for students with demonstrated financial need.

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

ROBIN AND JANE HALL BUSINESS GRADUATE AWARD* (NEW)

One or more awards of at least $2,000 each are given to graduate students in the Master of Business Administration program in the Sardul S. Gill Graduate School at the University of Victoria. Preference is for students with demonstrated financial need.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School.

SAANICH EMPLOYEES BENEFIT ASSOCIATION AWARD* (REVISED)

One or more awards of $1,000 each are given to full-time or part-time entering or continuing undergraduate or graduate students who are members or dependants of members of the Saanich Employees Benefit Association (SEBA) and have demonstrated financial need. Undergraduate students apply via the Online application. Graduate students may apply via the online graduate scholarship application ~~can apply via the Online Tools, online graduate application~~ between July 1 and September 15.

In the case of an undergraduate nominee, approval of the recipient will be made by the Senate Committee on Awards; in the case of a graduate nominee, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee.

SHARYL YORE AWARD* (REVISED)

One or more awards are given to members of the University of Victoria Office, Technical and Child Care staff who hold a regular appointment, have completed their probationary period and are taking classes in order to pursue a UVic degree, diploma or certificate. First preference will be given to Exempt staff and second preference is given to members of CUPE 951 whose tuition and book costs are not fully covered by benefits received from the Career Development Fund. Preference will be given to recipients closest to completing their degree, diploma or certificate. This award will not be given to the same individual in successive years. Undergraduate applicants must complete the online application by April 30th. Graduate students may apply via the online graduate student application between July 1st and September 15th.

THE IRON RING CAMP 23 AWARD* (NEW)

One or more awards of at least $1,200 each are given annually to continuing and/or transferring undergraduate students that are going into an Engineering specific program (e.g. Biomedical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering or Software Engineering) within the Faculty of Engineering and Computer Science. Students must currently or recently have made an impact as leaders in an educational or community setting. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

UVIC WIS STEM LEADERSHIP IN DIVERSITY SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to women graduate students who are Black, ~~Indigenous~~ First Nations, Métis and/or Inuit 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 (maximum 300 words) demonstrating their commitment to research, leadership and/or community outreach, and

· a letter of reference (maximum 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 for this award 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).

VANCOUVER ISLAND COMPASSION SOCIETY CANNABIS AND PSYCHEDELIC STUDIES SCHOLARSHIP* (REVISED)

One or more scholarships of $5,000 each are awarded to graduate students whose research is focused on therapeutic or medically beneficial applications for cannabis or psychedelics and/or increasing access to medical cannabis or psychedelics (increased access latter via cost-coverage, stigma reduction, etc.). The scholarship is renewable for the duration of the graduate degree, up to a maximum of four years, as long as the student is making good academic progress in the same degree. Students may apply via the online graduate scholarship application between July 1st and September 15th.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee. ~~Applications must be submitted to the Dean's Office, Faculty of Graduate Studies no later than June 15th.~~

VICTORIA HOPE SOCIETY STUDENT AWARD (NEW)

One or more awards are given to undergraduate students in the School of Social Work. Preference will be given in the following order:

1. A student with lived experience (self and/or family) being deaf or hard of hearing and with a demonstrated interest in the deaf/hard of hearing communities;

2. A student with demonstrated interest in the deaf/hard of hearing communities or disability/different abilities; or

3. A student with lived experience (self and/or family) being deaf or hard of hearing.

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

W.R. (BILL) GORDON SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate third or fourth year students in a Major or Honours program in the Faculty of Science or the Faculty of Engineering and Computer Science, with preference being given to students in the Department of Mathematics and Statistics.

Students must have made a significant contribution to one or more aspects of university life through involvement in areas such as student athletic programs, student affairs or service on university bodies or committees.

~~Applications must be submitted to the Student Awards and Financial Aid Office via their~~ Applicants must complete the online application by April 30th ~~and must be accompanied by~~ and submit a letter or resume describing their contributions.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics and Statistics on behalf of the Faculty of Science and/or the Faculty of Engineering and Computer Science.

WILSON S.C. LAI SCHOLARSHIP (REVISED)

Scholarships of ~~$15,000~~ $10,500, payable at ~~$5,000~~ $3,500 per year for three years, will be awarded to academically outstanding undergraduate students entering the University of Victoria from a Canadian secondary school, college or university, and who have demonstrated financial need. Selection will be based on academic excellence, breadth of interest, and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.5/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study for a maximum of two years. A student whose grade point average falls below 7.5/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.5 or higher in the two terms. Any student who takes neither a co-op, work

experience work-term, or academic units for more than one term may forfeit their scholarship.

ZOE'S AWARD FOR WOMEN IN SECOND YEAR ENGINEERING AND COMPUTER SCIENCE* (NEW)

One or more awards of at least $1,200 each are given to women and/or gender-diverse undergraduate students in the Faculty of Engineering and Computer Science who are continuing into their second year of study. Preference is for students from British Columbia and who have completed community volunteer work or had a connection (part-time work) in their community. Students are required to submit a brief statement (no more than 250 words) describing their community volunteer work or connection (part-time work) in their community.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

DEARING FAMILY AWARD* (NEW)

Two awards of $500 each are given annually to transferring or continuing full-time undergraduate students who have successfully completed a minimum of one year of post-secondary education and have demonstrated financial need. Students must have graduated from a public high school located in School District No. 83 which serves Salmon Arm, British Columbia. Preference is for students who have graduated from a Salmon Arm public high school.

FASKEN PRIZE IN TRANSSYSTEMIC CONTRACTS (NEW)

An award of $3,000 will be given to an undergraduate student who has demonstrated excellence in LAW 105I - Transsystemic Contracts. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

STONEHOUSE FAMILY GRADUATE SCHOLARSHIP IN NURSING (NEW)

One scholarship is awarded annually to academically outstanding graduate students in the Nurse Practitioner program in the School of Nursing. Preference is for students with demonstrated financial need.

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

ALEXANDER HOLBURN BEAUDIN & LANG SCHOLARSHIP (REVISED)

A scholarship of ~~$1000~~ $2,000 is awarded to an undergraduate student completing the second year of the J.D. program who has achieved high academic standing and who has demonstrated the qualities required for the practice of law. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

BONNIE AND KEN PUTT AWARD* (REVISED)

Two awards, of $2,500 ~~$2,000~~ each, are given to transferring undergraduate women students entering second or third year or continuing undergraduate women students in any year in an Engineering degree program in the Faculty of Engineering and Computer Science. Students must have demonstrated leadership in an educational or community setting. Preference will be given to students who are the first-generation in their immediate family to attend post-secondary studies. Immediate family is defined as parents or grandparents.

Applicants must submit:
- a cover letter (maximum 500 words) describing your leadership skills in an educational or community setting,
- a letter of reference from someone (who is not related to you) who can attest to the leadership activity.

Approval of the recipient~~(s)~~ will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

CSSE/EIC VANCOUVER ISLAND AWARD (REVISED)

As funds are available, up to two awards of $2,500 ~~$2,000~~ each are given to undergraduate students entering their second or third academic year in any accredited undergraduate engineering program who:

a) are Canadian citizens or permanent residents
b) have graduated from a high school on Vancouver Island
c) have completed the previous year with at least a 6.0/9.0 or equivalent grade point average.

Preference will be given to students in the following order:
a) demonstrated financial need
b) demonstrated participation in campus activities or volunteer and community service

Students must ~~also~~ submit a brief biography including the above criteria, as well as hobbies, career aspirations and name(s)/contact information of relevant references. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

ELIAS MANDEL PRIZE FOR STUDY ABROAD ~~IN HUMANITIES~~* (REVISED)

One or more prizes are awarded to undergraduate students ~~in the Faculty of Humanities~~ who are studying abroad through courses, field schools or programs offered or recognized by the Faculty of Humanities. Students must submit a budget and budget justification for the amount requested (maximum $6,000), an unofficial transcript, a statement of no more than 500 words describing the purpose of the study abroad program and its relevance to the

student's program of study~~,~~ and two letters of support from appropriate instructors familiar with the student's academic work. The deadline for applications is February 28. (If the deadline falls on a weekend, the application is due the following Monday.) All application materials should be addressed to the Faculty of Humanities, Associate Dean Academic.

Approval of the recipient~~(s)~~ will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Humanities.

FIRST OPEN HEART SOCIETY OF B.C. SCHOLARSHIP (REVISED)

One or more scholarships, of at least ~~$4,000~~ $6,000 each, are awarded to academically outstanding graduate students in the School of Exercise Science, Physical & Health Education whose area of research is cardiovascular health and wellness. Preference is for students with an ~~specific~~ interest in primary and secondary prevention, and/or rehabilitation ~~after a~~ of cardiovascular diseases ~~incident~~. Approval of the recipient~~(s)~~ will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Exercise Science, Physical & Health Education.

GREATER VICTORIA CHAMBER 1863 IMPACT AWARD* (REVISED)

One or more awards of $2,000 each are given to undergraduate students entering the University of Victoria from a Canadian secondary school, college or university who have ~~has~~ demonstrated financial need. Preference will be given in the following priority:

1. Students who are dependants of members of The Greater Victoria Chamber of Commerce
2. Students who self-identify as members of groups with historical and/or current barriers to equity, including, but not limited to:
- First Nations, Métis and/or Inuit students;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

~~3. Students who demonstrate financial need.~~

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

IEEE PACIFIC RIM WU-SHENG LU GRADUATE SCHOLARSHIPS* (REVISED)

One or more ~~Graduate~~ scholarships are awarded to students who have demonstrated excellence and who have completed one year of studies towards a master's or PhD in any of the electrical, computer and software engineering programs and are continuing studies in the same degree level program. ~~Award winners~~ Scholarship recipients must be student members in good standing of the IEEE. Approval ~~Selection~~ of the recipients will be made by the Faculty

of Graduate Studies Graduate Awards Committee upon the recommendation ~~Dean~~ of the Faculty of Engineering and Computer Science.

INTERNATIONAL SCHOLARS IMPACT AWARD (NEW)

One or more awards with a value of at least $10,000 are awarded to international students entering the first year of an undergraduate degree program at the University of Victoria.

Applicants must submit a one-page (500 word) essay describing how their achievements, community engagement or leadership experience will enable them to create positive change during their time at the University of Victoria and beyond.

A reference letter must be submitted by an individual not related to the applicant who can attest to the applicant's ability to create positive change.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Division of Student Affairs.

JIM & JUNE YOUNG MEMORIAL ~~SCHOLARSHIP~~ AWARD* (REVISED)

One or more awards ~~scholarships~~ are given ~~awarded~~ to undergraduate or graduate students in the Department of Philosophy. Applications must have a demonstrated commitment, in their academic or non-academic endeavors, to progressive politics, such as ~~together with a letter outlining the students' involvement with~~ social democracy ~~and/or industrial democracy~~ or trade unionism, and a GPA of at least 6.0/9.0 on the UVic scale. ~~must be submitted to the Chair of the Department by March 15th.~~

Applicants must submit:

- a personal statement (maximum 350 words) detailing the endeavors described above, and
- a letter of reference (maximum 300 words) in support of the application.

Referees cannot be related to the applicant.

In the case of an undergraduate award ~~student~~, approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Philosophy. In the case of a graduate award ~~student~~, approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Philosophy.

Application materials must be submitted to the Chair of the Department of Philosophy by August 15th.

JOHN AND JOAN MATHERS SCHOLARSHIP IN BIOLOGY (NEW)

One scholarship of $4,000 is awarded to an academically outstanding undergraduate student with the highest GPA continuing or transferring into their fourth year in the Department of Biology.

JOHN PETER MEMORIAL SCHOLARSHIP* (REVISED)

A scholarship is awarded for excellence in English studies to a student in ~~English 310~~ ENSH 301 who is entering the third year of a Major or Honours program in English. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of English.

MARK DEELEY ENTRANCE SCHOLARSHIP (NEW)

One scholarship of at least $3,000 is awarded to an academically outstanding undergraduate student entering the Faculty of Science at UVic from Tumbler Ridge Secondary School.

PENINSULA CO-OP BUD NUNN ENTRANCE AWARD (REVISED)

An award ~~scholarship~~ of ~~$1,000~~ $2,000 is given ~~awarded~~ to an ~~academically outstanding~~ undergraduate student who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

PENINSULA CO-OP JACK GROVES ENTRANCE AWARD (REVISED)

An award ~~scholarship~~ of ~~$1,000~~ $2,000 is given ~~awarded~~ to an ~~academically outstanding~~ undergraduate student who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

PENINSULA CO-OP SUS TABATA ENTRANCE AWARD (REVISED)

An award ~~scholarship~~ of ~~$1,000~~ $2,000 is given ~~awarded~~ to an ~~academically outstanding~~ undergraduate student pursuing a degree in the Faculty of Science or the Faculty of Engineering and Computer Science who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a

Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

PENINSULA CO-OP SUS FAFARD ENTRANCE AWARD (REVISED)

An award ~~scholarship~~ of ~~$1,000~~ $2,000 is given ~~awarded~~ to an ~~academically outstanding~~ undergraduate student pursuing a degree at the Peter B. Gustavson School of Business who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

R. H. ROY SCHOLARSHIP IN MILITARY HISTORY AND GLOBAL SECURITY* (REVISED)

A scholarship is awarded to an academically outstanding undergraduate student~~. If there is no eligible undergraduate student, it may instead be awarded to an academically outstanding graduate student~~ enrolled in a ~~military~~ history ~~related~~ course (~~e.g.~~ Military History, Canadian History, Canadian Politics and Diplomatic Affairs or a Canadian survey course)~~,~~ or undertaking an Honours thesis related to Canadian military history, defence, security or intelligence. If no eligible undergraduate student is available, the scholarship may instead be awarded to an academically outstanding graduate student in the same discipline. The award is given in recognition of Professor Roy's contribution as a former teacher in the Department of History.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of History. 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 History.

SILVAN HERBERGER MEMORIAL SCHOLARSHIP* (NEW)

One or more scholarships with a minimum value of $1000 each are awarded to academically outstanding third and fourth year honours students in the Faculty of Science and/or the Faculty of Social Sciences studying plant-insect/microbe interactions on any level of organization: genomic, physiological, ecological or environmental. Preference is for students working on projects in the Arctic or B.C. regions.

Approval of the recipients determined by the highest GPA will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science and/or the Faculty of Social Sciences.

THORSTEINSSONS PRIZE IN TAXATION (REVISED)

A course prize totaling $2,000 ~~$1000~~ is awarded to the student obtaining the highest grade in each teaching section of the basic course in Taxation offered in the Faculty of Law. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

VIES LEADERS' ENTRANCE AWARD* (REVISED)

As funds are available, up to two awards, of $2,500 ~~$2,000~~ each, are given to undergraduate students who:
- are entering the Faculty of Engineering and Computer Science,
- have graduated from a Canadian high school and,
- have demonstrated academic merit (weighted at 75% of the adjudication) and extra-curricular accomplishments (weighted at 25% of the adjudication) in one or more of the following areas: engineering or software design, fine arts, athletics, leadership or entrepreneurship.

Applicants must submit a summary describing their accomplishments (maximum 300 words), and a letter of reference from someone not related to them, who can attest to the aforementioned activity.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

~~WORLD UNIVERSITY SERVICE (WUSC)~~ UVSS INTERNATIONAL STUDENT ~~REFUGEE PROGRAM BURSARY~~ AWARD (REVISED)

One or more awards ~~bursaries~~ with a minimum value of $2,000 to a maximum value of $5,000 are ~~available~~ given to entering, continuing, or transferring undergraduate international students or Canadian citizens or permanent residents with refugee backgrounds. ~~who were admitted to the University of Victoria with sponsorship from the World University Service of Canada (WUSC) Student Refugee Program.~~ Continuing students with a GPA of 6.0 are eligible. Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms from May to April) are also eligible. Preference is given to students who demonstrate financial need.

~~The recipients must be entering their second, third or fourth year of studies at the University of Victoria and must demonstrate financial need.~~

ALEXANDER AND GLENDA KIRK AWARD (REVISED)

~~Up to a maximum of three awards,~~ One or more awards are given to students in a Major or Honours program in the Departments of Chemistry who have achieved a minimum 7.0/9.0 GPA. Preference is given to students with demonstrated financial need and who may not otherwise receive awards administered by UVic. ~~single parents or caregivers with demonstrated financial need and personal circumstances that prevent them from participating in co-op and/or work terms. If there are no eligible Chemistry students then the award may be given to students in a Major or Honours program in Biochemistry.~~

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department~~s~~ of Chemistry ~~or Biochemistry and Microbiology~~.

CORA ARENAS AND CAROL ARTEMIW WOMEN IN ENGINEERING AND COMPUTER SCIENCE SECOND YEAR RETENTION AWARD (REVISED)

Up to forty awards of $10,000 each are given to women undergraduate students entering their second year in the Faculty of Engineering and Computer Science. First preference is for women-identifying and/or gender-diverse students and second preference is for 2SLGBTQQI students.
Applicants must submit a cover letter (maximum 400 words) reflecting on their first year in UVic Engineering and Computer Science, in response to just one of the following questions:

1. What initiatives, programs, or events would help you to build confidence, gain STEM experience, and allow you to see yourself as a future STEM leader?
2. What aspects of Engineering at UVic made it difficult for you to achieve your greatest potential during your first year in engineering?
3. What supports have you utilized to help you in first year?

Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible for this ~~A~~award.
Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

GLENDA AND ALEXANDER KIRK GRADUATE FELLOWSHIP IN PHYSICAL CHEMISTRY AND CHEMICAL PHYSICS (NEW)

One or more fellowships, to a maximum of three fellowships for a total of $25,000 per year, are awarded to academically outstanding graduate students in the Department of Chemistry having a research interest and/or activity in the field of physical chemistry or chemical physics. Students are required to submit an essay (500 words maximum) to explain their demonstrated research potential and/or previous scholarly achievements (evidenced by research accomplishments, publications, presentations, references and/or other indicators of future success in research) to the Department of Chemistry by August 15th. Preference is for students in the first year of their

graduate studies. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Department of Chemistry.

JANINA WETSELAAR AWARD IN NURSING (REVISED)

One or more awards ~~of a~~ with a minimum value of $2,500 ~~is~~ are given to fourth year ~~an~~ undergraduate students in the School of Nursing who are over the age of 35.~~:~~
~~- is in fourth year,~~
~~- is over the age of 35, and~~
~~- has demonstrated financial need.~~
Preference is for students who are single parents. Further preference is for students who are currently a Licensed Practical Nurse (LPN) and, upon graduation, will be eligible to become a Registered Nurse (RN). Students registered in at least 4.50 academic units per term are eligible for this award. Approval of the recipient~~(s)~~ ~~is~~ will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

NICK MATOUS MEMORIAL AWARD* (NEW)

One or more awards of a minimum of $2,000 each are given to undergraduate students registered with the Centre for Accessible Learning. Preference is for students with demonstrated financial need.

ORCA BOOK PUBLISHERS AWARD IN INDIGENOUS LANGUAGE REVITALIZATION (REVISED)

One award is given to an undergraduate student in the Faculty of Education enrolled in either the Diploma in Indigenous Language Revitalization, ~~or~~ the Bachelor of Education in Indigenous Language Revitalization or the Bachelor of Arts in Indigenous Language Proficiency SENĆOŦEN, who is developing their own language proficiency and has a strong record of contributing to their/a language community through their work. Applications must be accompanied by a letter of recommendation from a community group/member providing evidence of the contributions the applicant has made. Completed applications and reference letters must be submitted to the Faculty of Education office by May 31. Part-time students (enrolled in at least 4.5 units per term of study) are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards, upon the recommendation of the Faculty of Education.

WILLIAM HAYSOM AWARD (NEW)

One or more awards of at least $2,000 each, will be given to 4th year students in the School of Music whose principal instrument is the double bass. Recipients may have a GPA of 6.0 or lower. Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the School of Music.

WUITCHIK FAMILY MARINE SCIENCES GRADUATE SCHOLARSHIP* (REVISED)

One or more scholarships of $5,000 each are awarded to graduate students ~~from underrepresented minorities~~ in the Faculty of Science researching marine sciences~~.~~ who are members of one or more groups with historical and/or current barriers to equity, including, but not limited to:

- Indigenous Students (inclusive of all Indigenous Peoples locally and globally);
- members of groups that commonly experience discrimination due to race, ancestry; colour, religion and/or spiritual beliefs~~,~~ or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities and gender expressions.

Preference will be given to students doing marine sciences field work. Students must submit a letter of application (maximum 300 words) explaining their passion for marine sciences and the opportunities this award would allow them to pursue.

If no applicants meet these criteria, the ~~S~~scholarship will be given to student(s) who are members of one or more groups with historical and/or current barriers to equity ~~from underrepresented minorities~~ in the Faculty of Science. A student may only receive this award once.

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

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

ASSOCIATION OF WOMEN IN FINANCE AWARD (REVISED)

One award of ~~$3,500~~ $5,000 is given to a woman undergraduate student enrolled in the Bachelor of Commerce program at the Peter B. Gustavson School of Business who is interested in pursuing a career in finance. Preference is for a student who fosters a more inclusive future for women in finance by engaging in one or more campus-based activities focusing on equity, diversity and inclusion. A further preference will be given to a student with demonstrated financial need. Applicants wanting to demonstrate their engagement in one or more campus-based activities focusing on equity, diversity and inclusion must include a statement (maximum 300 words) describing their engagement. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

DAVID STANONIK PACIFIC NORTHERN GAS SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students continuing in third or fourth year in the Faculty of Engineering and Computer Science who have shown leadership qualities. Applicants must submit a statement (maximum 500 words) describing their leadership qualities. Preference will be given to a student from Northern British Columbia in the areas served by Pacific Northern Gas. These scholarships are made in memory of David Stanonik who was a 1997 graduate of the Department of Mechanical Engineering. Applicants must complete the online application by April 30th.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

DR. CHARLOTTE LOPPIE AWARD* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit undergraduate students in the School of Public Health and Social Policy. ~~who demonstrate financial need, with preference~~ Preference is given to mature (23 years or older) First Nations, Métis and/or Inuit women students. Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms) are eligible. Approval of the recipient~~(s)~~ is made by the Senate Committee on Awards upon the recommendation of the School of Public Health and Social Policy.

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

FACULTY OF SCIENCE AWARD (NEW)

One award of $2,000 is given annually to an undergraduate student in the Faculty of Science. Preference is given to students who demonstrate financial need.

MARGARET BECK STUDENT RESEARCH TRAVEL UNDERGRADUATE AWARD* (REVISED)

One or more award~~s~~ of up to ~~$6,000~~ $3,000 each are ~~is~~ given to ~~an~~ undergraduate ~~or graduate~~ student~~s~~ in Humanities, Social Sciences or Fine Arts to travel to Iceland for the purpose of research or course work related to Icelandic language and literature. Preference will be given to applicants who have already completed a course or are undertaking a significant research project that is related to Icelandic language and literature. If no eligible applicants apply from ~~the~~ Humanities or Social Sciences or Fine Arts, the award may be given to ~~an~~ undergraduate ~~or graduate~~ student~~s~~ in any faculty. Applications must be submitted to the Dean of Humanities by ~~December~~ September 15th. ~~In the case of an undergraduate award, selection~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Associate Dean Academic of Humanities. ~~In the case of a graduate award, selection will be made by the Graduate Awards Committee upon the recommendation of the Associate Dean Research of Humanities.~~

MARGARET BECK STUDENT RESEARCH TRAVEL GRADUATE AWARD* (NEW)

One or more awards of up to $3,000 each are given to graduate students in Humanities, Social Sciences or Fine Arts to travel to Iceland for the purpose of research or course work related to Icelandic language and literature. Preference will be given to applicants who have already completed a course or are undertaking a significant research project that is related to Icelandic language and literature. If no eligible applicants apply from Humanities or Social Sciences or Fine Arts, the award may be given to graduate students in any faculty. Applications must be submitted to the Dean of Humanities by September 15th. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Associate Dean Research of Humanities.

REINHARD ILLNER MATH SCHOLARSHIP* (NEW)

One or more scholarships of a minimum of $2,000 each are awarded to academically outstanding continuing 2nd, 3rd, and/or 4th year undergraduate students with the highest GPA in the Department of Mathematics and Statistics.

THE NEURODIVERSITY FAMILY CENTRE STUDENT AWARD (NEW)

One or more awards of $1,000 each are given to neurodivergent undergraduate students in the Faculty of Health and the Faculty of Education, who have demonstrated financial need and are registered with the Centre for Accessible Learning.

The awards will rotate between the Faculty of Health and the Faculty of Education from year to year starting with the Faculty of Health.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Health or the Faculty of Education.

THOMAS HUKARI FELLOWSHIP IN LINGUISTICS AND INDIGENOUS LANGUAGE REVITALIZATION* (NEW)

One or more fellowships are awarded to academically outstanding entering or continuing Masters or PhD students in the Linguistics Program (SLLC ILR) in the School of Languages, Linguistics & Cultures or students in the Indigenous Language Revitalization Program (INED ILR) in the Department of Indigenous Education who are learning, studying and revitalizing an Indigenous language by either taking a language course or program and whose focus is on the description, revitalization, pedagogy or learning of Indigenous languages. The fellowship will be awarded on a rotating basis between SLLC ILR and INED ILR starting with SLLC ILR. If the designated department does not have an eligible applicant in a given year, the award may be granted to an applicant from the other department.

Preference is for First Nations students. The Fellowship may be renewed for one year for Masters students and two years for PhD students.

Approval of the recipient(s) will be determined by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Languages, Linguistics and Cultures (SLLC) or the Department of Indigenous Education.

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

UNIVERSITY OF VICTORIA LANGFORD EDUCATION AWARD* (NEW)

One or more awards of $2,000 each are given to transferring or continuing undergraduate students who have graduated from a School District 62 high school and resided in the City of Langford at the time of graduation. Students are required to be enrolled at the University of Victoria, taking a program that is offered at the John Horgan Campus and who demonstrate financial need. Preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to:

- Indigenous students (inclusive of all Indigenous Peoples locally and globally);
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons of marginalized sexual orientations, gender identities, and gender expressions
- persons who are the first in their family to attend a post-secondary institution.

Applicants must submit a letter (maximum 500 words) explaining how they meet the terms of the award.

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

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~~

NEW AND REVISED TERMS OF REFERENCE

ADA AND ROBERT LE GRYS MEMORIAL SCHOLARSHIP IN ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A scholarship is awarded to a student in an ~~H~~honours or ~~M~~major program in ~~Biochemistry~~ the School of ~~and/or Microbiology~~ Molecular Life Sciences who has devised or contributed to a concept or procedure promoting good physical health. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School ~~Department~~ of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

ALEXANDER AND GLENDA KIRK AWARD (REVISED)

Up to a maximum of three awards, are given to students in a ~~M~~major or ~~H~~honours program in the Department~~s~~ of Chemistry who have a minimum 7.0/9.0 GPA. Preference is given to single parents or caregivers with demonstrated financial need and personal circumstances that prevent them from participating in co-op and/or work terms. If there are no eligible Chemistry students then the award may be given to students in a ~~M~~major or ~~H~~honours program in ~~Biochemistry~~ the School of Molecular Life Sciences. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department~~s~~ of Chemistry or ~~Biochemistry and Microbiology~~ the School of Molecular Life Sciences.

ALLEN P. JAMES SCHOLARSHIP* (REVISED)

Two scholarships, one in the Department of Biology and one in the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences, are awarded to academically outstanding undergraduate students entering fourth year who have a declared major in a program offered in ~~those~~ the department~~s~~ and school. Applicants are required to submit a 300-500 word statement that describes their interest in pursuing basic science research either through graduate studies and/or a career in research. Students must have demonstrated financial need. Applicants must apply through the Student Awards and Financial Aid online in-course scholarship application accessible each year between February 15 and April 30. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department~~s~~ of Biology and ~~Biochemistry and Microbiology~~ the School of Molecular Life Sciences.

CARFRA LAWTON LLP SCHOLARSHIP (REVISED)

A~~n~~ scholarship ~~award~~ of $2,000 ~~$1,000~~ is ~~given~~ awarded to an academically outstanding continuing or graduating undergraduate student in the Faculty of Law who has completed course work in Insurance Law or Civil Procedure and demonstrates an aptitude for or interest in practicing law in either of those areas. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

CHARLES HUMPHREY MEMORIAL SCHOLARSHIP IN ~~MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A scholarship is awarded to an outstanding student proceeding to year 3 or 4 of an ~~H~~honours or ~~M~~major program in the School of Molecular Life Sciences. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

DEANNA CARTER ~~BIOCHEMISTRY~~ MOLECULAR LIFE SCIENCES SCHOLARSHIP (REVISED)

A scholarship of at least $1,000 is awarded to an undergraduate woman student who is entering the Faculty of Science directly from a Canadian secondary school. Preference will be given first to a student entering ~~Biochemistry~~ the School of Molecular Life Sciences and second to a student entering Chemistry.

DON KNOWLES MEMORIAL SCHOLARSHIP* (REVISED)

A scholarship is awarded to a graduate student in a ~~M~~masters or ~~Doctorial~~ ~~D~~doctoral program in Educational Psychology or Counselling Psychology. The successful student should be conducting thesis or dissertation research in one of the areas of interest consistent with those of Dr. Knowles. His research interests were in the areas of Developmental and Counselling Psychology. Approval of the recipient will be made by the Faculty of Graduate Studies~~,~~ Graduate Awards Committee upon the recommendation of ~~the Graduate Student Awards committee of~~ the Department of Educational Psychology and Leadership Studies or the Counselling Psychology program. The scholarship will rotate between Educational Psychology and Leadership Studies and Counselling Psychology, starting with Educational Psychology and Leadership Studies.

DR. ED ISHIGURO – OAK BAY KIWANIS BURSARY (REVISED)

One or more bursaries are awarded to undergraduate students in the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

DR. ERNST VON RUDLOFF BURSARY IN ~~BIOCHEMISTRY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A~~n~~ ~~award~~ bursary is ~~made~~ given annually to a student beginning year 3 or 4 of a major or honours program in the School of ~~Biochemistry~~ Molecular Life Sciences. The ~~award~~ bursary is

open to all students in this program, especially those interested in plant biochemistry. The ~~award~~ bursary will be based on financial need and academic standing ~~and financial need~~.

GERHART B. FRIEDMANN BURSARY* (REVISED)

One or more bursaries are awarded annually to students entering year 2 or 3 of an ~~H~~honours or ~~M~~major program in the ~~Departments~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences, ~~and~~ or Departments of Biology, Chemistry, Mathematics and Statistics~~, and~~ or Physics and Astronomy.

HUGH AND LILIAN SALMOND ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES SCHOLARSHIP* (REVISED)

A scholarship is awarded to a student in an ~~H~~honours or ~~M~~major program in ~~Biochemistry~~ the School of ~~and/or Microbiology~~ Molecular Life Sciences who has devised or contributed to a concept or procedure promoting good physical health. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

HUGH AND LILIAN SALMOND SCHOLARSHIP IN ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students participating in a majors or honours program~~s~~ in ~~biochemistry and/or microbiology~~ the School of Molecular Life Sciences and who have demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

JANE SEABORNE BURSARY* (REVISED)

One or more bursaries are awarded to women students in a major or honours program in Biology, ~~Biochemistry and Microbiology~~ or a program in the School of Molecular Life Sciences, Chemistry, Earth and Ocean Sciences~~,~~ or Physics and Astronomy. Preference will be given to students who are involved in intramural sports.

JOHN AND FERN SPRING MUSIC SCHOLARSHIP* (NEW)

One or more scholarships of at least $2,000 each are awarded to academically outstanding undergraduate students in 3rd or 4th year studying instrument and/or voice within the School of Music. Students are required to be a Canadian citizen or a permanent resident and have demonstrated financial need. Preference is for students who are Canadian citizens.

JOHN CARLING FRASER MEMORIAL BURSARY* (REVISED)

One or more bursaries are awarded to undergraduate students in the Faculty of Science who have declared a major in Biology~~, Biochemistry or Microbiology~~ or a program in the School of

Molecular Life Sciences. Preference will be given to students who are active in student politics and/or volunteer work with youth groups in the community, especially Scouts Canada.

JOHN CARLING FRASER MEMORIAL SCHOLARSHIP~~S~~* (REVISED)

Two scholarships are awarded to 3rd or 4th year students in the Faculty of Science, with a declared major in Biology~~, Microbiology or Biochemistry~~ or a program in the School of Molecular Life Sciences. Preference will be given to students who are active in student politics and/or volunteer ~~or work~~ with youth groups in the community, especially Scouts Canada. Students should submit a letter or resume as part of their application in which they describe their contributions to such volunteer/youth organizations. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

PEARSON FAMILY AWARD* (REVISED)

One or more awards of $1,000 each are given to undergraduate students continuing in second, third or fourth year who are:

- sponsored by the World University Service of Canada (WUSC) Student Refugee Program to attend UVic,
- International students, or
- students who have protected person or refugee status, with preference for students who have financial need.

Applicants must submit a letter from the Manager, International Student Advising that confirms protected person or refugee status. Preference will be given to students sponsored by WUSC. Further preference is for students in one of the following faculties~~, or~~ departments or schools: ~~Biochemistry & Microbiology~~ Molecular Life Sciences, Education, Health Information Science, Nursing or Public Health and Social Policy. Part-time students (registered in a minimum 6.0 units for credit in two terms) are eligible for this award.

RICHARD L. WILLIAMS MEMORIAL ~~SCHOLARSHIP~~ AWARD* (REVISED)

One or more ~~scholarships~~ awards are ~~awarded~~ given to Bachelor of Education Secondary Post-Degree Professional Program ~~post degree (Secondary) Secondary~~ students with demonstrated financial need. Preference is for students who have ~~a~~ declared ~~a preference~~ to teaching area in Chemistry or Physics. ~~Preference will be given to students who have demonstrated involvement and/or leadership in the community, have an outstanding grade point average in their chemistry or physics courses or have evidence of teaching some chemistry or physics during their 6-week practicum.~~ Approval of the recipient~~s(s)~~ will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

SARDUL S. GILL GRADUATE SCHOLARSHIP* (NEW)

One or more scholarships are awarded to academically outstanding graduate students in the Sardul S. Gill Graduate school at the Gustavson School of Business. Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School.

LE,NONET UNDERGRADUATE BURSARY(REVISED)

LE,NONET bursaries are awarded ~~annually~~ to First Nations, Métis and/or Inuit students who demonstrate financial need. Any First Nations, Métis and/or Inuit full-time undergraduate student who is in good academic standing (GPA of 2.0 or higher) at the University of Victoria is eligible to apply for a bursary of up to $3,000 annually. ~~Applications are available to students in August/September and April/May~~. For more information, please contact lenonet@uvic.ca.

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

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to discontinue the Non-Credit Certificate in General Studies

---

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Non-credit Certificate in General Studies, as described in the document "Certificate in General Studies (noncredit)".

Background:
The Non-Credit Certificate in General Studies, established in 2016, enables learners to combine courses from multiple subject areas. However, the program lacks clearly articulated and measurable learning outcomes and program coherence, and as such, diminishing the external recognition and credibility of the credential. This, along with lack of demand and consequently low enrolments, have led to the decision to discontinue the program.

Basis for Jurisdiction: Senate Committee on Planning meeting May 6, 2026
Senate meeting on October 2, 2026

Attachment(s): October 2026 Senate docket for the proposal to discontinue the Non-Credit Certificate in General Studies

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: September 16, 2026

Subject: Proposal to discontinue the Non-Credit Certificate in General Studies

At its meeting on May 6, 2026, the Senate Committee on Planning considered the proposal to discontinue the Non-credit Certificate in General Studies.

The Non-Credit Certificate in General Studies, established in 2016, enables learners to combine courses from multiple subject areas. However, the program lacks clearly articulated and measurable learning outcomes and program coherence, and as such, diminishing the external recognition and credibility of the credential. This, along with lack of demand and consequently low enrolments, have led to the decision to discontinue the program.

The committee did not have any concerns about this discontinuation.

Recommended Motion:

> That Senate approve, and that it recommend to the Board of Governors that it also approve, the proposal to discontinue the Non-credit Certificate in General Studies, as described in the document "Certificate in General Studies (non-credit)".

Respectfully submitted,
2026-2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Alena Gavrilenko, UVSS Representative
Martin Farnham, Faculty of Social Sciences
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Miranda Angus, Division of Continuing Studies

Karima Ramji Executive Director, Co-op. Education & Career Services
Pascalle Richard, Student Senator
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
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

Certificate in General Studies (non-credit)

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

Anticipated implementation date of discontinuation	

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	16 March 26
Departmental/School approval	N/A
Faculty Curriculum Committee approval	N/A
*Faculty Council approval (or indicate equivalent Faculty voting body)	Senate Committee eon Continuing Studies 11 March 26

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

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) ***supporting documentation required for all consultations***	**Date (or N/A)**	**Supporting Documentation Attached (Y/N)**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	N/A	
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca	N/A	
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca **Please complete the IACE Consultation form and submit with proposal.**	N/A	
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	N/A	

Summary Description of Proposed Discontinuation

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

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

The Certificate in General Studies (CGS) was established in 2016 to provide domestic adult learners with flexible access to interdisciplinary, non-credit coursework without requiring commitment to a defined academic or professional pathway. The program was intentionally designed as an open credential, allowing learners to select from a broad range of existing Continuing Studies courses and to earn a certificate upon completion of a minimum of 270 instructional hours.

The CGS framework enables learners to combine courses from multiple subject areas in order to update competencies, acquire new skills, explore potential career pathways, or deepen professional knowledge. There is no required core curriculum, thematic concentration, or prescribed sequence of courses. Instead, learners identify personal learning objectives in consultation with program staff and select courses accordingly. Program completion is based solely on the accumulation of instructional hours rather than on demonstrated competency attainment.

As a result, the program lacks clearly articulated and measurable learning outcomes. While implied outcomes include exposure to diverse disciplinary perspectives and the development of critical thinking, communication, and analytical skills, these outcomes are broad, generic, and not aligned with specific competencies, occupational standards, or applied skill domains. The absence of a defined curricular structure limits program coherence, weakens assessment integrity, and reduces the external recognition and credibility of the credential.

Although the CGS model was intended to promote flexibility and learner autonomy, in practice the lack of structure has undermined the clarity and value of the credential. Since its inception, the program has experienced consistently low enrolment, with applications declining to negligible or non-existent levels in recent years. In addition, the program presents ongoing administrative complexity while offering limited educational or strategic return.

Over the past decade, the continuing education landscape has shifted significantly. Adult learners increasingly seek targeted skills development, short-duration and stackable credentials, industry-aligned programming, and clearly articulated labour market outcomes. The General Studies model, characterized by broad elective choice and minimal curricular structure, no longer aligns with learner demand, market expectations, or the strategic direction of the Division of Continuing Studies.

Given its lack of enrolment demand, absence of measurable learning outcomes, limited labour market relevance, and minimal strategic value, continuation of the Certificate in General Studies is no longer justifiable. Discontinuation will allow resources and attention to be redirected toward more focused, outcomes-based programming that better serves learners and institutional priorities.

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?

There are currently two students associated with the Certificate in General Studies. One student has not completed any coursework since Summer 2023. The second student will be eligible to graduate upon completion of the current term.

For the remaining active learner, there are no barriers to completion. Given the flexible nature of the program and the continued availability of Continuing Studies course offerings, the learner will be able to complete the remaining instructional hours without disruption. Individual advising support will be provided as needed to ensure successful program completion.

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

There is no impact on faculty appointments, instructional space, or other physical resources. The Certificate in General Studies is a non-credit program delivered through Continuing Studies and does not rely on dedicated faculty or facilities.

Program staff currently supporting the CGS will absorb this change within their existing portfolios and will have increased capacity to support the development and delivery of other professional and continuing education programs.

D. **Provide evidence of consultation with related programs and UVic departments/faculties participating or affected by the program discontinuation (emails/letters of support in an appendix).**

The Certificate in General Studies is a non-credit Continuing Studies program and is not offered in partnership with any other UVic departments, faculties, or units. As such, no other academic or administrative units are affected by the proposed discontinuation, and no formal consultations were required.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI)

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for a five-year period, July 1, 2028 – June 30, 2033.

Background:
An external review of the Centre for Asia-Pacific Initiatives (CAPI) in November 2025 resulted in a positive assessment and recommendation of the continuation of the centre for a further seven years. Recent revisions to Policy RH8300 – Establishment, Review, and Closure of Research Centres include a two-year extension allotment for all centres.

Based on the new procedures, the Centre currently holds Approved Centre Status until June 30, 2028. With the new extension provision, a five-year renewal period is requested.

Basis for Jurisdiction: Senate Committee on Planning meeting May 6, 2026
Senate meeting on October 2, 2026

Attachment(s): October 2026 Senate docket for the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for a five-year period, July 1, 2028 – June 30, 2033

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: September 16, 2026

Subject: Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI)

At its meeting on May 6, 2026, the Senate Committee on Planning considered the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI).

An external review of the Centre for Asia-Pacific Initiatives (CAPI) in November 2025 resulted in a positive assessment and recommendation of the continuation of the centre for a further seven years. Recent revisions to Policy RH8300 – Establishment, Review, and Closure of Research Centres include a two-year extension allotment for all centres.

Based on the new procedures, the Centre currently holds Approved Centre Status until June 30, 2028. With the new extension provision, a five-year renewal period is requested.

The committee did not have any concerns and agreed with the renewal.

Recommended Motion:

That Senate approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for a five-year period, July 1, 2028 – June 30, 2033.

Respectfully submitted,
2026-2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Alena Gavrilenko, UVSS Representative
Martin Farnham, Faculty of Social Sciences
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities

Miranda Angus, Division of Continuing Studies
Karima Ramji Executive Director, Co-op. Education & Career Services
Pascalle Richard, Student Senator
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
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

Office of the Vice-President, Research & Innovation
Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5416 | F 250-472-5477 | uvic.ca/research

MEMORANDUM

DATE: March 20, 2026

TO: Dr. Elizabeth Adjin-Tettey, Chair, Senate Committee on Planning
CC: Victor V. Ramraj, CAPI Director
FROM: Dr. Fraser Hof, Associate Vice-President Research

RE: Renewal of the **Centre for Asia-Pacific Initiatives** (CAPI) as a Senate-approved Research Centre

---

I am writing to recommend the continuation of the Centre for Asia-Pacific Initiatives (CAPI) as an approved multi-faculty research centre for a new seven-year term. CAPI is under the direction of Dr. Victor V. Ramraj.

CAPI has recently undergone an external review. A site visit of the CAPI took place on November 27-28, 2025, and the attached report was provided by the review panel on 23 January 2026. The CAPI Director provided his response (attached) on 03 March 2026.

The review panel comprised:

- Tamir Moustafa, Professor, International Studies, Simon Fraser University
- Rachel Silvey, Professor, Department of Geography & Planning, University of Toronto
- Dr. Oliver Schmidtke, Professor, Departments of History and Political Science, University of Victoria

The Executive Summary describes the CAPI as “uniquely important” to UVic’s “interdisciplinary Asia-Pacific research, experiential student training, and policy-relevant knowledge mobilization at a time of heightened geopolitical importance of the Indo-Pacific region for Canada”, noting “substantial contributions to research excellence, international networking”, and “equity-sensitive and community-engaged initiatives”. The review panel commends the Centre for demonstrating “exceptional resilience and impact despite significant budgetary and staffing constraints”, strongly and unanimously recommending the renewal of the CAPI’s term.

As the report states, CAPI’s mandate is to promote interdisciplinary research, education, and public engagement related to the Asia-Pacific, serving as a central hub for collaboration across faculties and as a key institutional interface between the University of Victoria and governmental, civil society, and international partners in the region. It brings together scholars from diverse disciplinary backgrounds (most notably social sciences, humanities, business, law, engineering, and computer science) around shared thematic and regional fields related to the Asia-Pacific.

The panel's report provides a decidedly positive assessment of the CAPI, focusing on its demonstrated strategic value and central role in advancing UVic's research, education, global engagement, and public impact priorities.

- The review panel attributes the depth of UVic's sustained collaborative research partnerships, and the quality and breadth of scholarly output, to the CAPI's role in fostering intellectual exchange, and ability to adapt to emerging global and regional challenges.
- CAPI has continued to enhance research networking capacity and infrastructure, "functioning as a key node for international research collaboration across academic institutions, policy actors, and civil society organizations throughout the Asia-Pacific region and beyond", despite extensive staffing and budgetary constraints.
- The review panel commends the CAPI's effectiveness in assisting its members to secure competitive external research funding, from federal granting councils, international foundations, government agencies, and private and philanthropic partners. Despite reduced staffing levels, the Centre has maintained its well-earned reputation, and "continues to play a critical role" in "positioning its members to compete effectively for major funding opportunities."
- Throughout the 2020–2025 period assessed in this review, the CAPI faced serious fiscal constraint and uncertainty. The review panel commends the Centre's careful financial stewardship, clear prioritization of high-impact activities, and its ability to maintain programmatic momentum.
- The review panel notes the CAPI's distinctive contributions to education and research-led education at the undergraduate and graduate levels, highlighting the Centre's successful relaunch of the International Internship Program following the COVID-19 pause; facilitation of mentorship and skills development; and direct student participation in research, policy-relevant analysis, and knowledge mobilization through internships, research assistantships, conferences, and public events.
- The panel commends the meaningful EDI work accomplished by the CAPI since its 2021 review, highlighting improved leadership diversity, expanded Indigenous programming, Global South capacity building, and greater training for its departing students to engage respectfully and effectively in diverse cultural contexts. The report reiterates the 2021 recommendation to formalize the Centre's EDI plan with written documentation to ensure continuity across leadership transitions, enable systematic assessment, and demonstrate the CAPI's commitment to external stakeholders.
- The review panel expresses concern over the resource constraints faced by the CAPI, and erosion of its staff capacity, assessing these as "threats to the Centre's sustainability and effectiveness".
- The review finds that the CAPI continues to enhance UVic's reputation through the quality, visibility, and relevance of its research and public-facing activities, and by serving as a trusted platform for dialogue on complex and often politically sensitive issues.

The CAPI Director's response of 03 March 2026 is in agreement with the External Review Report's evaluation. The Director acknowledges the review panel's recommendation to formalize the Centre's EDI plan through written documentation, noting that a draft policy has been created with the goal to finalize by the third quarter of 2026. He agrees with the hinderance of ongoing financial and operational constraints, and expresses a positive outlook for future programming in light of the anticipated July 2026 start of the new China Chair. The Director speaks to all eight recommendations made by the review panel, noting the Centre's progress, barriers, and strategies

for moving forward with great appreciation for the panel's thorough assessment and meaningful guidance.

Conclusion and Recommendation

In summary, the external review panel has provided an assessment of the CAPI and has recommended its continuation. The CAPI Director's response to the review report largely endorses the recommendations of the panel.
I recommend that the Senate Committee on Planning approve the following motion:

> *That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre for Asia-Pacific Initiatives (CAPI) for the seven-year period 1 July 2026 through 30 June 2033.*

By copy of this memorandum, I am notifying the CAPI through the Director that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

Review Panel Report

Centre for Asia-Pacific Initiatives (CAPI), University of Victoria

Assessors: Tamir Moustafa, Oliver Schmidtke, and Rachel Silvey

1. EXECUTIVE SUMMARY

This review assesses the Centre for Asia-Pacific Initiatives' (CAPI) performance over the 2020–2025 period in relation to its mandate, strategic objectives, and institutional context at the University of Victoria. Drawing on extensive documentation and in-depth consultations with faculty, staff, students, university leadership, and external partners, the panel finds that CAPI has demonstrated exceptional resilience and impact despite significant budgetary and staffing constraints. The Centre continues to play a uniquely important role as UVic's primary hub for interdisciplinary Asia-Pacific research, experiential student training, and policy-relevant knowledge mobilization at a time of heightened geopolitical importance of the Indo-Pacific region for Canada. CAPI has made substantial contributions to research excellence, international networking, equity-sensitive and community-engaged initiatives, as well as experiential learning. CAPI has also successfully recruited new chairs and launched innovative programs. At the same time, the review identifies the erosion of staff capacity as the most serious threat to CAPI's sustainability and effectiveness. The panel therefore strongly and unanimously recommends renewal of CAPI's term and urges the University to align its financial and administrative support with CAPI's demonstrated strategic value and central role in advancing UVic's strategic research, education, global engagement, and public impact priorities.

2. BACKGROUND

The review panel was composed of Tamir Moustafa, Oliver Schmidtke (internal to UVic), and Rachel Silvey. The panel was provided with extensive documentation on CAPI's activities, including the 2025 Self-Assessment Report covering the period from July 1, 2020 to June 30, 2025 (with financial reporting from April 1, 2020 to March 31, 2025s), CAPI's Strategic Plan 2023–2028, CAPI's response to the 2021 review recommendations, and 27 detailed appendices. In addition, the panel conducted interviews with a wide range of CAPI staff, affiliates, stakeholders, students, and university leaders over two full days of meetings (the site visit took place on November 27-28, 2025; agenda attached). These materials and discussions provided a well-rounded and detailed understanding of CAPI's strengths and contributions, as well as the challenges it faces in sustaining and enhancing its impact and reputation.

CAPI's mandate is to promote interdisciplinary research, education, and public engagement related to the Asia-Pacific, serving as a central hub for collaboration across faculties and as a key institutional interface between the University of Victoria and governmental, civil society, and international partners in the region. During the review period, CAPI sustained a broad portfolio of research, training, and outreach activities spanning multiple faculties, regional chairs, and external partners, positioning it as one of UVic's most outward-facing and internationally engaged research centres.

This review takes place following a period of significant organizational change and challenge. The reporting period spans the COVID-19 pandemic and its aftermath, as well as major leadership transitions, including the appointment of a new Japan Chair (Dr. Takahiro Endo, 2021) and the creation and filling of a new Engineering & Computer Science–CAPI Chair in Inclusive Science, Technology, and Engineering (Dr. Daniela Damian, 2023). During this period, the Centre also experienced a four-year vacancy in the China Chair (2022–2026), with the successful recruitment of a new chair who will begin in July 2026.

At the same time, CAPI has faced significant base budget reductions, resulting in the loss of two staff positions (Associate Director and Communications Officer), with further cuts signalled. Despite these constraints, CAPI relocated to improved facilities in the Fraser Building in January 2023, maintained active research development, successfully relaunched its flagship International Internship Program following a COVID-mandated pause, and substantially expanded its programming, fundraising, and external partnerships. This review further coincides with a period of heightened geopolitical uncertainty and recalibration in Canada's engagement with the Asia-Pacific, underscoring both the exceptional strategic importance of CAPI's work and the complexity of operating within a politically contested policy and funding environment.

3. REVIEW/ASSESSMENT

3.1. Purposes, Objectives and Goals

a. Promote and facilitate collaborative and/or collaborative interdisciplinary research and enhancement of research networking capacity and infrastructure

CAPI has demonstrated an exceptionally strong and sustained commitment to promoting high-calibre collaborative and interdisciplinary research across the University of Victoria and with external partners. The Centre provides a unique institutional platform that brings together scholars from diverse disciplinary backgrounds (most notably social sciences, humanities, business, law, engineering, and computer science) around shared thematic and regional fields related to the Asia-Pacific. Through its regional chairs, research clusters, visiting scholar programs, and public-facing initiatives, CAPI has consistently fostered intellectual exchange and cross-faculty collaboration that would be difficult to sustain without the coordinating and convening role of the Centre. The quality of this work is reflected in the breadth of scholarly outputs, the depth of sustained partnerships, and the Centre's ability to adapt its research agenda to emerging global and regional challenges.

CAPI has also played an important role in enhancing research networking capacity and infrastructure for its members. The Centre has functioned as a key node for international research collaboration, facilitating connections with academic institutions, policy actors, and civil society organizations across the Asia-Pacific region and beyond. These networks have supported collaborative grant development, joint publications, workshops, conferences, and knowledge mobilization activities, while also providing graduate students and early-career researchers with access to international research environments. Despite significant staffing and budgetary constraints during the review period, CAPI has maintained a high level of research

coordination and support, underscoring the Centre's effectiveness as a networking and enabling infrastructure rather than simply a stand-alone research unit.

In terms of external research funding, CAPI has been successful in assisting its members to attract competitive funding from a range of sources, including federal granting councils, international foundations, government agencies, and private and philanthropic partners. The Centre's well-earned reputation and administrative expertise have added clear value to collaborative grant applications, particularly those requiring interdisciplinary teams or international partnerships. Yet, it is worth underlining that the Centre's reduced staffing levels have limited its capacity to provide hands-on grant development support at the same scale as in earlier periods. Still, the evidence suggests that CAPI continues to play a critical enabling role in leveraging external research resources and positioning its members to compete effectively for major funding opportunities.

b. Increase and effectively manage the resources and research support for its members and the wider university community

CAPI has demonstrated prudent and effective management of its financial and organizational resources throughout a period marked by significant fiscal constraint and uncertainty. Despite substantial base budget reductions and the loss of key staff positions, the Centre has continued to deliver a broad portfolio of research, training, and outreach activities in alignment with its mandate. Financial resources have been allocated strategically to support core priorities, including regional chair activities, student engagement, externally funded research initiatives, and signature programs such as internships and public-facing events. The Centre's ability to maintain programmatic momentum in spite of operating with reduced administrative capacity reflects careful financial stewardship and a clear prioritization of high-impact activities. These serious resource constraints and their implications are addressed in detail in Section 3.2 (Sustainability Concerns).

c. Provide education and training in research and related skills, especially for graduate and undergraduate students, and thereby enhance the academic programs of their constituent academic units.

CAPI has made a substantial and distinctive contribution to education and research training at the undergraduate and graduate levels, with a strong emphasis on experiential learning, mentorship, and skills development. Faculty affiliates across multiple academic units are actively engaged in the Centre's activities, contributing to research projects, public programming, workshops, and collaborative initiatives that integrate research and teaching. This broad faculty involvement has enhanced the intellectual vitality of the Centre while ensuring that CAPI's activities remain closely connected to the academic programs of its constituent units. The Centre's interdisciplinary structure has further enabled students to engage with diverse methodological approaches and regional perspectives that extend beyond disciplinary boundaries.

Student involvement represents a core strength of CAPI's work. The Centre has provided numerous opportunities for undergraduate and graduate students to participate directly in research, policy-relevant analysis, and knowledge mobilization through internships, research assistantships, conferences, and public events. The successful relaunch of the International

Internship Program following the COVID-19 pause is particularly notable, offering students structured, supervised placements that build professional skills, regional expertise, and international networks. In addition, CAPI has supported graduate students through opportunities for conference participation, collaborative research projects, and engagement with visiting scholars and practitioners, thereby strengthening research training and academic socialization.

The quality of student experiences appears consistently high, with evidence of meaningful integration into research teams and exposure to real-world policy and societal challenges. However, the sustainability of this level of student support depends on adequate administrative and coordination resources. The review finds that while CAPI has been highly effective in leveraging its human and intellectual capital to enhance student training, continued investment will be essential to maintain and further develop its role as a key contributor to research-led education at UVic.

d. Contribute to the university's strategic educational and research missions and to support synergies between research, teaching, and learning.

CAPI makes a significant contribution to the University of Victoria's strategic educational and research missions as articulated in UVic's Strategic Framework and Integrated University Plans (and most distinctly the *ASPIRATION 2030: A Research & Creative Works Strategy*) and their focus on the commitments to research excellence, global engagement, interdisciplinary collaboration, and experiential learning. By serving as a cross-faculty platform focused on the Asia-Pacific region, the Centre advances UVic's ambition to address complex global challenges through internationally engaged, impact-oriented research. CAPI's regionally defined chairs, collaborative research initiatives, and external partnerships support innovative research agendas that align with university priorities related to sustainability, equity, governance, and social transformation, providing faculty and students with meaningful opportunities to connect scholarly inquiry to pressing regional and global issues.

The Centre also plays an important role in strengthening the integration of research, teaching, and learning across its constituent academic units, a core objective of UVic's strategic plans. CAPI-supported lectures, workshops, conferences, internships, and visiting scholar programs regularly inform course content, curriculum development, and student research projects, thereby embedding research-led learning within academic programs. Faculty engagement in the Centre enhances teaching by bringing cutting-edge research, international perspectives, and policy-relevant expertise into the classroom. At the same time, students benefit from experiential learning opportunities that develop research, professional, and intercultural competencies. Despite ongoing constraints on staffing and resources, CAPI has remained effective in advancing UVic's strategic goals by amplifying the academic impact of its members' work and reinforcing the university's reputation as a globally engaged institution committed to research-informed education.

e. Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.

CAPI has played a significant role in transferring and mobilizing research-based knowledge to policy-relevant audiences and the general public, positioning the Centre as a key interface between academic research and public decision-making on Asia-Pacific issues. Faculty affiliates regularly disseminate research through peer-reviewed publications, policy briefs, commissioned reports, and expert commentary that inform governmental, intergovernmental, and civil society debates. Through sustained engagement with federal and provincial government departments, international organizations, diplomatic missions, and non-governmental actors, CAPI has facilitated the translation of scholarly research into policy-relevant insights on topics such as governance, economic relations, sustainability, and regional security. Conferences, workshops, and targeted policy dialogues convened by the Centre have further supported evidence-informed discussion among researchers, practitioners, and policymakers. The new China Chair is likely to further strengthen and deepen this impactful public engagement strategy.

CAPI has also emphasized applied and community-engaged research and knowledge mobilization through public outreach and experiential learning initiatives. Public lectures, practitioner-focused events, and collaborative projects with external partners have enabled findings to reach wider audiences and to inform professional practice and public understanding. Student internships, applied research placements, and collaborative projects have contributed to capacity-building within partner organizations, also reinforcing students' ability to translate academic knowledge into real-world contexts.

f. Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

CAPI has made a significant contribution to enhancing the reputation of its members, constituent academic units, and the University of Victoria through the quality, visibility, and relevance of its research and public-facing activities. The Centre's regionally focused chairs, interdisciplinary research initiatives, and high-profile events have positioned UVic as a credible and respected site of expertise on Asia-Pacific issues at the national and international levels. Faculty affiliated with CAPI regularly engage in internationally recognized research, policy advising, and public scholarship, reinforcing the university's profile among academic peers, policymakers, and external partners. Through conferences, visiting scholar programs, and international collaborations, CAPI has increased the visibility of UVic scholarship and strengthened the university's standing within global academic and policy networks.

The Centre has also contributed to UVic's institutional reputation by serving as a trusted platform for dialogue on complex and often politically sensitive regional issues. CAPI's ability to convene diverse stakeholders (scholars, government officials, civil society representatives, and international partners) has enhanced the university's image as a space for rigorous, balanced, and engaged scholarship.

3.2. Review Panel Comments.

CAPI's Response to 2021 Review Recommendations

The 2021 Review Panel made eight recommendations. We assessed CAPI's response to each:

1. Strategic Plan: ***Achieved***. The 2023-2028 Strategic Plan was developed through broad consultation and adopted as recommended. The plan articulates clear thematic clusters, governance priorities, and alignment with University strategic frameworks.
2. Program Committees: ***Not implemented.*** CAPI continues with a committee-of-the-whole approach rather than creating dedicated program committees for thematic clusters. The self-assessment explains this as pragmatic given reduced staffing, with plans to revisit when the new China Chair arrives in 2026. We understand the resource constraints but maintain that program committees would strengthen coordination and interdisciplinary collaboration.
3. Seed Funding and Course Releases: ***Partially implemented***. CAPI provided limited seed funding through Senior Research Fellow positions (five stipends during the review period) and visiting fellowships during the China Chair vacancy. However, budget cuts significantly constrained capacity to offer course releases or seed grants at the scale envisioned in 2021.
4. Development of SSHRC Partnership Grant: ***Accomplished***. CAPI submitted a Partnership Grant application (Governance, Complexity and Crisis) that was ultimately unsuccessful. However, this effort catalyzed a Global Affairs Canada Regional Connectivity and Exchanges application currently under review.
5. EDI Plan: ***Partially implemented***. CAPI demonstrates strong EDI practices and outcomes, including leadership gender diversity improvements with Dr. Damian's appointment, Indigenous programming expansion, and continued commitment to Global South capacity building, but has not formalized these in a written EDI plan as recommended.
6. Canadian Collaborations: ***Achieved***. CAPI significantly expanded partnerships with other Canadian Asia centres, including collaborations with the Asia Pacific Foundation of Canada, the Mosaic Institute, the China Institute, and academic networks. The Centre's profile in pan-Canadian Asia studies has strengthened and, in some important instances, it has taken a leadership role among Asia focused Centres across Canada.
7. Space: ***Achieved***. CAPI successfully relocated to the Fraser Building in January 2023, resolving the longstanding facilities concerns raised in 2015 and 2021.
8. Staff Stability: ***Not achieved—dramatically worsened***. This is deeply concerning. Contrary to the 2021 recommendation to stabilize staffing, CAPI lost both the Associate Director position and the Communications Officer position during this review period. A further reduction to the Internship Program Manager position (from 1.0 to 0.75 FTE) is planned. This development is in tension with the 2021 Panel recommendation that the University "commit additional base funding for staff positions."

The staffing situation represents the most critical finding of this review. CAPI's self-assessment states that staff positions are "more precarious than at any point in the Centre's 37-year history." We share this concern. To reiterate, CAPI has succeeded in securing over $3.2 million in external grants during the review period, a remarkable achievement that paradoxically requires *more* administrative capacity to manage effectively. At this inflection point in Canada-Asia relations, when federal leadership emphasizes diversifying from US dependence and the Indo-Pacific's critical importance to Canada's future, we recommend that the University sustain and when possible increase its investment in its primary Asia research hub.

We were impressed by the successful recruitment and integration of new chairs during the review period:

- Dr. Takahiro Endo (Jarislowsky Japan Chair, 2021) brings strong credentials in business sustainability, legal structures, and innovation research. His course "Japan in the Context of Globalization" contributes to undergraduate education, and his Gustavson School appointment extends CAPI's reach into business studies. His appointment fills a vacancy that existed since 2016, and early evidence suggests successful integration into CAPI's programming.
- Dr. Daniela Damian (ECS-CAPI Chair in Inclusive Science, Technology and Engineering, 2023) represents a significant expansion of CAPI's disciplinary range into software engineering and computer science. Her INSPIRE program (discussed below) demonstrates innovative South-South partnerships, measurable equity impacts, and alignment with UN Sustainable Development Goals. This five-year term chair, while non-endowed, has generated substantial returns through external funding and institutional recognition.
- New China Chair (start date July 1, 2026): The successful recruitment of a new China Chair demonstrates CAPI's continued ability to attract leading scholars despite challenging circumstances. The cross-appointment structure (CAPI 50%, Political Science 25%, History 25%) reflects thoughtful attention to building interdisciplinary connections. We note that the four-year vacancy (2022-2026) was managed creatively through five internal visiting fellowships that maintained momentum and brought diverse perspectives to the Centre.

INSPIRE as a Model Program

The INSPIRE: STEM for Social Impact Program deserves particular recognition as a model of what CAPI does best. Under Dr. Damian's leadership, INSPIRE demonstrates:

Innovative South-South collaboration: The program connects Canada, Nepal, and Singapore in mutually beneficial partnerships, with expansion from its Canadian origins to Kathmandu University (2022) and Singapore (2025).

- Equity focus with measurable outcomes: INSPIRE addresses underrepresentation of women and marginalized groups in STEM, achieving a 100% job placement rate for women in Asian cohorts. This represents concrete, documentable impact.
- Community engagement: Sixteen community partners co-create solutions to local challenges, exemplifying the community-engaged research that UVic prioritizes.

- Research excellence: Over 20 student research projects address UN Sustainable Development Goals, linking global frameworks to local action.
- Financial sustainability: Over $1 million in industrial commitments matched by MITACS demonstrates external validation and leveraged resources.
- External recognition: The GEDC Award and ACEEU finalist designation confirm international peer recognition.

INSPIRE exemplifies interdisciplinary research collaboration, experiential learning, internationalization, equity and inclusion, community engagement, and research impact. It demonstrates CAPI's capacity to develop innovative programs aligned with University priorities while addressing global challenges. We recommend that the University support INSPIRE's continued expansion and consider it a model for future CAPI initiatives.

Equity, Diversity and Inclusion

CAPI has made meaningful progress on EDI since 2021, though the formal EDI plan recommended by the previous panel has not been developed:

- Leadership diversity improved: Two of four current chairholders are racialized and of Asian descent; one (Dr. Damian) identifies as a woman. This represents progress from the 2021 concern about gender representation, though continued attention is warranted.
- Indigenous programming expanded: Past Wrongs, Future Choices continues as a flagship interdisciplinary initiative. The Taiwan Indigenous Peoples project, Paro Forum on Indigenous Water Management, and integration of Indigenous perspectives across programming demonstrate substantive engagement rather than tokenistic inclusion.
- Global South capacity building continues: CAPI maintains its longstanding commitment to equitable partnerships with Global South institutions, avoiding extractive research models.
- Intern training: EDI principles are integrated into pre-departure training for international interns, preparing students to engage respectfully and effectively in diverse cultural contexts.

We commend these practices while reiterating the value of formalizing them in a written EDI plan. Such documentation would ensure continuity across leadership transitions, enable systematic assessment, and demonstrate CAPI's commitment to external stakeholders.

CAPI's Place within the University and its Strategic Opportunity

The 2021 Review Panel observed that the University did not sufficiently recognize or support CAPI’s central role in building international research networks, facilitating high-impact student placements, advancing policy-relevant and capacity-building work abroad, and enhancing UVic’s institutional reputation in Asia. Four years later, this concern not only persists but has become more acute. While CAPI’s strategic relevance has grown in light of shifting geopolitical dynamics and Canada’s increasing emphasis on the Indo-Pacific, the Centre’s core resources and staffing capacity have continued to erode.

The 2025 self-assessment demonstrates a strong and credible alignment between CAPI's activities and UVic's core strategic frameworks, including the Strategic Framework, Aspiration 2030, the Global Engagement Strategy, and the Indigenous Plan. This alignment is not rhetorical but operational. CAPI advances UVic's commitment to experiential and research-integrated learning through its International Internship Program and related initiatives, which have facilitated more than 800 international placements and provided students with immersive, professionally relevant learning experiences. It directly supports internationalization by sustaining deep and long-term research, academic, and policy networks across East, South, and Southeast Asia, positioning UVic as a trusted partner in the region.

CAPI also contributes substantively to UVic's research and knowledge-mobilization priorities. The Centre has enabled the development of interdisciplinary and internationally engaged research programs that attract significant external funding, foster policy engagement, and address complex global challenges. Flagship initiatives such as Past Wrongs, Future Choices and INSPIRE exemplify UVic's emphasis on community-engaged research, equity-oriented innovation, and socially relevant scholarship. Through Indigenous-focused programming, gender equity in STEM initiatives, and sustained Global South partnerships, CAPI operationalizes UVic's commitments to equity, diversity, inclusion, and decolonizing research practices in ways that extend beyond campus and into transnational contexts.

Despite this strong alignment, the decline in base funding for CAPI reveals a troubling disconnect between the University's stated strategic priorities and its actual investment decisions. At a moment when Asia-Pacific engagement is framed as strategically vital in university planning documents (and when federal policy and funding landscapes increasingly reward international, interdisciplinary, and policy-relevant research) CAPI's reduced staffing and financial precarity undermine its capacity to function effectively as a strategic institutional asset.

We therefore recommend that the University formally recognize CAPI as a strategic implementation vehicle for multiple institutional priorities and fund it accordingly. This recognition should be reflected in a more diversified and stable funding model that includes contributions from benefiting faculties (notably Social Sciences, Law, Business, Engineering, and Humanities), from units responsible for global engagement and experiential learning, and from central strategic funds. Reliance on a shrinking VPRI base allocation supplemented by competitive and short-term external grants is not sustainable for a centre of CAPI's scope, reputation, and strategic importance. Without renewed and coordinated institutional investment, UVic risks undercutting one of its most effective platforms for advancing its global, research, and educational ambitions.

3.3. Review of Proposed Future Objectives and Activities

The 2025 self-assessment outlines future objectives aligned with UVic's Strategic Framework and international priorities. We focus our comments on key initiatives.

Collaborative and Interdisciplinary Research

CAPI proposes to strengthen interdisciplinary collaboration through its thematic clusters (China and the World; Japan in the World; Asia and the Pacific; Law, Policy and Diplomacy;

Indigenous Asia-Pacific; and STEM for Social Impact). The addition of the STEM cluster through Dr. Damian's appointment represents welcome expansion.

We recommend that CAPI, when the new China Chair arrives, revisit the program committee model to support development of collaborative grant applications. Dedicated cluster committees could coordinate activities, identify collaboration opportunities, and support development of collaborative grant applications. The upcoming SSHRC Partnership Grant cycle presents an opportunity; the Centre should pursue a major collaborative application that brings together multiple UVic faculty across disciplines.

We also recommend that CAPI attach seed funding and course releases strategically to initiatives that promise collaborative outcomes (joint publications, co-authored grants, team-taught courses) rather than distributing resources to individual projects without collaboration requirements.

Resources and Research Support

The self-assessment's call for a "generational investment" reflects both opportunity and urgency. Federal government and foundation interest in Asia engagement has never been higher, presenting significant opportunities if adequately resourced. The planned Director's Advisory Committee for development should be established promptly. External fundraising and endowment building require dedicated attention that current staff cannot provide alongside their operational responsibilities.

Education and Training

CAPI's training programs represent a significant contribution to UVic's experiential learning mandate. The International Internship Program has placed over 800 students since its founding; the South Korean Government programs host visiting researchers; field schools and professional training programs provide intensive learning experiences.

We commend these achievements. As noted in Section 3.2, the planned reduction of the Internship Program Manager position threatens program quality precisely when demand appears strong. Future plans to expand graduate training, including the continued Graduate Student Symposium and potential credit-bearing colloquia, align well with UVic's commitment to experiential and research-intensive education. These require adequate faculty engagement and administrative support.

Knowledge Mobilization

CAPI demonstrates strong knowledge mobilization through public lectures, policy engagement, media commentary, and publications. The Centre's convening power allows it to bring together scholars, practitioners, diplomats, and community members, and this represents a distinctive contribution.

The proposal to develop a communications strategy post-Strategic Plan is sensible, but implementation requires capacity. The current model -Office Manager handling communications at 0.8 FTE while also managing operations - is inadequate for effective strategic communications. A dedicated communications position, or significantly expanded communications support, should be part of any "generational investment."

Enhancing Reputation: CAPI's reputation among Canadian and international partners remains strong. The self-assessment documents extensive networks across East, South, and Southeast Asia; productive partnerships with government agencies, foundations, and peer institutions; and recognition through awards and invitations.

4. CAPI RECOMMENDATIONS

We offer the following recommendations for CAPI's next term:

1. We recommend that CAPI and the UVic administration work together to advance UVic's Indo-Pacific strategy. Given that the Indo-Pacific has emerged as a central focal point of Canada's foreign policy, economic engagement, and broader geopolitical concerns, CAPI is well positioned to serve as a key knowledge hub and information broker linking academic expertise, policy communities, and public debate. By mobilizing its interdisciplinary strengths and regional networks, CAPI can contribute evidence-based analysis and policy-relevant insights that enhance UVic's visibility and impact in this strategically vital region (supporting UVic's Global Engagement strategy).
2. We recommend that CAPI continue to play its crucial role in facilitating cross-departmental linkages among research faculty, graduate students, and undergraduates through seminars, conferences, and research exchanges. In this capacity, CAPI can further strengthen its role as a central hub for research, collaboration, and intellectual exchange in the broad field of Asian Studies on campus, connecting scholars and initiatives across disciplines that might otherwise remain fragmented. Attention should also be given to how CAPI can serve as a catalyst for additional larger grant applications (such as SSHRC Partnership grants) and other external supports to sustain and broaden its already impressive array of activities.
3. We recommend that CAPI work with university advancement officers to identify and approach prospective donors to stabilize its resources following the successive budget cuts CAPI has sustained. In addition to pursuing large-scale external grants, we recommend that CAPI explore diversified funding mechanisms. Such diversification would reduce vulnerability to budget shocks and increase long-term sustainability. We believe there are viable opportunities among private donors and philanthropic foundations. In this respect, the review panel strongly advises UVic to provide institutional support to help CAPI diversify and deepen its funding portfolio, including assistance with a high-level, centrally supported fundraising initiative, - echoing CAPI's plans to launch a drive for a 'generational investment'. In addition, we recommend that the University prioritize investment in CAPI, including essential staff support, mitigation of planned cuts, and development of a diversified funding model that reflects CAPI's contributions across multiple faculties and strategic priorities. Furthermore, UVic administration should consider granting CAPI greater autonomy in how it allocates and manages its operational resources, enabling the institute to navigate the current period of budgetary constraints and institutional uncertainty more effectively.

4. We recommend that CAPI and UVic take whatever steps are necessary to preserve the CAPI internship program. This practical, full-immersion program is unique and the envy of universities across North America. If lost, the linkages and partnerships that enable these applied policy/research experiences for UVic students will be impossible to rebuild, depriving UVic of one of its most successful and impactful experiential learning opportunities.
5. We recommend that CAPI prioritize and periodically review its international partnerships to ensure alignment with strategic research priorities, particularly in the Indo-Pacific region. Concentrating resources on a smaller number of high-impact, reciprocal partnerships would maximize scholarly collaboration, policy impact, output and student opportunities. The arrival of the new China Chair provides a timely opportunity to undertake this strategic recalibration and to strengthen coherence across CAPI's international engagement.
6. We recommend that CAPI further formalize its role in graduate and early-career researcher development by coordinating structured mentoring, thematic research clusters, and skills-based workshops (e.g. policy writing, grant development, public engagement). Doing so would enhance CAPI's contribution to graduate training while reinforcing its position as an intellectual anchor for Asian Studies at UVic.
7. We recommend that CAPI continue to strengthen its digital presence - including its website, social media, newsletters, and online research repositories - to better showcase faculty expertise, student opportunities, and research outputs. In light of the Centre's current resource constraints, including the loss of its dedicated communications position, progress in this area would benefit from institutional support where feasible. Enhanced assistance with communications and visibility could help sustain and incrementally expand CAPI's national and international profile, support donor and partner engagement, and facilitate collaboration across institutions and regions. Where appropriate, CAPI may also seek to include funding for a dedicated - even if part-time - communications role in future grant applications to further extend its reach and impact.
8. We recommend that CAPI-affiliated faculty initiate deliberation on leadership succession as soon as possible to ensure a smooth transition at the end of the current director's term. We further suggest that EDI considerations be top of mind in this process, given that CAPI has had at least two decades of male leadership.

We most strongly and unanimously recommend the renewal of CAPI's term.

University of Victoria

Centre for Asia-Pacific Initiatives
Fraser 168A PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7020 | capi@uvic.ca | capi.uvic.ca | @capiuvic|facebook: uviccapi

Director's Response to 2026 Review Recommendations

03 March 2026

We are grateful for the review panel's report and recommendations in its reported dated 23 January 2026. Our response is divided into three sections:

- Panel's Comments on CAPI's Response to 2021 Review Recommendations
- Panel's Recommendations—2026
- CAPI's Response to the Review Panel's Strategic Advice

Panel's Comments on CAPI's Response to 2021 Review Recommendations

We are grateful for the panel's comments on CAPI's response to the previous review panel's 2021 recommendations, as follows:

3.2. Review Panel Comments.

CAPI's Response to 2021 Review Recommendations

The 2021 Review Panel made eight recommendations. We assessed CAPI's response to each:

1. Strategic Plan: ***Achieved***. The 2023-2028 Strategic Plan was developed through broad consultation and adopted as recommended. The plan articulates clear thematic clusters, governance priorities, and alignment with University strategic frameworks.
2. Program Committees: ***Not implemented*****.** CAPI continues with a committee-of-the whole approach rather than creating dedicated program committees for thematic clusters. The self-assessment explains this as pragmatic given reduced staffing, with plans to revisit when the new China Chair arrives in 2026. We understand the resource constraints but maintain that program committees would strengthen coordination and interdisciplinary collaboration.
3. Seed Funding and Course Releases: ***Partially implemented***. CAPI provided limited seed funding through Senior Research Fellow positions (five stipends during the review period) and visiting fellowships during the China Chair vacancy. However, budget cuts significantly constrained capacity to offer course releases or seed grants at the scale envisioned in 2021.
4. Development of SSHRC Partnership Grant: ***Accomplished***. CAPI submitted a Partnership Grant application (Governance, Complexity and Crisis) that was ultimately unsuccessful. However, this effort catalyzed a Global Affairs Canada Regional Connectivity and Exchanges application currently under review.
5. EDI Plan: ***Partially implemented***. CAPI demonstrates strong EDI practices and outcomes, including leadership gender diversity improvements with Dr. Damian's appointment, Indigenous programming expansion, and continued commitment to Global South capacity building, but has not formalized these in a written EDI plan as recommended.
6. Canadian Collaborations: ***Achieved***. CAPI significantly expanded partnerships with other Canadian Asia centres, including collaborations with the Asia Pacific Foundation of Canada, the Mosaic Institute, the China Institute, and academic networks. The Centre's profile in pan-Canadian Asia studies has strengthened and, in some important instances, it has taken a leadership role among Asia focused Centres across Canada.

7. Space: ***Achieved***. CAPI successfully relocated to the Fraser Building in January 2023, resolving the longstanding facilities concerns raised in 2015 and 2021.
8. Staff Stability: ***Not achieved—dramatically worsened***. This is deeply concerning. Contrary to the 2021 recommendation to stabilize staffing, CAPI lost both the Associate Director position and the Communications Officer position during this review period. A further reduction to the Internship Program Manager position (from 1.0 to 0.75 FTE) is planned. This development is in tension with the 2021 Panel recommendation that the University "commit additional base funding for staff positions."

The staffing situation represents the most critical finding of this review. CAPI's self-assessment states that staff positions are "more precarious than at any point in the Centre's 37-year history." We share this concern. To reiterate, CAPI has succeeded in securing over $3.2 million in external grants during the review period, a remarkable achievement that paradoxically requires *more* administrative capacity to manage effectively. At this inflection point in Canada-Asia relations, when federal leadership emphasizes diversifying from US dependence and the Indo-Pacific's critical importance to Canada's future, we recommend that the University sustain and when possible increase its investment in its primary Asia research hub.

We were impressed by the successful recruitment and integration of new chairs during the review period:

- Dr. Takahiro Endo (Jarislowsky Japan Chair, 2021) brings strong credentials in business sustainability, legal structures, and innovation research. His course "Japan in the Context of Globalization" contributes to undergraduate education, and his Gustavson School appointment extends CAPI's reach into business studies. His appointment fills a vacancy that existed since 2016, and early evidence suggests successful integration into CAPI's programming.
- Dr. Daniela Damian (ECS-CAPI Chair in Inclusive Science, Technology and Engineering, 2023) represents a significant expansion of CAPI's disciplinary range into software engineering and computer science. Her INSPIRE program (discussed below) demonstrates innovative South-South partnerships, measurable equity impacts, and alignment with UN Sustainable Development Goals. This five-year term chair, while non-endowed, has generated substantial returns through external funding and institutional recognition.
- New China Chair (start date July 1, 2026): The successful recruitment of a new China Chair demonstrates CAPI's continued ability to attract leading scholars despite challenging circumstances. The cross-appointment structure (CAPI 50%, Political Science 25%, History 25%) reflects thoughtful attention to building interdisciplinary connections. We note that the four-year vacancy (2022-2026) was managed creatively through five internal visiting fellowships that maintained momentum and brought diverse perspectives to the Centre.

We note the 2026 panel's observation that four of the eight recommendations were fully achieved or accomplished, and two were partly implemented. We agree with the panel's observation that one recommendation (on seed funding and course releases) was constrained in its implementation by budget cuts. As for CAPI's EDI plan, we have a draft of an EDI policy which we will aim to formalize by the third quarter of 2026. The reviewers correctly notes that the China Chair vacancy hindered a shift from a committee-of-the-whole approach to a research cluster approach to programming. With CAPI's new China Chair anticipated to start on 1 July 2026, we will be better positioned to make this shift. Finally, we are grateful to the panel for highlighting CAPI's dramatically worsened staffing situation. We are constantly having to do more with less, when opportunities to engage in the Asia- or Indo-Pacific region are increasing dramatically and Canada's engagement with Asia is ever more important. We address these two critical points, staffing stability and strategy, separately below.

Panel's Recommendations—2026

In this section, we respond briefly to each of the panel's eight recommendations.

1. Advancing UVic's Indo-Pacific Strategy

> "We recommend that CAPI and the UVic administration work together to advance UVic's Indo-Pacific strategy. Given that the Indo-Pacific has emerged as a central focal point of Canada's foreign policy, economic engagement, and broader geopolitical concerns, CAPI is well positioned to serve as a key knowledge hub and information broker linking academic expertise, policy communities, and public debate. By mobilizing its interdisciplinary strengths and regional networks, CAPI can contribute evidence-based analysis and policy relevant insights that enhance UVic's visibility and impact in this strategically vital region (supporting UVic's Global Engagement strategy)."

CAPI's response: CAPI is working closely with Global Engagement to *advance UVic's interests in the Indo-Pacific region* in the ways recommended by the committee and will continue to do so. CAPI's strategic importance to the University is a key theme in the review panel's report. We address this point separately in the final section of this report.

2. Facilitating Cross-Departmental Linkages

> "We recommend that CAPI continue to play its crucial role in *facilitating cross-departmental linkages* among research faculty, graduate students, and undergraduates through seminars, conferences, and research exchanges. In this capacity, CAPI can further strengthen its role as a central hub for research, collaboration, and intellectual exchange in the broad field of Asian Studies on campus, connecting scholars and initiatives across disciplines that might otherwise remain fragmented. Attention should also be given to how CAPI can serve as a catalyst for additional larger grant applications (such as SSHRC Partnership grants) and other external supports to sustain and broaden its already impressive array of activities."

CAPI's response: We appreciate the panel's recommendation on this key part of CAPI's mission. We see facilitating cross-departmental linkages to catalyze research as central to CAPI's role at UVic, and we renew our commitment to performing it well. We will also build on CAPI's Asia Forum and leverage our recent grant successes to pursue additional larger grant opportunities.

3. Exploring Diversified Funding Mechanisms

> "We recommend that CAPI work with university advancement officers to identify and approach prospective donors to stabilize its resources following the successive budget cuts CAPI has sustained. In addition to pursuing large-scale external grants, we recommend that CAPI *explore diversified funding mechanisms*. Such diversification would reduce vulnerability to budget shocks and increase long-term sustainability. We believe there are viable opportunities among private donors and philanthropic foundations. In this respect, the review panel strongly advises UVic to provide institutional support to help CAPI diversify and deepen its funding portfolio, including assistance with a high-level, centrally supported fundraising initiative, echoing CAPI's plans to launch a drive for a 'generational investment'. In addition, we recommend that the University prioritize investment in CAPI, including essential staff support, mitigation of planned cuts, and development of a diversified funding model that reflects CAPI's contributions across multiple faculties and strategic priorities. Furthermore, UVic administration should consider granting CAPI greater autonomy in how it allocates and manages its operational resources, enabling the institute to navigate the current period of budgetary constraints and institutional uncertainty more effectively."

CAPI's response: We fully embrace this recommendation. With the University's support, CAPI will redouble its efforts to explore diversified funding mechanisms. The Director undertakes to establish an advisory committee on development to help pursue funding opportunities, including private donors and philanthropic foundations. Considering the volatile local, national, and geopolitical contexts in which CAPI operates, we are grateful for the panel's recommendation that CAPI be granted greater fiscal autonomy and would welcome discussions with the university's senior administration on what form this arrangement might take.

4. Preserving CAPI's Internship Program

> "We recommend that CAPI and UVic take whatever steps are necessary to *preserve the CAPI internship program*. This practical, full-immersion program is unique and the envy of universities across North America. If lost, the linkages and partnerships that enable these applied policy/research experiences for UVic students will be impossible to rebuild, depriving UVic of one of its most successful and impactful experiential learning opportunities."

CAPI's response: In the weeks immediately following the panel visit, CAPI worked closely with the research finance office to preserve the internship manager position on a cost-sharing basis. For the next fiscal year, 2026-2027, the position and the internship program remain secure. That said, the internship program's future remains precarious without a commitment to stable funding moving forward. CAPI will continue to seek (relatively rare) funding opportunities that include program administration as an eligible expense and will continue to work closely with OVPRI and senior university administration to ensure the long-term sustainability of the program.

5. Prioritizing High-Impact Partnerships

> "We recommend that CAPI prioritize and periodically review its international partnerships to ensure alignment with strategic research priorities, particularly in the Indo-Pacific region. Concentrating resources on a smaller number of high-impact, reciprocal partnerships would maximize scholarly collaboration, policy impact, output and student opportunities. The arrival of the new China Chair provides a timely opportunity to undertake this strategic recalibration and to strengthen coherence across CAPI's international engagement."

CAPI's response: We appreciate this suggestion and aspire to focus on a smaller number of high-impact projects, consistent with CAPI's and UVic's strategic priorities. Indeed, CAPI's model is already moving in this direction: we cannot do everything. At the same time, in an era of fiscal restraint—coupled with the Canadian and BC governments' policy priorities in Asia—we do not yet have the luxury of declining to pursue funding opportunities that are important to funding agencies *and* that align with our research expertise. Maintaining and expanding our partnership network in the region enhances our reputation, it also enables us to take advantage of funding opportunities when they arise. Successful partnerships in Asia require long-term relationship building. With all that in mind, we are grateful for the advice to think strategically about our projects, mindful of the importance of scholarly and policy impact, relationships, and reciprocity.

6. Supporting Graduate and Early-Career Researcher Development

> "We recommend that CAPI further formalize its role in graduate and early-career researcher development by coordinating structured mentoring, thematic research clusters, and skills-based workshops (e.g. policy writing, grant development, public engagement). Doing so would enhance CAPI's contribution to graduate training while reinforcing its position as an intellectual anchor for Asian Studies at UVic."

CAPI's response: This recommendation aligns well with our mentorship approach and existing programming—including our graduate symposium. We will incorporate the panel's specific recommendations it into future graduate and early-career scholar events: with a full complement of research chairs with effect from 1 July 2026—and recently secured funding ($520,000) from Global Affairs Canada (under the Indo-Pacific Scholarships and Fellowships for Canadians or IPSFC program), to send 16 UVic graduate researchers (as well as 8 faculty members) to Asia—CAPI will be even better positioned to implement them.

7. Digital Presence and Communications

> "We recommend that CAPI continue to strengthen its digital presence - including its website, social media, newsletters, and online research repositories - to better showcase faculty expertise, student opportunities, and research outputs. In light of the Centre's current resource constraints, including the loss of its dedicated communications position, progress in this area would benefit from institutional support where feasible. Enhanced assistance with communications and visibility could help sustain and incrementally expand CAPI's national and international profile, support donor and partner engagement, and facilitate collaboration across institutions and regions. Where appropriate, CAPI may also seek to include funding for a dedicated - even if part-time - communications role in future grant applications to further extend its reach and impact."

CAPI's response: In a digital age, a significant challenge for research centres, including CAPI, is communicating to the world—and sometimes even to the campus community—all that we do. We have been fortunate to have strong communications skills within our time; what we are lacking are the human resources to do everything we ideally would like to do to raise the CAPI's and the University's Asia-facing research profile even higher. Until such time as CAPI's funding is stabilized or grant funding allows us to restore our full-time communications officer position, we will continue to do as much as we can within our existing team, supplemented by part-time support.

8. Leadership Succession

> "We recommend that CAPI-affiliated faculty initiate deliberation on leadership succession as soon as possible to ensure a smooth transition at the end of the current director's term. We further suggest that EDI considerations be top of mind in this process, given that CAPI has had at least two decades of male leadership."

CAPI's response: This is excellent advice. We have already initiated an internal discussion on this point and will make succession-planning a priority, taking into account the EDI considerations raised by the committee. We note, in passing, that CAPI continues to recognize, former CAPI Associate Director Helen Lansdowne's tenure as CAPI's de facto Director from 2012-2014 as a critical period of female leadership (even though she was not formally designated as such), and we grateful for Pooja Parmar's leadership as CAPI's Acting Director from 2022-2023. We intend to build on their exemplary work and ensure that the search committee is fully briefed on these EDI considerations.

CAPI's Response to the Review Panel's Strategic Advice

The Review Panel took the time to highlight CAPI's strategic importance to the University. We wish to respond briefly to the points raised in this section of the report:

> **CAPI's Place within the University and its Strategic Opportunity**
>
> "The 2021 Review Panel observed that the University did not sufficiently recognize or support CAPI's central role in building international research networks, facilitating high-impact student placements, advancing policy-relevant and capacity-building work abroad, and enhancing UVic's institutional reputation in Asia. Four years later, this concern not only persists but has become more acute. While CAPI's strategic relevance has grown in light of shifting geopolitical dynamics and Canada's increasing emphasis on the Indo-Pacific, the Centre's core resources and staffing capacity have continued to erode.
>
> The 2025 self-assessment demonstrates a strong and credible alignment between CAPI's activities and UVic's core strategic frameworks, including the Strategic Framework, Aspiration 2030, the Global Engagement Strategy, and the Indigenous Plan. This alignment is not rhetorical but operational. CAPI advances UVic's commitment to experiential and research integrated learning through its International Internship Program and related initiatives, which have facilitated more than 800 international placements and provided students with immersive, professionally relevant learning experiences. It directly supports internationalization by sustaining deep and long-term research, academic, and policy networks across East, South, and Southeast Asia, positioning UVic as a trusted partner in the region.
>
> CAPI also contributes substantively to UVic's research and knowledge-mobilization priorities. The Centre has enabled the development of interdisciplinary and internationally engaged research programs that attract significant external funding, foster policy engagement, and address complex global challenges. Flagship initiatives such as Past Wrongs, Future Choices and INSPIRE exemplify UVic's emphasis on community-engaged research, equity-oriented innovation, and socially relevant scholarship. Through Indigenous-focused programming, gender equity in STEM initiatives, and sustained Global South partnerships, CAPI operationalizes UVic's commitments to equity, diversity, inclusion, and decolonizing research practices in ways that extend beyond campus and into transnational contexts.
>
> Despite this strong alignment, the decline in base funding for CAPI reveals a troubling disconnect between the University's stated strategic priorities and its actual investment decisions. At a moment when Asia-Pacific engagement is framed as strategically vital in university planning documents (and when federal policy and funding landscapes increasingly reward international, interdisciplinary, and policy-relevant research) CAPI's reduced staffing and financial precarity undermine its capacity to function effectively as a strategic institutional asset.
>
> We therefore recommend that the University formally recognize CAPI as a strategic implementation vehicle for multiple institutional priorities and fund it accordingly. This recognition should be reflected in a more diversified and stable funding model that includes contributions from benefiting faculties (notably Social Sciences, Law, Business, Engineering, and Humanities), from units responsible for global engagement and experiential learning, and from central strategic funds. Reliance on a shrinking VPRI base allocation supplemented by competitive and short-term external grants is not sustainable for a centre of CAPI's scope, reputation, and strategic importance. Without renewed and coordinated institutional investment, UVic risks undercutting one of its most effective platforms for advancing its global, research, and educational ambitions."

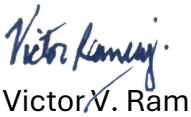
CAPI's Response: This section of the report delivers a strong, candid message that only an external panel is positioned to make. The panel highlights a persistent misalignment between CAPI's proven value, and the institutional commitment needed for it to perform effectively. We agree with the panel's identification of a "troubling disconnect between the University's stated strategic priorities and its actual investment decisions." As the report makes clear, CAPI actively enables the University's institutional priorities, including global engagement, research excellence, and experiential learning. We therefore seek a renewed focus on CAPI's strategic importance to UVic and the need for a sustainable funding model

that reflects this importance. We would welcome a focussed dialogue with senior leadership on how best to move forward.

CAPI's Renewal

We most strongly and unanimously recommend the renewal of CAPI's term.

We are grateful for the committee's resounding endorsement of our centre's work and request a renewal for a seven-year term.



Victor V. Ramraj, PhD

Director | Centre for Asia-Pacific Initiatives

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN)

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN).

Background:
This new program is a BC government funded nursing education expansion to increase health human workforce capacity and address critical nursing shortages across the province of British Columbia, and nationally. The intent of this program is to increase access to BSN education on Vancouver Island and beyond through opening admission to a new and diverse set of applicants who wish to leverage their post-secondary education towards a BSN degree.

Basis for Jurisdiction: Senate Committee on Planning meeting October 7, 2026
Senate meeting on November 6, 2026

Attachment(s): November 2026 Senate docket for the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN)

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 19, 2026

Subject: Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN)

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN).

This new program is a BC government funded nursing education expansion to increase health human workforce capacity and address critical nursing shortages across the province of British Columbia, and nationally. The intent of this program is to increase access to BSN education on Vancouver Island and beyond through opening admission to a new and diverse set of applicants who wish to leverage their post-secondary education towards a BSN degree.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN), as described in the document "Accelerated BSN Program", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Accelerated BSN Program

Submitted by:	**Name and title**	**Email**
Dean or designate	Dr. Tammy Hopper, Dean, Faculty of Health	hlthdean@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Dr. Lenora Marcellus, Director	nursingdirector@uvic.ca
Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***		September 2028

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	September 12, 2024
Departmental/School approval	November 5, 2025
Faculty Curriculum Committee approval	September 15, 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 23, 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 SCP submission deadline).

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) ***supporting documentation required for all consultations***	**Date (or N/A)**	**Supporting Documentation Attached (Y/N)**
OREM – Wendy Taylor, Registrar, wtaylor@uvic.ca	Aug. 21, 2026	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Nov. 14, 2025	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Nov. 14, 2025	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Dec. 5, 2025	Y
External and Internal Consultation (letters of support as per section F)	Appendices 2-15	Y
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	N See *Appendix 19*

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

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

The admission requirements are:

- Completion of at least transferable 30 units at a recognized university or college prior to admission. These must be non-nursing units.
- *Minimum GPA:*
  - Overall average of at least a 4 on the UVic 9-point scale (70%, B-) in last 12 units
  - Must meet a minimum of 4 on the UVic 9-point scale (70%, B-) in Anatomy and Physiology courses At least 7.5 of these units have been completed at the 200 level or above.
- *Required units:*
  - ATWP 135, ENSH 101, ENSH 102, ENSH 103, or ENGR 110, or AWR-designated level credit (1.5)
  - Human Anatomy (1.5) and Human Physiology (1.5)
  - Indigenous Studies (1.5)
- Must meet UVic admission requirements, including English language requirement.
- Human Anatomy and Human Physiology must have been completed within seven years of admission

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

Requirements for BSN programs in BC and Canada are outlined in the following documents:

- British Columbia College of Nurses and Midwives (BCCNM) standards for nursing education programs and professional standards of practice
- Canadian Association of Schools of Nursing (CASN) National Education Framework and accreditation standards

The School of Nursing maintains a comprehensive curriculum guide for the four-year BSN program, based on the above requirements, offered in collaboration with four College Partners. This curriculum has recently been updated and was launched September 2025. This updated curriculum was used to inform the curriculum design for the A-BSN to ensure congruence across undergraduate programs. We also conducted a national environmental scan of accelerated programs, to review program structure and admission requirements for accelerated programs.

Program design

The A-BSN program will be offered full-time in a primarily on-site cohort-based course delivery format. The A-BSN is comprised of 36 upper-division (300 and 400) units of nursing theory, lab/simulation and clinical practice to be completed over five consecutive terms (a period of 20 months of full-time study). The degree will require the completion of 12 lecture courses (18 total units) and 6 practice-based courses (18 total units, with a total of 1372 practice hours). An A-BSN program structure/curriculum grid is provided in *Appendix 1*.

The curriculum is informed by the four-year collaborative BSN curriculum delivered in partnership with four College Partners (Aurora College, Camosun College, College of the Rockies, Selkirk College). The substantive content of the A-BSN courses maps to the content in the four-year collaborative BSN curriculum. The A-BSN curriculum includes seven courses that already exist in the School of Nursing.

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

Students are expected to develop competency in evidence-informed nursing practice (BC College of Nurses and Midwives, 2021). Students will advance their skills in accessing diverse health evidence, knowledge translation, and implementation science to contribute to learning health systems. Academic and clinical faculty will support integration of teaching and research across classroom and practice settings. The curriculum is concept-based and inquiry is one of two meta-concepts informing all courses. The curriculum includes the following course specific to integration of research and practice:

1. NURS 407 (Evidence for Nursing Practice)

- 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.

Work-integrated learning experiences are essential and required for BSN programs. Accreditation and regulatory program standards require BSN programs to provide a range of practice learning opportunities that prepare students to successfully write the RN entrance exam (NCLEX) and meet entry-level competencies (BC College of Nurses and Midwives, Canadian Association of Schools of Nursing). The BC College for Nurses and Midwives Educational Program Review Policies indicate the following: Standard 2: Curriculum: Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice. The Canadian Association of Schools of Nursing National Education Framework identifies nursing practice as one of five learning domains for core expectations for programs – BSN programs prepared graduates to provide theoretically-based and evidence-informed safe, competent, ethical, and culturally respectful nursing care across the lifespan and in diverse contexts through experiential learning opportunities.

Practice education learning forms the foundation of the A-BSN program - the curriculum design includes two practice learning courses in each of the five terms of the program. Students will complete ten practice education courses, for a total of 1372 hours in the program. Students will be placed in a range of practice settings and with diverse populations, including acute care, home and community care, primary care, and community-based organizations. The School of Nursing already has an extensive network of practice placements in south Vancouver Island, primarily within Island Health and local community health agencies. We are collaborating with Island Health and Camosun College to identify new student practice opportunities as Island Health expands current programs and implements new programs.

In addition to placements within Island Health, students will be placed with community-based organizations (for example Our Place, Neighborhood Houses, School Districts, Best Babies, Seniors Centers) in one course (Term 1) to gain experience with how health is supported across diverse sectors and the role of the RN in supporting community empowerment and engagement. Island Health offers an Employed Student Nurse (ESN) program, where students starting in Term 4 can be hired in a range of settings, complementing program learning. The School of Nursing also fully accesses JCURA Awards and integrates students into faculty programs of research as research assistants.

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

Most courses will be delivered on campus or in placement settings, as there is a strong focus on practice education, including laboratory and simulation practice. Blended course delivery is typically integrated into course design and is highly appropriate for mature learners. The Semester Four nursing elective is delivered online in collaboration with our college Partners or through BCIT in conjunction with Specialty Learning Pathways. Students will have the opportunity to learn with students from rural and remote communities across BC and the NWT.

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

- Does the proposed program provide opportunities to include Indigenous perspectives and decolonization? If yes, please provide details.

  Schools of Nursing across Canada have an obligation to address the TRC Call to Action #24 (integrate a course addressing Aboriginal health issues, including skill-based training in intercultural competency, conflict resolution, human rights and anti-racism)(CASN Cultural Humility and Cultural Safety Standards for Nursing Education, 2024) and in BC, to address the BC College of Nurses and Midwives Practice Standard on Indigenous Cultural Safety, Cultural Humility and Anti-Racism (2021). The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcomes for baccalaureate students: (1) Demonstrate cultural humility, cultural safety, anti-racist and anti-discriminatory nursing practice; and (2) Enact care that reflects Indigenous perspectives and values in health and healing practices.

  The curriculum includes the following components:

  1. An overall program outcome related to anti-Indigenous racism and enacting the TRC Calls to Action and UNDRIP
  2. Concept model – includes safety, environment, relationships, reconciliation, equity
  3. Perspectives on Indigenous knowledge as a foundational philosophical perspective
  4. 2 courses:
     a. Prerequisite – Introductory Indigenous Studies course
     b. In Term 3 – NURS 484 (Understanding Indigenous Health and Wellbeing)

  The School of Nursing prioritizes creating and sustaining authentic relationships that will steward local knowledge and utilize local protocols in appropriate ways, related to curriculum development, teaching and practice education experiences. The School of Nursing at UVic co-hosts an Indigenous Initiatives Circle with the Nursing Department at Camosun College. This Circle includes members who are Indigenous and non-Indigenous faculty and staff, Elders and students. Members of this Circle provide guidance to the School on directions to strengthen Indigenous student retention, mentorship and support. The School of Nursing also hosts a Home Circle, which was developed to provide guidance for development of the MN Indigenous Wellness. The Home Circle is composed of a Faculty Lead, the Director, Elders, Knowledge Keepers, and others engaged with program development. The BSN Semester Three Indigenous-focused course may incorporate a land-based experiential learning component, depending on faculty course design approaches and available resources. The School of Nursing has a priority of increasing and supporting the number of Indigenous faculty. There are currently five Indigenous faculty who support programming and focus on strengthening courses related to Indigenous Health and Wellness (including *NURS 484: Understanding Indigenous Health and Wellbeing*). With hiring for this program, we intend to recruit one additional Indigenous faculty member.

- Does the proposed program design provide opportunities for global engagement or international perspectives? If yes, please provide details.

  The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcome for baccalaureate students: Describe global and planetary health issues and their effects on health. Students will complete a community and global health course and community-based practice course in Term 1. In the practice course, some placements are with internationally focused organizations such as the Inter-cultural Association of Victoria and the Victoria Immigrant and Refugee Centre. With the recent curriculum update, planetary health has been integrated as a core theme throughout all courses and environment is identified as a core concept.

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

  Schools of Nursing across Canada have an obligation to promote justice, equity, diversity, and inclusion. The Canadian Nurses Association Code of Ethics (2025) includes seven values: honouring the dignity and autonomy of all people, valuing relationships and humanizing care, maintaining integrity and accountability in nursing practice, pursuing truth and reconciliation, promoting social justice, providing competent professional nursing practice, and preserving privacy and confidentiality. The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcomes for baccalaureate students: (1) Advocate for change to address racism, social injustices, and health inequities in nursing care or nursing services; (2) Identify one's own beliefs, values, implicit bias, and assumptions and their potential effect in communication with diverse clients and health care team members; and (3) Communicate respectfully, assertively, and in a culturally safe manner with diverse clients and health care team members.

  The BSN curriculum concept model includes equity, reconciliation, safety, relationship, and ethics. These concepts are threaded and levelled across all theory and practice courses. Within the curriculum, students will complete the following courses which specifically focus on justice, equity, diversity, and inclusion:
  1. Relational Practice I: NURS 330 (Connecting Across Difference)
  2. Relational Practice II: NURS 484 (Understanding Indigenous Health and Well-Being)
  3. Professional Practice IV: NUR 357 (Nursing Ethics)

D. Describe the learning outcomes of the proposed program.

The learning outcomes for the accelerated BSN program are the same as for the four-year collaborative BSN program:

1. Promote health and well-being by providing quality nursing care across a variety of contexts and with diverse populations;
2. Be accountable and ethical Registered Nurses (RNs) who provide care and make decisions based on relationships with others, nursing knowledge, and other forms of inquiry;
3. Demonstrate leadership that influences RN practice and health care at professional, social, environmental, economic, and political levels by anticipating and responding to the changing needs of society;

4. Engage in intentional critical inquiry and self-reflection to facilitate life-long learning;
5. Contribute RN knowledge and voice to inter-professional and team-based collaborations to optimize health outcomes and strengthen health services and systems; and
6. Shape RN practice through understanding the historical and current social realities that result in anti-Indigenous racism, which negatively impact Indigenous health and well-being. This program is committed to enacting the principles of the TRC and UNDRIP.

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

The initial enrolment plan for this program is to admit 40 students annually in September. This cohort size was determined in collaboration with the Ministry of Post-Secondary Education and Future Skills as it would facilitate a full cohort to maximize resource use and have sufficient volume to create a program stream independent from the four-year collaborative BSN program, which creates a more tailored learning experience for this group of mature students. The Ministry has indicated their interest in continuing to expand this program once the program has been launched and evaluated. Once the program has launched, the cohort size will increase to 42 to account for typical program attrition and ensure 40 graduates.

Students who have a pre-existing degree or most of a degree are already being admitted to the BSN program with Camosun College. They receive some prior credit for learning but typically are required to complete most of the BSN program. School of Nursing data shows that within the past 10 years, there were 157 degree holders in the four-year collaborative BSN program, even without specific recruitment or inclusion of applicants with a minimum of 30 completed units. Because there are high numbers of applicants for BSN programs across Canada, including the accelerated programs at UBC and UNBC, having this demographic of student in a separate stream is anticipated to not have a negative impact on four-year BSN program applications and admissions. It would increase access overall to BSN programs for the high number of applicants in BC who meet admission requirements.

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

Consultations occurred by email, Zoom/Teams discussions, and through in person meetings and engagement sessions. A detailed curriculum plan was iteratively developed through these processes. The final curriculum plan was shared with each group to inform their final letters of support. No concerns were raised regarding the curriculum structure. Positive comments were received for specific elements including the concept-based learning approach, number of practice hours, community focus, simulation integration, and commitment to Indigenous knowledges.

The following consultations were conducted at UVic, in addition to the required consultations with IACE (*Appendix 2*), Library (*Appendix 3*), Co-op (*Appendix 4*), and OREM (*Appendix 5*):

- Academic Writing Program – most applicants are anticipated to meet the UVic academic writing requirements, discussion on which courses may be suitable to A-BSN prerequisites (*Appendix 6*)
- Faculty of Health – Exercise Science, Physiology and Health Education – discussion on which foundational science courses may be suitable for A-BSN prerequisites (*Appendix 7*)

- Faculty of Science - Biology - discussion on which foundational science courses may be suitable for A-BSN prerequisites – determined to not be suitable.
- Indigenous Studies Program – discussion on which foundational Indigenous Studies courses may be suitable for A-BSN prerequisites (*Appendix 8*)

The following consultations were conducted with external organizations:

- British Columbia College of Nurses and Midwives – including planning for program approval and review, including timeline for submission of Notice of Intent (*Appendix 12*)
- Letters of support from Deans/Directors/Chairs of Schools of Nursing in comparable BC programs and within our UVic and College Partners BSN Partnership, including Aurora College (*Appendix 13*), Camosun College (*Appendix 14*), College of the Rockies (*Appendix 15*), Selkirk College (*Appendix 16*), University of Northern British Columbia (*Appendix 17*).
- Letter of support from Island Health (*Appendix 18*).

References

Canadian Association of Schools of Nursing (2022). *National education framework.* https://www.casn.ca/competency-guidelines/national-nursing-education-framework/

Canadian Institute for Health Information (2024). *The state of the health workforce in Canada, 2022*. https://www.cihi.ca/en/the-state-of-the-health-workforce-in-canada-2022

Government of British Columbia (2022). *BC health human resource strategy: Putting people first* https://news.gov.bc.ca/files/BCHealthHumanResourcesStrategy-Sept2022.pdf

Government of Canada (2023). Federal, Provincial, and Territorial Statement on Supporting Canada's health Workforce 2023. https://www.canada.ca/en/health-canada/services/health-care-system/health-human-resources/federal-provincial-territorial-statement-supporting-workforce.html

Work BC (2024). *Labour Market Outlook*. https://www.workbc.ca/sites/default/files/2025-02/BC%20LMO%20Report%202024.pdf

LIST OF APPENDICES

Number	Title	Page
1	Proposed A-BSN structure – curriculum grid	9
Internal consultations		
2	IACE consultation	10
3	Library consultation	15
4	Co-op consultation	16
5	OREM consultation	17
6	Academic Writing program consultation	18
7	Exercise Science, Physiology and Health Education consultation	20
8	Indigenous Studies consultation	21
External consultations		
9	British Columbia College of Nurses and Midwives	22
10	Letter of support: Aurora College	23
11	Letter of support: Camosun College	24
12	Letter of support: College of the Rockies	26
13	Letter of support: Selkirk College	27
14	Letter of support: University of Northern British Columbia	28
15	Letter of support: Island Health	32

Appendix 1: Proposed A-BSN structure – curriculum grid

HH (Health and Healing); PP (Professional Practice); NP (Nursing Practice); RP (Relational Practice); HS (Health Science)

YEAR ONE Fall Term One: Health Promotion and Professional Identity	***YEAR ONE Winter Term Two: Health Challenges and Healing Initiatives I***	***YEAR ONE Summer Term Three: Health Challenges and Healing Initiatives II***	***YEAR TWO Fall Term Four: Intersecting Health Contexts***	***YEAR TWO Winter Term 5: Leading Through Transition***
HH 1 (1.5) Community and Global Health	**HH II (1.5)** Health Assessment Across Continuum of Health and Lifespan	**HH III (1.5)** Health Challenges and Healing Initiatives	**HH IV (1.5)** Complex Health Challenges and Healing Initiatives	
Lab I 39 hrs	**Lab II** 39 hrs	**Lab III** 39 hrs	**Lab IV** 39 hrs	
PP I (1.5) Profession and Discipline of Nursing	**PP II (1.5)** Nursing Ethics	**PP III (1.5)** Evidence for Nursing Practice	**PP IV (1.5)** Leadership and Heath System Improvement	
HS 1 (1.5) Pharmacology				
	RP I (1.5) Connecting Across Difference	**RP II (1.5)** Understanding Indigenous Health and Well-being		
			Nursing Elective (1.5) Can also be BCIT theory for Learning Pathway	
NP I (1.5) Promoting Health of Communities 104 hrs	**NP II (1.5)** Promoting Health and Healing 1 208 hrs	**NP III (3.0)** Promoting Health and Healing 2 208 hrs	**NP IV (3.0)** Responding to Complexity in Nursing Practice 312 hrs	**Consolidated Practice Experience I (4.5)** 192 hrs **NP V (4.5)** Leadership and Transition to Professional Practice 192 hrs (Includes option of Learning Pathway Practicum)
Total practice hrs: 143 *Total units: 6*	*Total practice hrs: 247* *Total units: 6*	*Total practice hrs: 247* *Total units: 7.5*	*Total practice hours: 351* *Total units: 7.5*	*Total practice hrs: 384* *Total units: 9*
Total practice hours (including lab) for Terms 1-5: 1372 hrs **Total units for Terms 1-5 (36) PLUS minimum 30 transferable university units = 66 units**				

Appendix 2: IACE consultation

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

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

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

Part I: Background Information

Department/School/Faculty: School of Nursing

Name of Program: Accelerated BSN (A-BSN) 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 School of Nursing is proposing to deliver an accelerated BSN program. Our current BSN program is offered in collaboration with 4 College Partners. The program is 4 years in length. An alternative program design is the accelerated program, developed for applicants who already have a second degree or most of a degree. This model is already being delivered successfully by other universities in BC and Canada. The accelerated program design we are proposing is 5 consecutive semesters. The curriculum for this program is based on the recently updated curriculum for the 4-year BSN.

The Ministry of Post-Secondary Education and Future Skills accepted the proposal for this program in April 2025, and funding was confirmed in June 2025. We are aiming to admit the first cohort in September 2028.

Rationale for the proposal (approximately 200 words)

Nursing shortages and vacancies have been expected but have intensified because of the COVID-19 pandemic. Nurses, as the largest sector of the healthcare workforce, are in high demand across all health care settings. WorkBC's 2024 Labour Market Outlook projects about **178,000 job openings in health care and social assistance between 2024–2034,** with registered nurses and registered psychiatric nurses identified as high-opportunity occupations. Nursing seats have been steadily increasing across the province in the last few years, including 602 new nursing training seats since 2017. Provincial and national governments and health/post-secondary ministries are continuing to encourage the growth and expansion of innovative BSN program delivery models to meet the urgent need for Registered Nurses in the health system for the next several decades. This will be the first accelerated (or compressed) BSN program on Vancouver Island.

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?

We will be admitting 40 students per year to this program. We will offer the same percentage of reserved seats for Indigenous students as we do in the 4-year BSN program that is delivered in collaboration with Camosun College, which is 12.5% (5 seats).

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)

  Students in the current 4-year BSN program are recruited locally by our four College Partners (Aurora College, Camosun College, College of the Rockies, and Selkirk College). For this new accelerated BSN program, we will be collaborating with UVic student recruitment teams and integrating with already existing Indigenous undergraduate student recruitment and support initiatives. We will also collaborate with Camosun College recruitment teams so that our efforts are coordinated.

  Camosun and UVic share a Nursing Indigenous Initiatives Circle, which has faculty, staff, student, and Elder participants. Through this Circle, activities are planned and offered, including welcoming when students transfer to UVic, mentoring, connecting to Faculty and UVic Indigenous resources, and celebrating graduation.

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

  The School of Nursing at UVic co-hosts an Indigenous Initiatives Circle with the Nursing Department at Camosun College. This Circle includes members who are Indigenous and non-Indigenous faculty and staff, Elders and students. Members of this Circle provide guidance to the School on directions to strengthen Indigenous student retention, mentorship and support. The School of Nursing also hosts a Home Circle, which was developed to provide guidance for

development of the MN Indigenous Wellness. The Home Circle is composed of a Faculty Lead, the Director, Elders, Knowledge Keepers, and others engaged with program development.

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

  The School of Nursing has a priority of increasing and supporting the number of Indigenous faculty. There are currently five Indigenous faculty who support all programming and focus on strengthening undergraduate and graduate courses related to Indigenous Health and Wellness (including *NURS 484: Understanding Indigenous Health and Wellbeing* and the *MN-Indigenous Wellness program*). We have also secured Ministry funding to support the hiring of an additional Indigenous Faculty as part of this new program.

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

  Schools of Nursing across Canada, including UVic and Camosun, have an obligation to address the TRC Call to Action #24 (integrate a course addressing Aboriginal health issues, including skill-based training in intercultural competency, conflict resolution, human rights and anti-racism) and in BC, to address the British Columbia College of Nurses and Midwives professional standard on Indigenous cultural safety, cultural humility and anti-racism.

  The Accelerated BSN curriculum includes the following components:
  1. An overall program outcome related to anti-Indigenous racism and enacting the TRC Calls to Action and UNDRIP
  2. Concept model – includes safety, environment, relationships, reconciliation, equity
  3. Perspectives on Indigenous knowledge as a foundational philosophical perspective
  4. 2 courses:
     a. In Year 1 – IST 110 (Indigenous Studies, Eyēʔ Sqâ'lewen)
     b. In Year 3 – NURS 484 (Understanding Indigenous Health and Wellbeing)

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

  The School of Nursing prioritizes creating and sustaining authentic relationships that will steward local knowledge and utilize local protocols in appropriate ways, related to curriculum development, teaching and practice education experiences. The BSN Indigenous-focused courses may incorporate a land-based experiential learning component, depending on faculty course design approaches and available resources.

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

   There will be a modest increase in requests above activities already conducted with the School of Nursing, as accelerated BSN students will integrate into activities already in place for the 4-year BSN program. Examples of additional activities will include: welcome to new cohort in September, potential guests for class in additional section of NURS 484.

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

Strategic Plan:

- Goals of developing and sharing innovative strategies and solutions to create healthy communities/fostering creative policies to grow education – the A-BSN is one of a growing number of innovative BSN program designs, to attract diverse students into the field and contribute to addressing the health human workforce crisis.
- Goals of supporting collaborative approaches to innovation in experiential learning programs/advancing and strengthening interdisciplinary opportunities to provide new teaching solutions – the A-BSN is being designed to maximize simulation and interprofessional team-based learning and provide students.

Indigenous Plan:

- Learning and teaching – the A-BSN includes the following program learning outcome: Applying knowledge of Indigenous ways of knowing and being, to promote health of patients, and families, and society.
- The A-BSN curriculum includes the *NURS 484: Understanding Indigenous Health and Wellbeing* course. This course supports the School of Nursing to address the TRC Call to Action #24 for medical and nursing programs.

Equity Plan:

- Action of developing an educational strategy so that all students learn about equity, diversity, inclusion, anti-oppression, Indigenous rights to self-determination and colonization prior to graduating – the School of Nursing is grounded in the concepts of health equity and social justice, the curriculum includes an Indigenous- focused program level outcome, Indigenous, EDI and anti-racism learning outcomes are integrated across theory and practice courses.
- Action of establishing comprehensive student recruitment strategy – the A-BSN program provides an opportunity for students who already hold a degree or the majority of a degree to access BSN education, which recognizes previous education.
- Expand opportunities to provide priority admissions to Indigenous students – 12.5% of seats will be reserved for Indigenous students.

Strategic Enrolment Management Plan:

- Goal of having Indigenous students comprise at least 10% of the overall student population –12.5% of seats will be reserved for Indigenous students, which is the same as in the 4-year BSN program.

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.



05-Dec-25

_____ _____

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

As the IACE resources identified are part of our regular scope and responsibilities, a formal letter of support is not required. -RH

Appendix 3: Library consultation

Senate Committee on Planning
Required Internal Consultations
Libraries

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date: August 5, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Draft proposal reviewed
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposal for the Accelerated Bachelor of Science in Nursing (A-BSN) program for the School of Nursing. While it is a new program, because the curriculum is based on the recently updated curriculum for the 4-year BSN (with seven of the required courses already existing) I foresee no library implications with regards to collections. Much of the resources and databases currently used by all nursing programs are available online in multi-user format. With the expectation of an inaugural cohort of 40 students (and eventually 80 students at full capacity with two cohorts) the A-BSN program will increase overall undergrad nursing student numbers which may impact librarian time through requirements for increased instruction and research help support. Please let me know if you have any questions about this, or if there is any other information which I can provide.	

Signature: _____ _____

Date: _____August 5, 2026_____

Appendix 4: Co-op consultation

Senate Committee on Planning
Required Internal Consultations
Co-op

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Karima Ramji Executive Director, Co-op & Career Services	Draft proposal reviewed; consultation via email
Feedback provided (please add feedback only in this section)	

Thank you for sharing this proposal. I am pleased to support the proposed Accelerated BSN program.

While Nursing does not participate in formal co-operative education programs, the program's extensive work-integrated learning model strongly aligns with our shared commitment to experiential learning and preparing students for successful transitions into professional practice. The curriculum's substantial clinical and community-based placements provide meaningful opportunities for students to apply their learning in real-world settings and develop the competencies required for entry to practice.

This program responds directly to the urgent and well-documented need for Registered Nurses in British Columbia and across Canada, expanding pathways into the profession while helping to address critical health workforce shortages. As you are aware, Co-operative Education and Career Services maintains a strong network of international partners that offer work-integrated learning opportunities relevant to nursing and health professions, and we would be pleased to help facilitate connections and explore opportunities that may support the program's goals as needed.



Signature: _____

Date: August 6, 2026

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 5: OREM consultation

Senate Committee on Planning
Required Internal Consultations
OREM

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date: Spring and Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Office of the Registrar and Enrolment Management - Wendy Taylor, Leona Locke, Brenna Pagnotta, Asia Longphee, Amanda Hawkins, Ashley de Moscoso	Draft proposal
Feedback provided (please add feedback only in this section)	

• Anticipated start date: indicates Sept 2028 but the approval dates outlined appear to lead up to Cycle 1 – May 2027?
  ○ Is the intention to have these changes in the calendar that far in advance (we are assuming Ministry approval is required). *Note from L. Marcellus*: Yes - the intention is to have changes in Calendar early so that there is sufficient time for applicants to complete prerequisite courses.
• 4.8 Proposed Course Descriptions
  ○ unit should refer to Policy AC1120 and the Guide before submitting course proposals as many of the included course descriptions and titles will require updates to align with calendar standards. *Note from L. Marcellus*: Kuali entries have been prepared following the policy and guide.
  ▪ E.g., colons are not permitted in course titles, titles must be informative from a transcript perspective, and descriptions cannot exceed 75 words	

• Recommend that a proposal be submitted to the Senate Committee on Academic Standards for their review and approval for the admission requirements and entry term for this new program, as this program is distinct from the current Nursing programs listed in the UG calendar. *Note from L. Marcellus:* a SCAS proposal will be developed. • Recommend that "semester" be changed to "term". *Note from L. Marcellus:* this change has been completed.	

Signature: _____

Date: _____Aug 21, 2026

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 6: Academic Writing Program consultation

Senate Committee on Planning
Internal Consultation
Prerequisite Courses: Academic Writing Program

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Erin Kelly Director, Academic and Technical Writing Program	Draft proposal reviewed

Feedback provided (please add feedback only in this section)

In short, as long as the students you admit to your accelerated program have already met the AWR at UVic, I anticipate there will be no enrolment needs associated with ATWP courses (or any other UVic AWR-designated courses).

A student who comes into your program having already completed an undergraduate degree (BA or BSc) at an accredited, English-language institution would de facto have met the AWR.

A student who is admitted in without a degree but with a minimum of 30 transferrable units would, most likely, already have a course that transfers to UVic as equivalent to a course that meets the AWR. All of the institutions with which you currently have block transfer agreements (Aurora College, Camosun College, College of the Rockies, and Selkirk College) include such a course in their program requirements. (To be more precise, all of them require a course equivalent to ATWP135: Academic Reading and Writing.)

My recommendation is that you make clear that a prerequisite for admission to your new accelerated program is transferrable credit for a class that meets the AWR at UVic. At this time, that would be transfer credit for ATWP135, ENSH101, ENSH102, or ENSH103, and students

who have completed undergraduate courses anywhere in British Columbia can see equivalencies by consulting the BC Transfer Guide: https://www.bctransferguide.ca/.

Note that if the proposal to revise the university requirement is supported by the Senate on Friday 10 April 2026, what would in the future be called the Core requirement. Your program might then need to update the guidance to students concerning prerequisites.

All in all, I fully support the plan for this new BSN pathway and thank you for the work you're doing to get it launched.

Signature: Erin E. Kelly

Date: ____April 8, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 7: Faculty of Health – Exercise Science and Health Education consultation

Senate Committee on Planning
Required Internal Consultations
Prerequisite courses: Human Anatomy and Human Physiology

Name of program: Accelerated BSN	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean	
Consultation date: April 13, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Nevin Harper, Acting Director, Exercise Science, Physiology and Health Education	Email, in person discussion, calendar description of anatomy and physiology courses from Camosun used in 4-year collaborative program
Feedback provided (please add feedback only in this section)	
As per our conversation, our school has two courses, EPHE 140 and EPHE 161 (Anatomy and Physiology + Labs), that would fit with the BSN program as prerequisites.	

Signature: _____

Date: April 13, 2026

Appendix 8: Indigenous Studies Program consultation

Senate Committee on Planning
Required Internal Consultations
Prerequisite courses: Indigenous Studies

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.

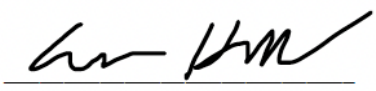
Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- 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 Kundook 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: Accelerated BSN	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean	
Consultation date: April 18, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Lisa Kahaleole Hall, Director, Indigenous Studies Program	Email, shared information about Indigenous Studies course taken by students in the 4-year collaborative program.
Feedback provided (please add feedback only in this section)	
The course that comes to mind is offered by the Indigenous Studies program. IS100 will be offered every January term on Tuesday evenings 5:30-8:20 and has plenty of room for your students. The course is focused on local Indigenous knowledge and knowledge holders. **IS100 - Responsibilities to Coastal Indigenous Peoples and Lands** Introductory survey centering local lands and Coast Salish protocols and examining Canadian political relationships with First Nations, Inuit and Metis peoples. Maps BC nations and territories to highlight relationships of land, water and people, including what it means to be a good guest here. Covers both histories of encroachment and histories of resistance and revitalization. Community-based knowledge holders contribute throughout.	

Signature: 

Date: April 18, 2026

Appendix 9: British Columbia College of Nurses and Midwives consultation
(*Responses are only provided within emails, letters are not provided)

Summary of Consultation - Proposed Accelerated BSN Program at UVic

Samarjit Dhillon <Samarjit.Dhillon@bccnm.ca> Monday, March 2, 2026 at 3:12 PM

To: Lenora Marcellus, Director, School of Nursing; **Cc:** Harjit Dhesi

You replied to this message on 2026-03-12, 11:47 AM. Show Reply

Hi Lenora,
Thank you for meeting with us on July 31, 2025, to discuss UVic's proposed accelerated BSN program. We appreciated the opportunity to connect early and to learn more about the emerging plans for the program, which is tentatively targeted for a September 2028 start and is still under development. Key points from our discussion include:

- The proposed accelerated BSN would build on UVic's concept-based collaborative curriculum, adapted and compressed into a five-semester structure; details regarding curriculum design and admission requirements are still being finalized.
- UVic is planning to develop new nursing lab and simulation facilities, with anticipated readiness around 2027.
- From a BCCNM Education Program Review perspective, the program would likely be reviewed as a new program, given the anticipated degree of curricular difference. BCCNM typically begins formal review conversations about one year prior to program launch, and the upcoming implementation of the Health Professions and Occupations Act (April 2026) may affect EPR processes.
- Given current timelines, it was suggested that UVic submit a Notice of Intent in March/April 2027 to initiate the review process.

Kind regards,
Samarjit

Samarjit Dhillon, RN, MSN, EdD
She | Her

Education Consultant | Education, Standards & Policy Integration
T 604.742.6200 Ext. 6500 | E Samarjit.Dhillon@bccnm.ca

BCCN&M British Columbia College of Nurses & Midwives
900 - 200 Granville St, Vancouver, BC V6C 1S4
TF 1.866.880.7101 | F 604.899.0794 | www.bccnm.ca

Appendix 10: Aurora College letter of support

AURORA COLLEGE

School of Health and Human Services
Education and Training Division
Bag Service 9700, Yellowknife, NT X1A 2R3

www.auroracollege.nt.ca

Tel: (867) 920-3030 Fax: (867) 873-0358

April 1, 2026

Re: Support for the University of Victoria's Accelerated Bachelor of Science in Nursing (A-BSN) Program

Aurora College has been a long-standing partner of the University of Victoria's School of Nursing, collaboratively delivering a shared Bachelor of Science in Nursing program under the guidance of the Steering and Curriculum/Evaluation Committees. The partnership is grounded in transparency, mutual respect, and a shared commitment to high-quality nursing education. The current collaboration focuses on the development, maintenance, and delivery of a comprehensive four-year BSN program. I am confident that the Steering Committee will remain fully informed throughout the planning and implementation of the proposed A-BSN program, and that the integrity and quality of the curriculum will continue to be upheld.

Across Canada, health systems are prioritizing strategies to expand and strengthen the nursing workforce. The introduction of the A-BSN program, built upon the existing shared curriculum, represents an important opportunity to increase access to nursing education and support workforce growth. Aurora College fully supports this initiative and recognizes its potential to provide students with an additional, high-quality pathway into the nursing profession.

Yours truly,

Jodi Brennan MN RN
Chair, School of Health and Human Services Programs

Appendix 11: Camosun College letter of support



February 24, 2026

TO: Education Program Approval Committee Members
FROM: Carly Hall, Dean, School of Health Sciences & Human Services, Camosun College
Kirstin McLaughlin, Chair, Nursing Department, Camosun College
REGARDING: Support of New Program Proposal: Accelerated BSN Program

We are providing this letter to Dr. Lenora Marcellus, Director of the School of Nursing at the University of Victoria, to indicate our support of the proposal for the *Accelerated BSN (A-BSN) Program*. Camosun College is committed to the value of supporting lifelong learning and the goal of delivering outstanding flexible learning opportunities to support students' evolving educational needs. Camosun College and the University of Victoria have been long-standing collaborative partners in the shared delivery of the 4-year collaborative BSN program. Students begin their program at Camosun College and transfer to the University of Victoria in Semester 6 for the final four terms of the program. We also have recently collaborated on implementing a Practical Nurse (PN) to BSN Bridge Program, for learners who are already practicing as a Licensed Practical Nurse (LPN). These students complete the Bridge Program, integrate into Semester 5 at Camosun College, and transfer to the University of Victoria with the other 4-year collaborative students in Semester 6.

The A-BSN program will be a third BSN program delivery approach in Victoria/South Island. It has been developed to focus on addressing the needs of a specific group of learners: students who have had extensive post-secondary learning experience and are second career or mature learners. Our admissions data indicate that we already share approximately 20 students per year with this background in the 4-year BSN program. This approach will optimize the learning timeline for students who already have met many program requirements and support them to enter practice in a timely manner.

The curriculum for the A-BSN program is grounded in the 4-year collaborative BSN curriculum that we also share with three other College Partners in BC and the NWT. This curriculum has recently been updated and was launched in September 2025. This revised curriculum reflects feedback from students, faculty, and practice partners. It also reflects trends and future community needs through enhanced content in the areas of primary health care, mental health and substance use, decolonization and reconciliation, information technology, interprofessional education, and planetary health. Students across all three program delivery approaches will

3100 Foul Bay Road, Victoria, B.C. V8P 5J2 LANSDOWNE CAMPUS INTERURBAN CAMPUS 4461 Interurban Road, Victoria, B.C. V9E 2C1
camosun.ca

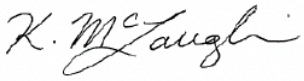
learn together in some shared courses. In addition, as a part of the ongoing commitment to Indigenization and to align with admission practices in other BSN approaches, 12.5% of program seats will be reserved for Indigenous students.

The aim is to integrate planning for this new program approach with other ongoing collaborative work, including student recruitment and practice placement development. Program marketing will increase awareness of the three BSN program approaches, and our Camosun College and UVic recruitment and admission teams will collaborate on communication and processes. We have also initiated shared practice planning with our primary practice partner, Island Health, to optimize clinical placement capacity in the South Island for all BSN programs.

We remain fully committed to ensuring the quality of BSN programs in Victoria and value our continued collaboration with the University of Victoria. Potential BSN students in the South Island and beyond will benefit from the range of program delivery options, including this new A-BSN Program. We are in full support of this proposal.

Regards,





Carly Hall, RN, BSN, MEd
Dean, Health Sciences and Human Services
Camosun College
250-370-4285
hallc@camosun.ca

Kirstin McLaughlin, PhD(c), MPH, RN, CCNE
Chair, Nursing Program
Camosun College
250-370-4288
mclaughlink@camosun.ca

Appendix 12: College of the Rockies letter of support

COLLEGE OF THE ROCKIES

April 8, 2026

COTR Letter of Support

TO: Members of Senate, the Board, and Ministry Review Bodies

FROM: Norma Sherret, Dean, Health and Human Services, College of the Rockies

REGARDING: Support of new program proposal: Accelerated BSN Program at the University of Victoria

I am providing my support for this proposal in my capacity as Dean of Health and Human Services at College of the Rockies. College of the Rockies is committed to providing relevant and quality education that meets the demand for skilled employees, including meeting the demand for Registered Nurses in BC. Within our Health and Human Service portfolio, we offer the Bachelor of Science in Nursing (BSN) program in collaboration with the University of Victoria (UVic). I am providing my full support for the proposed Accelerated BSN (A-BSN) program in the School of Nursing at the University of Victoria.

Through our long-standing collaboration with the School of Nursing in the delivery of the four-year BSN program, I am confident in the strength of the curriculum, faculty and administrative expertise, and commitment to excellence in nursing education. The proposed accelerated BSN program builds on this solid foundation. Grounded in the four-year BSN curriculum, the accelerated program is carefully designed, evidence-informed, and aligned with current practice standards, ensuring it maintains the same quality as the existing BSN program while meeting the needs of students with post-secondary experience seeking an accelerated pathway into the nursing profession.

The School of Nursing and UVic have the infrastructure to successfully deliver this program, including effective practice education partnerships with Island Health and other organizations, upcoming simulation resources, and academic/student supports that are already effectively utilized in the current BSN program. Graduates of the proposed program will be well-prepared to meet the British Columbia College of Nurses and Midwives (BCCNM) Entry-to-Practice Competencies. Based on our collaborative curriculum work and shared standards, I am confident that graduates will demonstrate the knowledge, clinical judgment, and professional accountability required to practice safely, competently, and ethically in a range of healthcare settings.

The introduction of an accelerated BSN pathway will be an additional contribution to addressing the ongoing nursing workforce needs in the province. By creating an additional, efficient entry route into the profession for students who bring post-secondary experience, the School of Nursing will contribute to increasing the number of Registered Nurses entering the workforce while maintaining high educational and professional standards.

In summary, I fully support this proposal for an accelerated BSN program in the School of Nursing at the University of Victoria.

Sincerely,

Cranbrook Main Campus, 2700 College Way, PO Box 8500, Cranbrook, BC V1C 5L7
Phone: 250-489-2751 Toll Free: 1-877-489-2687 Fax: 250-489-1790 www.cotr.bc.ca email: info@cotr.bc.ca

Appendix 13: Selkirk College letter of support

Selkirk College
Where place meets purpose.

March 30, 2026

Letter of Support for Accelerated Bachelor of Science in Nursing Program – University of Victoria

Dear Members of Senate, the Board, and Ministry Review Bodies,

I am writing in my capacity as Dean of the School of Health and Human Services at Selkirk College. The Bachelor of Science in Nursing (BSN) program, in collaboration with the University of Victoria (UVic) is one program in my portfolio. I would like to express my strong support for the proposed Accelerated BSN program at the University of Victoria.

Through our ongoing collaboration with UVic in the delivery of the regular-stream BSN program, we have developed a deep familiarity with the strength of its curriculum, faculty expertise, and commitment to excellence in nursing education. The proposed accelerated program builds on this solid foundation. The curriculum is thoughtfully designed, evidence-informed, and aligned with current practice standards, ensuring that it maintains the same rigor and quality as the existing program while meeting the needs of students seeking an expedited pathway into the nursing profession.

UVic has demonstrated that it possesses the necessary infrastructure to successfully deliver this program. This includes experienced faculty, established practice education partnerships, simulation resources, and academic support that are already effectively utilized in the current BSN program. These assets position UVic well to implement the accelerated stream without compromising educational quality or student experience.

Importantly, graduates of the proposed program will be well-prepared to meet the British Columbia College of Nurses and Midwives (BCCNM) Entry-to-Practice Competencies. Based on our collaborative work and shared standards, I am confident that graduates will demonstrate the knowledge, clinical judgment, and professional accountability required to practice safely, competently, and ethically in a range of healthcare settings.

The introduction of an accelerated BSN pathway will make a meaningful contribution to addressing the ongoing nursing workforce needs in British Columbia. By creating an additional, efficient entry route into the profession, UVic will help increase the number of qualified nurses entering the workforce while maintaining high educational and professional standards. This is particularly important given the current and projected demand for skilled nursing professionals across the province.

In summary, I fully support the approval of the University of Victoria's Accelerated Bachelor of Science in Nursing program. It reflects a high-quality, well-resourced, and strategically important initiative that will benefit students, the healthcare system, and the people of British Columbia.

Thank you for your consideration.

Sincerely,



Tammie Clarke, RN, BSN, MA, CCNE

Dean, School of Health and Human Services, Teaching and Learning Centre

Appendix 14: University of Northern British Columbia letter of support

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr Caroline Sanders

Professor Nursing

School of Nursing

University of Northern British Columbia

Date 17th April 2026

Dear Dr Marcellus,

I am pleased to provide this letter of support for the proposed Accelerated Bachelor of Science in Nursing Program at the University of Victoria. After reviewing the proposal, I am strongly supportive of the program's development and implementation. The proposal reflects thoughtful planning, strong curriculum alignment, and a clear understanding of the current and future needs of nursing education, health human resources, and learners entering nursing through non-traditional or accelerated pathways.

The proposed A-BSN program is timely and important. It responds directly to workforce needs while also creating a meaningful pathway for individuals who already bring prior university-level learning, life experience, and professional maturity into nursing education. This is particularly valuable for learners such as licensed practical nurses, internationally educated nurses, and others with previous academic or health-related experience who are seeking a clear and efficient route into registered nursing practice.

I was especially impressed by the strength of the curriculum design. The proposal demonstrates careful alignment with the existing four-year collaborative BSN program while also recognizing the distinct needs of accelerated learners. The use of a concept-based curriculum is particularly sound. In nursing education, a concept-based approach helps students move beyond memorizing disconnected content and instead supports them to understand larger transferable ideas that can be applied across settings, populations, and clinical situations. This is essential in preparing graduates for the complexity, uncertainty, and changing realities of contemporary nursing practice.

The proposed curriculum also reflects the broader shift toward competency-based education. Its emphasis on critical thinking, clinical reasoning, relational practice, leadership, evidence-informed care, and professional identity formation is well aligned with the goal of preparing graduates who are not only exposed to nursing content, but able to demonstrate the competencies required for safe, ethical, and effective practice. The integration of simulation, practice education, and scaffolded clinical learning across the program further strengthens this approach.

I also want to highlight the proposal's strong attention to Indigenous perspectives, equity, relational practice, and social justice. The inclusion of Indigenous health and well-being, anti-Indigenous racism, reconciliation, and relational learning as integrated curriculum elements is a significant strength. This is not presented as an isolated topic, but as a foundational component of nursing education and professional training. This is essential for preparing nurses who can practice with cultural humility, ethical awareness, and responsiveness to the historical and current realities that shape health and health care experiences.

The planning process outlined in the proposal is commendable. The establishment of working groups, consultation with existing accelerated BSN programs, engagement with practice partners, review of admissions approaches, and attention to simulation and practice education demonstrate a robust and collaborative development process. This level of planning gives confidence that the program has been carefully considered from academic, operational, pedagogical, and workforce perspectives.

I also support the proposed investment in simulation infrastructure and faculty/administrative resources. A strong simulation learning environment is essential for accelerated nursing education, particularly when students are progressing through a condensed and intensive program. Simulation provides an important bridge between theory and practice, supports the development of clinical judgment, and allows students to practice complex decision-making in a structured and supported environment. The proposed simulation learning centre is therefore a major strength of the program and will likely benefit not only A-BSN students, but also learners across the broader School of Nursing and Faculty of Health. Further, this work is timely considering the planned provincial simulation guideline/framework that is to be completed early May 2026,

As the program moves forward, I would encourage continued attention to how prerequisite knowledge is carried into the nursing curriculum. For example, students may enter with completed coursework in anatomy, physiology, statistics, writing, or Indigenous studies. Still, they may require intentional support to transfer that prior learning into applied nursing contexts. Building early curriculum strategies to reactivate and apply prerequisite knowledge may strengthen student success, particularly in evidence-informed practice, clinical reasoning, and relational care.

I would also encourage consideration of how the program may connect with existing learner-development opportunities, including employed student nurse roles and other practice-based career pathways. Given the accelerated nature of the program, it will be important to ensure that students have clear information about eligibility, timing, and opportunities for employment-based learning as they progress toward registered nursing practice.

Overall, I view this proposed A-BSN program as a strong, responsive, and well-designed addition to nursing education in British Columbia. It has the potential to increase access to nursing education, support health workforce needs, and prepare capable graduates who

are ready to contribute meaningfully to diverse practice settings. The proposal reflects a high level of care, rigour, and vision, and I am pleased to offer my support.

Sincerely,



Dr Caroline Sanders, MBE, RN, PhD

Appendix 15: Island Health letter of support

Excellent health and care, for everyone, everywhere, every time.

island health

March 31, 2026

To: **Education Program Approval Committee Members**

From: **Cynthia Elliott, Executive Director, Professional Practice and Learning, ISLH**

Re: **Support of New Program Proposal: Accelerated BSN Program.**

On behalf of Island Health, I am providing this letter to Dr. Lenora Marcellus, Director of the School of Nursing at the University of Victoria, to indicate our support of the proposal for the Accelerated BSN (A-BSN) Program.

Island Health and the University of Victoria School of Nursing have been long-standing collaborative partners in the delivery of the current 4-year collaborative BSN program. In addition to partnering to provide quality practice placements for undergraduate students, we collaborate in many other ways: supporting graduate student learning, including NP practice placements; co-delivery of initiatives such as the Employed Student Nurse program; Learning Pathways for Year 4 students/new graduates; New Graduate RN Council, and Collaborative Learning Unit (CLU) development.

Currently Island Health is the primary practice partner hosting UVic and Camosun College BSN students in their clinical courses. Each year, we provide placements for approximately 600 BSN students. The new Accelerated BSN Program will require placements for an additional 80 students per year. We have launched a process with the School of Nursing to optimize our placement capacity and take advantage of many new services that have developed in the past few years as Island Health expands initiatives in primary health care, Indigenous and community-based care, and targeted high acuity/specialized services. We have initiated shared practice planning to optimize clinical placement capacity in the South Island for all BSN programs. We are examining how clinical placements link to learning for nurses of the future and ensuring students, and future employees, have a positive learning experience in Island Health.

We know that the majority of UVic BSN graduates choose to practice with Island Health, and a substantial proportion of our current RN workforce are UVic BSN graduates. We would like to sustain and further develop this relationship to meet our ongoing RN health human workforce needs, now and with future projections. Students and new graduate nurses bring new knowledge, enthusiasm, and skill into our health system right when our patients and communities need us the most.

The A-BSN program will be a third BSN program delivery approach in Victoria/South Island. It has been developed to focus on addressing the needs of a specific group of learners: students who have had

extensive post-secondary learning experience and are second career or mature learners. This approach will optimize the learning timeline for students who already have met many program requirements and support them to enter practice in a timely manner. Many of these potential applicants will already be living in Victoria and on Vancouver Island and will be potential future Island Health employees.

We remain fully committed to ensuring the quality of BSN programs in Victoria and value our continued collaboration with the University of Victoria School of Nursing. Potential BSN students in the South Island and beyond will benefit from the range of program delivery options, including this new Accelerated BSN Program. We are in full support of this proposal.

Sincerely,



Cynthia Elliott, RN, MSN
Executive Director
Professional Practice and Learning
Island Health

cc: Krista Allan, Vice President, Quality, Research and Chief Nursing & Allied Health Officer, Island Health

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to discontinue the Nursing Education Graduate Certificate Degree Program

---

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Nursing Education Graduate Certificate Degree Program.

Background:
In 2023, the School of Nursing launched the one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program. However, despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

Basis for Jurisdiction: Senate Committee on Planning meeting October 7, 2026
Senate meeting on November 6, 2026

Attachment(s): November 2026 Senate docket for the proposal to discontinue the Nursing Education Graduate Certificate Degree Program.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to discontinue the Nursing Education Graduate Certificate

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to discontinue the Nursing Education Graduate Certificate.

In 2023, the School of Nursing launched the one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program. However, despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

The committee did not have any concerns about this discontinuation.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing Education Graduate Certificate, as described in the document “Nursing Education Graduate Certificate”.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Nursing Education Graduate Certificate

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	**April 15, 2026**	**Y**
External and Internal Consultation (letters of support as per section I)	n/a	N
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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

Description/Scope of Proposal

In 2023, the School of Nursing launched a one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program.

Rationale for the Proposal

Despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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 (e.g., student evaluation, supervision, oral examinations)?

The last intake of a student in the certificate was in 2024. The planned discontinuation would be effective in May 2027. As this program is a one year certificate all students will have graduated by the time the program ends.

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

The certificate was based on existing courses of the master of nursing program. No impact is expected.

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).

This discontinuation is part of a comprehensive refresh of all graduate programs in the School of Nursing.

Extensive consultation was undertaken at the School level to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.

- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

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)

In 2023, the School of Nursing launched a one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program.

Rationale for the proposal (approximately 200 words)

Despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

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

None

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

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-26

_____ _____

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nurse Educator Certificate for the School of Nursing. **I foresee no issues or impacts on the library regarding the discontinuation of this particular program. My time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream, which will continue to offer courses around the nurse educator role.** **Please let me know if you have any questions about this, or if there is any other information which I can provide.** **Regards,**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: _____

Date: _____April 15, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: _____ 

Date: _____June 10, 2026

Revised September 2025

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to discontinue the Nursing and Health Informatics Double Degree Program

---

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Nursing and Health Informatics Double Degree program.

Background:
The School of Health Information Science and the School of Nursing began offering the NUHI double-degree program in 2010. Admissions were suspended in 2024 due to challenges including program length, completion rates, and student wellbeing. With an average time to completion of almost six years and a dropout rate exceeding 20% (>1/5 students), the program is no longer considered viable. Following a review of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree is proposed to be discontinued.

Basis for Jurisdiction: Senate Committee on Planning meeting October 7, 2026
Senate meeting on November 6, 2026

Attachment(s): November 2026 Senate docket for the proposal to the Nursing and Health Informatics Double Degree program

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to discontinue the Nursing and Health Informatics Double Degree program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to discontinue the Nursing and Health Informatics Double Degree program.

The School of Health Information Science and the School of Nursing began offering the NUHI double-degree program in 2010. Admissions were suspended in 2024 due to challenges including program length, completion rates, and student wellbeing. With an average time to completion of almost six years and a dropout rate exceeding 20% (>1/5 students), the program is no longer considered viable. Following a review of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree is proposed to be discontinued.

The committee did not have any concerns about this discontinuation.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to discontinue the Nursing and Health Informatics Double Degree program, as described in the document “Nursing and Health Informatics – Double Degree”.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health

Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Nursing and Health Informatics - Double Degree

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	**April 8, 2026**	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	**April 15, 2026**	**Y**
External and Internal Consultation (letters of support as per section I)	n/a	N
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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

In 2010, the School of Health Information Science and the School of Nursing began jointly offering a double-degree program (NUHI). Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.

This master's program was built around a structure exceeding 32 units, which has proven unrealistic. The average completion time was five years and ten months, and the dropout rate exceeded one in five students. For practical purposes, students in this program would have been better served by completing two master degrees sequentially rather than pursuing the double degree.

As part of a comprehensive refresh of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree will be discontinued.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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 (e.g., student evaluation, supervision, oral examinations)?

The last intake to the program was in September 2023, the program will be discontinued in May 2027.
All students in the program will have completed their coursework and we expect all or almost all students to have graduated by then

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

Both Schools have already reallocated their resources to other programs and no impact is expected

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).

This document was jointly completed by the School of Health Information Science and the School of Nursing.

This discontinuation is also part of a comprehensive refresh of all graduate programs in the School of Nursing.

Extensive consultation was undertaken at the school level to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of

graduate nursing programs at a meeting of the Graduate Education Committee.

- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

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

Name of Program: Nursing and Health Informatics - Double Degree

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)

In 2010, the School of Health Informatics and the School of Nursing began jointly offering a double-degree program (NUHI). Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.

As part of a comprehensive refresh of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree will be discontinued.

Rationale for the proposal (approximately 200 words)

This master's program was built around a structure exceeding 32 units, which has proven unrealistic. The average completion time was five years and ten months, and the dropout rate exceeded one in five students. For practical purposes, students in this program would have been better served by completing two masters degrees sequentially rather than pursuing the double degree.

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

None

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

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-26

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nursing and Health Informatics Double Degree for the School of Nursing. **As the librarian for both the School of Nursing and the School of Health Information Science, I foresee no issues or impacts on the library regarding the discontinuation of this particular program. The existing collections for both schools remain relevant and will continue to be used for the schools' other programs.** **In my role specifically supporting the School of Nursing, my time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream.** **Please let me know if you have any questions about this, or if there is any other information which I**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

can provide.

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: _____

Date: _____June 10, 2026

Revised September 2025

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposal to revise the Master of Nursing Program

Recommendation:
THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master's program, Master of Nursing - Nurse Practitioner, as described in the document "Master of Nursing in Advanced Practice Nursing".

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN - Nursing) program as described in the document "Master of Nursing in Advanced Practice Nursing".

Background:
The current MN program structure has evolved through a series of incremental revisions over more than two decades, resulting in a complex configuration of multiple streams, prefixes, and program pathways that have become difficult to administer and challenging for students to navigate. The refreshed curriculum separates the Nurse Practitioner as a standalone program and discontinues two streams within the MN program. The revisions introduce a more coherent and flexible program architecture while preserving the program's core academic focus and professional orientation.

Basis for Jurisdiction: Senate Committee on Planning meeting October 7, 2026
Senate meeting on November 6, 2026

Attachment(s): November 2026 Senate docket for the proposal to revise the Master of Nursing program

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to revise the Master of Nursing program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to revise the Master of Nursing program.

The current MN program structure has evolved through a series of incremental revisions over more than two decades, resulting in a complex configuration of multiple streams, prefixes, and program pathways that have become difficult to administer and challenging for students to navigate. The refreshed curriculum separates the Nurse Practitioner as a standalone program and discontinues two streams within the MN program. The revisions introduce a more coherent and flexible program architecture while preserving the program's core academic focus and professional orientation.

Recommended Motions:

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master's program, Master of Nursing - Nurse Practitioner, as described in the document "Master of Nursing in Advanced Practice Nursing".

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN - Nursing) program as described in the document "Master of Nursing in Advanced Practice Nursing".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Nursing in Advanced Practice Nursing

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027 (first intake Sept 2028)

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	April 15, 2026	**Y**
External and Internal Consultation (letters of support as per section I)	Summer	Y
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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 School of Nursing is proposing a comprehensive refresh of all its graduate programs. The primary structural change involves dividing the current Master of Nursing (MN) into two distinct standalone programs:

- MN Nurse Practitioner: The existing Nurse Practitioner (NP) stream will be separated into a standalone, professional course-based program consisting of 19.5 units.
- MN Nursing: All other existing streams excluding the Indigenous Wellness stream—will be consolidated into a single, elective-based structure of 15 units.

This new MN structure, designed to provide flexibility for students, utilizes a modular approach. Students will customize their degree by selecting from three "buckets" of courses: core mandatory courses, disciplinary electives, and external electives from other UVic units. Additionally, the program offers three completion pathways: thesis, practicum, or a course-based capstone. The curriculum content of the refreshed program has also been revised from the ground up. Nine new courses and a new 3-unit practicum have been designed.

The necessity for a comprehensive refresh is driven by several internal and external factors:

- Curricular Coherence: Decades of iterative, targeted adjustments have created a complex matrix of program rules that lack overall coherence and are difficult to manage.
- Workforce Evolution: 80% of current faculty members were recruited in the last eight years; the existing curriculum does not yet fully reflect this new expertise or current professional practices.
- Market Competition: While the School was a pioneer in distance education, increased competition from large institutions and a declining enrollment trend in some streams necessitated a more attractive, modern offering.
- Efficiency and Sustainability: The refresh aims to reduce the total number of taught sections from 78 to 69, improving resource efficiency while maintaining or increasing student FTEs. This will allow us to decrease our reliance on sessional instructors.
- Pedagogical Modernization: The update also addresses the emergence of GenAI/LLMs and shifts in student demographics and expectations.

The proposal is designed to integrate the School's core values with the broader strategic direction of the University of Victoria and the new Faculty of Health:

- The program is grounded in the UVic 2023 strategic priorities of "People, Place, and Planet." This is reflected in the new "Planetary & Global Health" elective and a conceptual framework that emphasizes relational accountability and ecological responsibility.
- The refresh strengthens the connection to the Faculty of Health by encouraging interdisciplinary education through the "external electives" bucket.
- The NP program remains strictly aligned with British Columbia College of Nurses and Midwives (BCCNM) education program review requirements.
- The new curriculum integrates Indigenous perspectives and decolonizing approaches into core courses like "Nursing Theory and Ethics."
- The standalone Indigenous Wellness stream further supports this by focusing on community-led approaches and reciprocal partnerships.

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 change requires no additional resources.

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

The revision of the MN program provides an opportunity to clarify and streamline the language related to program description and clarify admission requirements

Items Removed

The prerequisite of requiring completion of "an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above" has been removed. This requirement reflected the previous curriculum. The revised curriculum has been intentionally designed to embed the required statistical knowledge within the program itself.

Two statements that were included in the MN description have been retained for the Nurse Practitioner (NP) program, where they are central, but removed from the regular MN program, where it isn't needed. Those statements are:

- "When applying students must provide official verification of active practicing registration as a Registered Nurse in BC. Active practicing registration must be maintained for the duration of the program" and;
- "Applicants admitted to the NP program must provide evidence of successful completion of a basic life support level C course completed no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program."

Items Added or Modified

A sentence has been added specifying that all graduate programs in the School of Nursing include "Designated Equity Seats for First Nations, Inuit, and Métis applicants, in accordance with School policy."

The NP program will clarify the language regarding the minimum level of recent clinical experience by stating "Applicants must also submit documentation of completing 3800 hours of clinical practice in Canada as a registered nurse within the five years before application" instead of mentioning that "a minimum of two years' full-time recent nursing practice as a registered nurse" is strongly recommended.

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.

Yes. The proposed program refresh involves significant revisions to the curriculum of the Master of Nursing in Advanced Practice Nursing program.

The current MN program structure has evolved through a series of incremental modifications over more than two decades, resulting in a complex configuration of multiple streams, prefixes, and program pathways that has become difficult to administer and challenging for students to navigate. The refreshed curriculum introduces a more coherent and flexible program architecture while preserving the program's core academic focus and professional orientation.

Structural Changes

The existing Nurse Practitioner (NP) stream of the current MN will be separated into a standalone, professional course-based program (MN -Nurse Practitioner) consisting of 19.5 units. The course content of the standalone program will remain very similar to what is currently offered, including ten courses that are Nurse Practitioner specific, and offered under the NUNP prefix (for a total of 16.5 units). The main changes are:

- Instead of having four disciplinary courses in common with non-NP MN students, the NP program will now include two revised and refocused disciplinary NURS courses (*Nursing Theory and Ethics* and *Evidence-Informed Practice,* see below for descriptions)
- There won't be a post-MN NP stream anymore. The post-MN stream had been designed as a solution to reduce duplications for students who already had an MN degree. The design of the new NP program addresses this problem in a better way. Students who will already have completed the two core NURS disciplinary courses from the NP program will take two NURS electives instead.

The refreshed Master of Nursing will consist of two distinct streams. Both streams offer a flexible, elective-based structure that supports multiple areas of specialization.

The MN – Nursing general stream will remain a practice-oriented and theory-based degree designed to prepare nurses for a broad range of roles.

The existing Indigenous Wellness stream of the current APN program will remain as a stream of the new MN and is designed to meet the needs of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, research skills, and workplace competencies.

The total program size will go from 16.5 to 15 units, and its structure is built on three course categories:

- Core courses (mandatory foundational courses)
- Disciplinary electives
- External electives offered by other academic units at the University of Victoria or beyond through the Western Dean's Agreement. This requirement will be indicated in the program's calendar description as "students will also require completion of 3.0 units of 500-level elective courses from outside the department"
-

Students will also select one of three completion pathways:

- Thesis

- Practicum
- Course-based capstone

This modular structure allows students to tailor their program to their professional goals while maintaining clear and consistent academic expectations.

- The thesis option is a traditional research-based master's program that includes an advanced methods course and a six-unit thesis, typically completed over three terms. We anticipate that 10 to 15 students per year will pursue the thesis option.
- The practicum option is a primarily course-based professional master's program that includes a three-unit practice-based learning experience conducted in partnership with an external field guide, in areas of focus including leadership, education, and health policy. For most students, the practicum will be completed remotely. The School has a long tradition of offering remote practicums and can rely on established partnerships across Canada as well as two experienced practicum coordinators. We anticipate that 15 to 20 students per year will choose the practicum option.
- Finally, the capstone option is a fully course-based professional master's program. We expect this option to be selected by the majority of students, with projected enrollment of 25 to 30 students per year.
- The number and sequencing of disciplinary and external electives vary depending on the selected completion option.

Ten 500-level NURS courses, four 500-level NURA courses, and four 500-level NUED courses will be discontinued, for a total of 18 discontinued courses. The NURA and NUED course prefixes will also be discontinued, as these four-course groupings are the only courses offered under those prefixes.

A list of courses that will be discontinued and adjusted can be found as Figure 8 : Summary of course changes and equivalences on page 26 in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template. This figure also provides course equivalences that will be used during the transition period

In total, nine new courses and one new practicum will be created. These new offerings are described in the section below. We have developed a comprehensive transition plan that includes both a course-by-course equivalency structure and a program-level transition plan as discussed in section H

Calendar-ready course descriptions can be found in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template (see section 3.1 pages 19-25)

Accessible and Inclusive Pedagogical Design

The refreshed curriculum incorporates principles of accessible and inclusive pedagogical design in both course delivery and assessment.

Specific examples include:

- Flexible completion pathways (thesis, practicum, or capstone) that allow students with different professional goals and learning strengths to demonstrate advanced competencies.
- Multiple modes of learning and assessment, including applied projects, community-engaged learning, and practice-based inquiry.
- Distributed online delivery combining synchronous and asynchronous formats, improving accessibility for students across geographic regions.
- Integration of Indigenous and decolonizing pedagogies within core curriculum and disciplinary

electives.
- Universal design for learning

Together, these curricular changes support diverse learners, enhance program flexibility, and strengthen alignment with contemporary graduate education practices.

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

The proposed program refresh includes adjustments to the program learning outcomes to better reflect the updated conceptual framework and contemporary expectations for advanced nursing practice while keeping a clear alignment with previous program learning outcomes.

MN - Nursing Stream

The revised program learning outcomes for the MN - Nursing emphasize the language of advanced scholarly practice, social accountability, and leadership within contemporary healthcare systems while remaining consistent with national expectations for graduate nursing education. The revised learning outcomes align with the School of Nursing's conceptual framework centred on People, Place, and Planet, and emphasize relational accountability, critical inquiry, leadership, and community-responsive practice. Upon completion of the MN program, graduates will be able to:

- Integrate advanced nursing knowledge and theory to address complex health and social issues in diverse practice contexts.
- Critically evaluate and apply research and other forms of evidence to inform nursing practice, policy, and system improvement.
- Exercise leadership in advancing equitable, ethical, and culturally safe health systems.
- Engage collaboratively with communities, health professionals, and organizations to improve health outcomes and address social determinants of health.
- Demonstrate relational accountability and professional responsibility, including engagement with Indigenous perspectives and commitments to reconciliation.
- Contribute to the development and dissemination of nursing knowledge through scholarly inquiry, practice innovation, and knowledge translation.
- Address health challenges within local, national, and global contexts, including the impacts of environmental and planetary health factors.

MN Nurse Practitioner Stream

The program learning outcomes of the NP stream (proposed to be an independent MN program) remain unchanged from the current iteration. They have been developed to ensure students meet BCCNM Entry Level Competencies for Nurse Practitioners. The current NP Program Learning Outcomes are:

- Gain advanced knowledge, skills and expertise to meet the primary health care (PHC) needs of individuals and families across the lifespan and within the context of community.
- Collaborate effectively with individuals, families, communities and other health and social service professionals to ensure high quality, comprehensive, holistic Primary Health Care.
- Demonstrate leadership through advocacy for optimal client care, optimizing the nurse practitioner role within the interprofessional team and facilitating systems change.
- Identify and implement research-based innovations that improve client care and the functioning of organizations and/or systems.
- Understand legislative and socio-political issues that influence health policy and build strategies to improve healthcare access and healthy public policy.

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.

Yes. The proposed program refresh significantly strengthens opportunities for experiential learning, community engagement, and the integration of Indigenous perspectives, equity, diversity, and inclusion. Graduate programs in nursing do not include co-op placement

Experiential Learning

The refreshed MN program introduces a new practicum pathway as one of the three degree completion options. The practicum provides structured experiential learning opportunities in partnership with healthcare organizations, post-secondary nursing programs, community agencies, and policy environments.

Through the practicum option, students will:

- Apply theoretical and research knowledge to complex real-world health challenges;
- Develop leadership and change-management skills in organizational settings;
- Engage in community-responsive and practice-informed scholarship.

In addition, several disciplinary electives are explicitly designed to serve as pathways to practicum placements, strengthening connections between coursework and experiential learning. For example, students who take the Harm Reduction and Community Care elective will be well-prepared to complete a graduate practicum with agencies and programs serving equity-deserving populations.

Community-Engaged and Research-Enriched Learning

All completion options incorporate scholarly engagement with real-world practice contexts:

- Thesis pathway: supports independent research addressing health system, community, or policy challenges.
- Capstone pathway: emphasizes applied scholarly work, including practice innovation or system improvement projects.
- Practicum pathway: integrates experiential learning with reflective scholarly inquiry.

Indigenous Perspectives and Decolonization

The program refresh intentionally expands the integration of Indigenous perspectives across the curriculum. Key initiatives include:

- Inclusion of Indigenous perspectives within core courses, particularly *Nursing Theory and Ethics*.
- Development of the *Indigenous Knowledge and Health* disciplinary elective.
- Continued development of the Indigenous Wellness stream, which emphasizes community-led approaches, Indigenous knowledge systems, and reciprocal partnerships with Indigenous communities.
- A requirement that all applicants complete an Indigenous cultural safety course prior to admission.

These initiatives align with the University of Victoria's commitments to reconciliation and decolonization.

Equity, Diversity, Inclusion, and Global Perspectives

The refreshed curriculum integrates EDI and global perspectives through courses addressing:

- Social determinants of health,
- Harm reduction and community-based care,

- Global and planetary health,
- Health equity and justice.

Together, these elements strengthen the program's social accountability and prepare graduates to address complex health inequities in diverse contexts.

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

Yes. The proposed changes both align the program with comparable Master of Nursing programs in British Columbia and distinguish the University of Victoria's program in several important ways. For example, across British Columbia and Canada, MN programs commonly focus on advanced nursing practice, leadership, research literacy, and professional development. The refreshed MN remains consistent with these core objectives while introducing several distinctive features.

<u>Alignment with Comparable Programs</u>

The program aligns with other Canadian graduate nursing programs through:

- Graduate-level preparation for advanced practice roles,
- Integration of research and evidence-informed practice,
- Leadership development within health systems,
- Alignment with expectations articulated by the Canadian Association of Schools of Nursing (CASN) and the British Columbia College of Nurses and Midwives (BCCNM).

The separation of the Nurse Practitioner stream into a dedicated professional program also reflects common program structures used in many Canadian institutions.

<u>Distinguishing Features</u>

The refreshed MN program distinguishes itself through several unique characteristics:

- **Modular Program Design**: The elective-based modular structure allows students to customize their degree according to professional interests while maintaining a coherent core curriculum.

Integration with UVic Strategic Priorities: The conceptual framework of **People, Place, and Planet** aligns the program with the University of Victoria's strategic priorities and emphasizes ecological responsibility and global citizenship**.**

Strong Integration of Indigenous Health and Reconciliation: The program builds on the School of Nursing's national leadership in Indigenous health and nursing education through:

  - An Indigenous Wellness stream,
  - Integration of Indigenous knowledge across the curriculum,
  - Partnerships with Indigenous communities.

- **Distributed Online Delivery with National Reach**: The School's longstanding expertise in distributed online education enables the program to attract students from across Canada while maintaining strong connections with communities and health systems.
- **Flexible Degree Completion Options**: The inclusion of thesis, practicum, and capstone pathways provides greater flexibility than many comparable programs and supports diverse career trajectories.
- Together, these features position the refreshed MN program as a distinctive and competitive graduate nursing program within the British Columbia and Canadian post-secondary landscape.

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

The primary objective of the program revision is not to increase enrolment, but rather to increase application pressure for the APN program.

The number of seats in the NP stream is capped at 50 under an agreement with the Ministry. This stream attracts a large number of applicants (over 350 in the most recent admission cycle) and is already highly competitive. The proposed program revision is not expected to affect these parameters.

Historically, between 40 and 50 students per year have enrolled in the non-NP streams of the APN program, and our intention is to maintain the current program size. However, we aim to attract a larger applicant pool in order to make the program more selective.

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 proposed revisions to the Master of Nursing program are expected to have no negative impact on currently enrolled students. The changes primarily involve a restructuring of program architecture and curricular organization intended to improve clarity, flexibility, and coherence in the program. These revisions do not alter the academic standards of the degree and will not affect the ability of currently registered students to complete their programs in a timely manner.

Students admitted under the current 16.5-unit program structure will have the option to either complete the unit requirements in effect at the time of their admission or transition to the new 15-unit program design. To support this transition, a comprehensive set of 12 course-sequencing templates has been developed, tailored to each student's stream (APL, NUED, or INDW), enrollment status (full-time or part-time), BCIT block credit pathway, and chosen option (capstone or practicum).

A description of the transition plan can be found as section 3.3. (page 28) in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template. The transition course sequencing templates can be found as section 4.1 (pages 29 -40) of the same document.

During the summer of 2028, all students in the program who are not expected to have completed their coursework by the end of the term will receive an individualized email outlining the transition to the revised program and presenting a transition plan tailored to their specific circumstances. The School will also offer information sessions and ensure that all students have the opportunity to discuss the available transition options with their faculty advisor.

The proposed program structure is expected to enhance the student's experience by offering a more coherent set of core courses, expanded disciplinary electives, and flexible completion pathways (e.g., thesis, practicum, or capstone). These changes provide students with increased opportunities to tailor their graduate education to their career interests while maintaining rigorous scholarly expectations. Supervision practices and graduate advising structures will remain consistent with existing Faculty of Graduate Studies policies, and no changes to evaluation standards or student progression requirements are anticipated.

Overall, the proposed revisions are intended to improve program accessibility, transparency, currency, and flexibility while ensuring continuity and stability for students currently enrolled in the program.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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.

Extensive consultation was undertaken throughout the School of Nursing to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

At the regulatory level, the proposed changes primarily affect the structure and curriculum of the Master of Nursing program and do not alter the Nurse Practitioner curriculum, clinical education requirements, or competency preparation.

At present, the guiding bodies for graduate-level nursing education (British Columbia College of Nurses and Midwives, Nurses and Nurse Practitioners of British Columbia and Canadian Association of Schools of Nursing) have not established a specific set of competencies for generalist Master of Nursing (MN) programs other than those preparing graduates for NP licensure. CASN maintains a National Education Framework which provided a foundation for this program change process.

The Nurse Practitioner stream will be administratively separated from the MN program and recognized as a distinct professional program, consistent with structures used in many Canadian institutions. Throughout the review period, the NP Program Lead in the School of Nursing, Dr. Brenda Mishak, provided ongoing updates regarding the program refresh to the professional regulator, the British Columbia College of Nurses and Midwives.

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**

Name of Program: **Master of Nursing in Advanced Practice Nursing**

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 refresh aims to modernize program structures, strengthen curricular relevance, improve flexibility and student success, while preserving degree types and target student populations. Key structural changes include:

- Separating the Nurse Practitioner (NP) stream into a standalone Master's program to clarify professional pathways and streamline calendar descriptions.
- Consolidating the remaining streams into a flexible unified whole and a dedicated Indigenous Wellness stream. Students will customize their degree through three course "buckets" (Core, Disciplinary electives, and External electives) and choose between thesis, practicum, or capstone options.
- Curricular Modernization, including nine new courses addressing contemporary nursing topics including Indigenous Health, Planetary and Global Health, Harm Reduction, and Nursing Education & Simulation

This proposal is directly aligned with UVic's Strategic directions and the mission of the Faculty of Health:

- The new conceptual framework on which the program is based is centredd on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

- By embedding Indigenous ways of knowing into core requirements and strengthening the Indigenous Wellness stream, the School directly supports UVic's commitment to decolonization.

Rationale for the proposal (approximately 200 words)

When the School launched its graduate programs in 2003, it was at the vanguard of distance education, with relatively few competitors. However, the landscape has since changed considerably, and the field is increasingly competitive. In this context, it is essential that our programs remain a top choice for prospective applicants.

Content wise, many of our graduate programs rely on courses, and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

In some areas, such as Indigenous health, the School is currently at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and that the refresh aims to more clearly support and uplift.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

At a structural level, multiple elements of the program's rules and calendar descriptions require attention. The structure of the MN program has become increasingly difficult to manage as a single entity, and its overall coherence is suboptimal. Course sequencing is also problematic in several respects.

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

The latest data indicate that there are 20 students who self-identify as Indigenous in our MN program. The majority of those students are enrolled in the Indigenous Wellness (INDW) stream and the NP stream.

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

Part III: Proposal Information

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

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

  The revisions aim to help both attract and retain more Indigenous students. First, the revised Advanced Practive Nursing program includes a completely refreshed curriculum that will provide a more coherent experience for Indigenous students from the Indigenous Wellness (INDW) stream. This is expected to help maintain or increase enrollment in the program.

The program also includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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

  n/a

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

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  The refreshed curriculum includes a new graduate-level course for Master of Nursing in Advanced Practice students: Indigenous Knowledge & Health. Introduces Indigenous knowledge systems related to health and wellness and their integration with advanced nursing practice. Students explore community-led approaches and respectful collaboration with Indigenous communities. The course examines strengths, complexities, and ethical responsibilities in fostering reciprocal partnerships and advancing Indigenous health.

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

  The refreshed program maintains the current land-based components of the Indigenous Wellness (INDW) stream

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

We were unsure which box to select. The revised programs will continue, as it is the case now, to invite Elders to welcome students during the orientation once a year. However, there should be no increase in the reliance of IACE resources due to the refresh of the MN program

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

The revised Master of Nursing programs advance the University of Victoria's Indigenous priorities by embedding decolonization and relational accountability into their structural and curricular foundations.

Institutional Access and Accountability: Both the MN-APN and MN-NP programs includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the total number of seats).

Decolonizing the Curriculum: The program refresh introduces core courses that explicitly center Indigenous perspectives. The Nursing Theory and Ethics course emphasizes decolonizing approaches, while the Indigenous Knowledge & Health elective focuses on reciprocal partnerships and honoring Indigenous knowledge systems in practice.

Dedicated Indigenous Pathways: The Indigenous Wellness (INDW) stream is maintained as a key priority of the School. It provides a specialized pathway for Indigenous nurses to foster leadership within health-care systems.

Strategic Alignment: These changes are anchored in a new Conceptual Framework that prioritizes "People, Place, and Planet" and commits to meaningful partnerships with First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

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.



08-APR-26

_____ _____

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation dates: Spring and Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management; Rachel Strandquist, Director, Graduate Admissions and Records; Asia Longphee, Manager, Curriculum and Calendar	Proposal
Feedback provided (please add feedback only in this section)	
Anticipated start date: indicates Sept 2028, but the approval dates outlined in this proposal appear to lead up to Cycle 1 – May 2027? • Is the intention to have these changes in the calendar that far in advance (May or Sept 2027, depending on whether Ministry approval is required) **Response:** Timeline wise, our objectives are to (1) have the new programs and courses included in the Calendar by May 2027, in order to (2) launch a coordinated marketing and communications campaign from May to September 2027 and (3) attract a strong pool of qualified applicants who will submit applications in Fall 2027. Selected applicants would then (4) receive offers in Winter 2028, with the aim of (5) beginning their studies in Fall 2028. This is a very robust, thoughtful proposal. I appreciate how our early feedback was incorporated into the proposal. Please accept OREM's support for the proposal moving forward.	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Signature: _____ 

Date: _____August 6, 2026

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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the Master of Nursing in Advanced Nursing Practice program for the School of Nursing. The proposed refresh includes the division of the current Master of Nursing (MN) program into two distinct standalone programs; a nurse practitioner (NP) stream, and a more flexible and modular advanced practice stream. As the purpose of the revision is to allow for more tailored learning opportunities and more flexible completion pathways, even with the revised curriculum, I do not foresee any impact on collections as these changes are more structural in nature. The new courses identified around harm reduction, Indigenous knowledge, leadership, evidence-informed practice, education, research methods, and global health, are covered in the nursing literature, but also through our vast array of research databases and e-journals supporting the related disciplines of public health,	

social work, psychology, education, and social dimensions of health.

As this is a distributed online program, the proposed changes will not impact library space. And, given the expectation to keep admission numbers equivalent to current admission numbers (in the case of the NP program numbers are capped under an agreement with the Ministry), I foresee no further library implications.

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

Regards,



Jessica Mussell, BA, MLIS

Signature: _____

Date: _____April 15, 2026_____

BC CANCER RESEARCH
Provincial Health Services Authority

July 23, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

RE: Letter of Support - UVic School of Nursing Graduate Programs Refresh

Dear Dr. Marcellus,

I am writing in support of the proposed graduate programs refresh at the UVic School of Nursing. I lead the nursing research theme at the BC Cancer Research Institute and work as an embedded researcher within our clinical programs. My comments come from that position, with attention to how graduate preparation shapes the nursing workforce we draw on for both research and practice.

Cancer care delivery in British Columbia has shifted substantially over the past decade. Much of our treatment has moved into ambulatory and community settings, and the survivorship population continues to grow. These changes require nurses prepared to design and evaluate models of care, lead practice change, and contribute to research within the settings where care is delivered. Graduate education is the main route to that preparation.

The redesigned Master of Nursing responds to this need. The structure combines core coursework with disciplinary and external electives, and offers three completion pathways through thesis, practicum, or capstone. This range of options accommodates the different trajectories we see in oncology nursing. Some of our nurses move toward advanced practice and program leadership. Others continue to doctoral study in areas such as equitable access to care, geriatric oncology, and survivorship. We rely on graduates from both routes.

The proposed changes to the PhD are practical. Annual admissions will give applicants a predictable entry point and support a more consistent cohort formation. A streamlined candidacy process aims to address a common source of delay in doctoral progression. In my experience supervising students and serving on doctoral committees, program structure accounts for a meaningful share of time to completion. A more focused curriculum should help students reach independent research sooner while holding the standard for rigorous, relevant, and meaningful scholarly contributions.

The attention to Indigenous knowledges, cultural safety, and reconciliation is directly relevant and of high priority to cancer control in BC. First Nations people in British Columbia experience poorer survival following a cancer diagnosis than other residents. Contributing factors include screening participation, distance from treatment centres, and prior experience and harms with the health system. Progress on these outcomes requires nurses and nurse scientists who approach cultural safety as a matter of research design, community partnership, and care delivery. Curricula that carry this content across the program structure will help to prepare nursing graduates to do that work.

675 WEST 10TH AVENUE
VANCOUVER, BC
CANADA V5Z 1L3

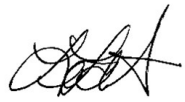
TEL: 604.675.8000
TOLL-FREE: 1.888.675.8001
WWW.BCCANCER.BC.CA

BC CANCER RESEARCH
Provincial Health Services Authority

BC Cancer can support the program in concrete ways. Our nursing research theme is positioned to host graduate practicum students, provide co-supervision and thesis or dissertation committee membership, and offer access to active oncology nursing research programs across the provincial cancer system.

We believe the proposed programs will strengthen the preparation of graduate nurses and nurse scientists and contribute meaningfully to a responsive, evidence-informed, and equitable health system. I support the proposed refresh and am available to speak with the review committee if further detail would be useful.

Sincerely,



Dr. Leah Lambert, RN, PhD
Senior Scientist, Nursing Theme Lead
Department of Clinical Research
BC Cancer Research Institute
Clinical Associate Professor, UBC School of Nursing
MSHRBC Scholar (2024-2029)

BCIT SCHOOL OF HEALTH SCIENCES

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

July 2, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Marcellus:

Re: Letter of Support – University of Victoria School of Nursing Graduate Programs Refresh

I am pleased to provide this letter of support for the University of Victoria School of Nursing's proposed Graduate Programs Refresh. BCIT values its long-standing relationship with the School and recognizes the importance of accessible, practice-relevant graduate education that enables nurses to advance into leadership, advanced practice, education, and research roles.

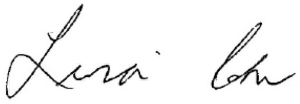
The proposed refresh is a thoughtful and timely response to our evolving health-system, professional, and learner needs. The redesigned Master of Nursing program offers a clearer, more flexible structure, with core learning, disciplinary and external electives, and thesis, practicum, or capstone pathways. This approach will better accommodate diverse learner goals and support the integration of evidence-informed practice, leadership, and scholarly inquiry in evolving healthcare environments.

BCIT particularly supports the continuation and strengthening of the established pathway between our institutions. The proposed MN structure preserves recognition of approved BCIT clinical coursework, enabling eligible students to receive up to 4.5 units of credit and, where appropriate, complete their master's degree within one year. This pathway provides a meaningful bridge between practice-focused education and graduate study, while supporting workforce development in British Columbia.

BCIT also supports the proposed modernization of the PhD in Nursing. The streamlined curriculum, annual admissions cycle, and revised candidacy process are expected to improve student progression while maintaining the rigorous preparation required for original research and contributions to the nursing discipline. These changes will help prepare nurse scholars to address complex healthcare issues through applied, collaborative, and community-responsive research.

The refresh's emphasis on Indigenous knowledges, equity, reconciliation, community partnership, and sustainable healthcare aligns with BCIT's commitment to applied learning and preparing graduates for diverse practice settings. BCIT supports the UVic School of Nursing in advancing this comprehensive refresh and believes the proposed programs will make an important contribution to nursing education and to health-system capacity in British Columbia.

Sincerely,



Lisa Chu
Dean, School of Health Sciences
British Columbia Institute of Technology

CASN ACESI

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

May 29, 2026

Dr. Lenora Marcellus
Director, School of Nursing
Faculty of Health
University of Victoria
Victoria, British Columbia

Dear Dr. Marcellus,

On behalf of the Canadian Association of Schools of Nursing (CASN), I am pleased to support the University of Victoria School of Nursing's proposed Graduate Program Refresh. The proposal reflects a thoughtful, forward-looking approach to graduate nursing education that responds to evolving health system needs while remaining closely aligned with national educational priorities and expectations for advanced nursing preparation.

CASN has consistently emphasized the importance of graduate nursing education that prepares nurses for leadership, scholarship, evidence-informed practice, systems transformation, and socially accountable responses to increasingly complex health contexts. The proposed redesign aligns strongly with these principles through its focus on curricular relevance, flexible learning pathways, strengthened research preparation, and a clear commitment to health equity and reconciliation.

The refreshed Master of Nursing structure promotes greater flexibility while maintaining educational rigour. The integration of multiple completion pathways, including thesis, practicum, and capstone options, offers students opportunities to pursue educational experiences that align with professional goals and diverse practice contexts. This flexibility reflects broader shifts in graduate education and supports student success and responsiveness to workforce and societal needs.

The proposal's conceptual framework, grounded in people, place, and planet, demonstrates a meaningful commitment to socially responsive nursing education and aligns with priorities increasingly emphasized across nursing education nationally and globally. The explicit attention to ecological responsibility, global citizenship, community partnership, and stewardship of the profession resonates with CASN's ongoing emphasis on leadership and social accountability in nursing education.

The strengthened emphasis on Indigenous health, Indigenous ways of knowing, and reconciliation is particularly important. CASN has identified Indigenous health, cultural safety and knowledge plurality as essential components of nursing education at all levels. The proposal's integration of Indigenous perspectives into core learning requirements, together with continued enhancement of the Indigenous

Wellness stream, reflects an intentional and substantive approach to preparing graduates to advance culturally safe, equitable, and sustainable health systems.

The proposed curriculum renewal also aligns closely with expectations for graduate-level competencies in scholarship and leadership. New and revised courses focused on evidence-informed practice, health research methods, systems leadership, policy, planetary and global health, and community engagement support the development of graduates capable of addressing contemporary and emerging challenges in healthcare systems.

In addition, the redesign of the doctoral program demonstrates a commitment to strengthening doctoral education and supporting student progression and success. Efforts to streamline coursework, clarify candidacy expectations, and improve program accessibility reflect thoughtful consideration that centers the continued relevance and sustainability of graduate education and associated student outcomes, while maintaining the rigour expected of doctoral preparation. Moving to annual admissions demonstrates responsiveness and collective accountability to meet the demand for doctorally-prepared nurses in Canada as an essential component of workforce planning in the decades to come.

Graduate nursing education is critical to preparing future leaders, educators, scholars, researchers, and advanced practitioners. The University of Victoria School of Nursing's proposal represents an important investment in the future of nursing education and demonstrates responsiveness to evolving societal, professional, and health system realities.

I wish you and your colleagues continued success as this important work proceeds through institutional review and implementation.

Sincerely,



Jean Daniel Jacob, RN/IA, PhD
Executive Director | Directeur Général
(he/him/il/lui)

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa Ontario K2E 8C4
Ph: 613-235-3150
Fax: 613-235-4476
Email: jdjacob@casn.ca
www.casn.ca

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr. Caroline Sanders
Director
School of Nursing
University of Northern British Columbia

May 12th 2026

Dear Dr. Marcellus,

I am writing to express support for the University of Victoria School of Nursing's proposed Graduate Program Refresh, which includes the Master of Nursing, Nurse Practitioner, Indigenous Wellness, and PhD programs.

The proposed redesign offers a thoughtful, timely response to the evolving needs of graduate nursing education in British Columbia and across Canada. The refresh demonstrates a strong commitment to accessibility, flexibility, curricular relevance, and student success in distributed and online learning environments. It also reflects responsiveness to changing healthcare systems, workforce realities, and the growing importance of Indigenous health leadership and reconciliation in nursing education.

Particularly notable are the proposal's commitments to:

- providing greater flexibility for students to tailor graduate studies to professional and community goals;
- creating new pathways, including accelerated options for pathway students;
- strengthening the quality and coherence of the Nurse Practitioner program;
- deepening the integration of Indigenous knowledges and Indigenous health systems across graduate education;
- modernizing the PhD curriculum to support scholarly development and timely progression; and
- introducing contemporary courses addressing emerging areas of nursing practice, leadership, education, policy, harm reduction, and planetary and global health.

The strengthened Indigenous Wellness stream, together with the program's distributed and flexible delivery model, is an important contribution to advancing graduate nursing education that is responsive to rural, remote, northern, Indigenous, and urban health contexts across British Columbia. The proposal reflects a strong commitment to relational, community-responsive, and equity-oriented nursing education and aligns with broader provincial and national priorities related to health equity, reconciliation, and the preparation of nurses for leadership across diverse practice settings.

Overall, this refresh marks a substantial and well-considered advancement in graduate nursing education. I believe the noted program developments will meaningfully contribute to the preparation of future nursing leaders, scholars, educators, and advanced practice nurses in British Columbia and beyond. Further, I believe that investment in advanced nursing education will be a sustainable approach to building a future healthcare workforce that is responsive, adaptable, and focused on evidence-informed approaches that will support communities and all ages of the life span access high quality care.

Thank you for the opportunity to review and support this important initiative.

Sincerely,



Dr. Caroline Sanders, MBE, PhD, RN
Professor
School of Nursing
University of Northern British Columbia

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Proposed changes to the PhD in Nursing 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 PhD in Nursing program, as described in the document "PhD in Nursing".

Background:
The School of Nursing proposes a significant structural and pedagogical update to the PhD in Nursing program. Since its implementation in 2008, the program has not undergone a complete redesign, and the proposed changes seek to modernize the doctoral curriculum while enhancing program coherence and timelines for completion. The refreshed program consists of 39 units (including a 30-unit dissertation) and is designed for a target time to completion of five years.

Basis for Jurisdiction: Senate Committee on Planning meeting October 7, 2026
Senate meeting on November 6, 2026

Attachment(s): November 2026 Senate docket for the proposed changes to the PhD in Nursing program

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Re: Proposed changes to the PhD in Nursing program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to revise the PhD in Nursing program.

The School of Nursing proposes a significant structural and pedagogical update to the PhD in Nursing program. Since its implementation in 2008, the program has not undergone a complete redesign, and the proposed changes seek to modernize the doctoral curriculum while enhancing program coherence and timelines for completion. The refreshed program consists of 39 units (including a 30-unit dissertation) and is designed for a target time to completion of five years.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the PhD in Nursing program, as described in the document "PhD in Nursing".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

PhD in Nursing

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027 (first intake Sept 2028)

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	April 15, 2026	**Y**
External and Internal Consultation (letters of support as per section I)	Summer	Y
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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 School of Nursing proposes a significant structural and pedagogical update to the PhD in Nursing program, which has not been redesigned since 2008. The refreshed program consists of 39 units (including a 30-unit dissertation) and is designed for a target completion time of five years.
Key changes include:

- Transitioning from a biennial (every two years) to an annual admission cycle to increase enrollment and flexibility for students.
- Reducing the number of mandatory courses and seminars from seven to four. The core curriculum will now focus on Nursing Theories, Qualitative Research Design, Quantitative Research Design, and a Dissertation Seminar.
- Adopting a single-step candidacy model where the written dissertation proposal and its oral defense serve as the comprehensive assessment.

The program revisions aim to address some persistent challenges the program has grappled with:

- Moving to an annual intake and reducing the course burden makes the program more competitive with other doctoral nursing programs across Canada.
- Current data show an average completion time of 6 years and 7 months, with a 24% dropout rate since 2008. The refresh specifically aims to reduce these timelines and increase graduation rates. This aligns with the Faculty of Graduate Studies' focus on timely completion, necessitating a more efficient program structure.
- The revised Dissertation Seminar (NURS 622) is designed to ensure that students build professional networks and scholarly habits early, including developing competitive grant applications.

Despite doubling intake frequency, the teaching load for the PhD program remains stable, demonstrating a commitment to institutional sustainability and efficient resource use.
The PhD refresh is strategically positioned to support broader University and School-level goals:

- The program aligns with the focus on "People, Place, and Planet" by preparing nurse scholars to engage with complex social and health issues across local and global contexts.
- The curriculum is designed to strengthen the program's social relevance by ensuring that research remains rigorous yet responsive to community needs and that it advances healthy, equitable communities.
- The new framework emphasizes the development of scholarly identity and mentorship, preparing graduates to lead and disrupt existing systems to improve healthcare.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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 change requires no additional resources.

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

The revision of the PhD program offers an opportunity to clarify and simplify the calendar language and one element related to admission requirements was edited.

Specifically, the prerequisite "An advanced-level (500 or higher) university statistics course is required prior to beginning the PhD program in September" has been removed. The new curriculum will allow applicants without this background to enter the program with the expectation that they will complete a comparable statistics course as part of the program if deemed relevant by their supervision committee.

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.

Yes. The proposed refresh involves significant revisions to the PhD in Nursing curriculum. Since its implementation in 2008, the program has not undergone a complete redesign, and the proposed changes seek to modernize the doctoral curriculum while enhancing program coherence and timelines for completion.

The revised program will consist of 39 units, including a 30-unit dissertation, and is structured to support a five-year target completion timeline.

<u>Revised Core Curriculum</u>
The refresh greatly simplifies the coursework requirements by cutting down the number of mandatory courses and seminars from seven to four core courses consistent with other leading Canadian nursing PhD programs. More specifically, six current PhD-level nursing courses will be discontinued. Three of these were infrequently taught electives (NURS 620 Research Internship, NURS 630 Teaching Internship, and NURS 681 Special Topics in Research Methods). The content of one epistemology course (NURS 602) has been integrated into the existing conceptual course (NURS 601). Additionally, two seminars (NURS 621 and NURS 679) have been removed.
The updated core curriculum includes:

- NURS 601 – Philosophy in Nursing
- NURS 604A – Qualitative Research Design
- NURS 604B – Quantitative Research Design
- NURS 622 – Dissertation Seminar

This revised structure ensures that doctoral students develop strong theoretical and methodological foundations while allowing earlier engagement with dissertation research.

<u>Candidacy Model</u>
The revised program also introduces a single-step candidacy process, where the written dissertation

proposal and its oral defense together serve as the full evaluation for candidacy. This change replaces the previous multi-stage process and aligns with doctoral structures used at many Canadian research universities.

Comparison with Existing Curriculum

- The refreshed curriculum differs from the existing structure in several keyways:
    - Reduction in required coursework, allowing earlier focus on dissertation research.
    - Consolidation of seminars into a single Dissertation Seminar aimed at fostering scholarly identity and enhancing research productivity.
    - Adoption of a streamlined candidacy process centered on the dissertation proposal.
- These revisions maintain rigorous doctoral training while improving clarity, efficiency, and alignment with contemporary doctoral education practices.

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 curriculum promotes accessible and inclusive teaching methods in multiple ways:

- The Dissertation Seminar provides structured mentorship, peer learning, and collaborative scholarly development.
- Coursework emphasizes multiple forms of scholarly expression, including grant writing, research design, and knowledge translation activities.
- Flexible methodological preparation allows students to pursue qualitative, quantitative, and mixed-methods research approaches.
- The revised program structure enables students to progress more efficiently through coursework and dissertation stages, supporting diverse student needs and circumstances.
- The revised program structure provides increased peer support and networking opportunities, which will also contribute to successful and timely progress through the program.

Together, these curricular changes foster a more inclusive and supportive doctoral learning environment.

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

Yes. The proposed program refresh includes clarifying and refining the PhD program learning outcomes to align with the updated curriculum and conceptual framework.
Upon completion of the PhD in Nursing program, graduates will be able to:

- Generate original and significant contributions to nursing knowledge through independent and rigorous scholarly research.
- Demonstrate advanced expertise in research design and methodology, including qualitative, quantitative, and mixed-method approaches.
- Critically analyze and advance theoretical and philosophical foundations of nursing and health scholarship and practice
- Lead interdisciplinary and collaborative research initiatives addressing complex health challenges.
- Translate research findings into policy, practice, and system-level innovation to improve health outcomes.
- Engage ethically and responsibly with diverse communities and knowledge systems, including Indigenous perspectives and relational research approaches.

- Contribute to the development of future scholars and health system leaders through mentorship, teaching, and scholarly leadership.

These updated outcomes highlight academic independence and socially relevant research leadership.

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.

Yes. The proposed changes enhance opportunities for research-based learning and the integration of Indigenous perspectives, as well as equity, diversity, and inclusion.

Research-Enriched Learning

Doctoral education is inherently experiential through the process of conducting original research. The refreshed curriculum further strengthens research-enriched learning through:

- The Dissertation Seminar, which provides structured mentorship and peer scholarly exchange.
- Early engagement in research proposal development and grant writing.
- Opportunities for students to participate in faculty research programs and interdisciplinary research initiatives.

These elements support students in forming professional research identities and becoming part of scholarly communities.

Indigenous Perspectives and Decolonizing Approaches

The program refresh supports the integration of Indigenous knowledge systems and decolonizing approaches in doctoral scholarship.

Examples include:

- Inclusion of Indigenous perspectives within theoretical coursework;
- Encouragement of community-engaged research approaches;
- Alignment with the School of Nursing's broader commitments to reconciliation and Indigenous nursing and health scholarship.

These initiatives align with the University of Victoria's commitments to Indigenous resurgence, relational accountability, and ethical research partnerships.

Equity, Diversity, and Inclusion

The program emphasizes scholarship that addresses social determinants of health, structural inequities, and health system transformation.

Students are encouraged to pursue research that advances:

- Health equity and social justice,
- Culturally safe care,
- Community-based participatory research,
- Global and planetary health.

These priorities strengthen the social relevance and impact of doctoral research produced within the program.

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

Yes. The proposed program changes both align the PhD in Nursing program with comparable doctoral programs across Canada and strengthen its distinctive features.

Alignment with Canadian Doctoral Programs

The refreshed program aligns with common structures of doctoral nursing programs at Canadian research universities through:

- Emphasis on independent dissertation research,

Strong preparation in qualitative and quantitative methodologies,
Comprehensive candidacy assessment based on dissertation proposal development.
The revised program structure also aligns with national expectations for doctoral nursing education as articulated by organizations such as the Canadian Association of Schools of Nursing.

Distinguishing Features

Several features distinguish the University of Victoria's PhD in Nursing program:

- Integration with the UVic strategic framework "People, Place, and Planet.": The program prepares scholars to address complex health issues within social, ecological, and global contexts.
- Emphasis on relational and community-responsive research: The program encourages scholarship that engages with communities and addresses health inequities.
- Strong integration of Indigenous health scholarship.: The School of Nursing has established national leadership in Indigenous health research and education.
- Structured scholarly development through the Dissertation Seminar. This course offers mentorship, peer scholarly discussion, and early preparation for grant applications and academic careers.

Collectively, these elements position the PhD program as both competitive and distinctive within the Canadian doctoral nursing education landscape.

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

Yes. The proposed program changes are likely to positively influence enrolment. The current program admits between 8 and 12 students every two years. The biennial admission cycle limits flexibility and causes fluctuations in enrolment. The updated program introduces annual admissions, enabling the School of Nursing to admit smaller groups each year and respond more effectively to student demand. The goal is to admit 8 to 10 students each year.

Annual intake is expected to:

- Increase accessibility to the program for prospective students,
- Support steady program growth,

Enhance cohort continuity and scholarly community development.
Despite the increased frequency of admissions, the revised curriculum maintains stable teaching requirements and does not require additional faculty resources.

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 proposed changes are expected to positively impact students by improving timeliness of admission, program clarity, progression, and completion timelines.

Student Progression

The revised curriculum reduces required coursework and introduces a streamlined candidacy process. These changes allow students to focus earlier on dissertation research, supporting more efficient progression through the program.

Timely Completion

Historical program data indicate an average completion time of six years and seven months, with a 24% attrition rate since program inception.
The refreshed structure aims to improve completion rates by:

- Reducing coursework burden,
- Introducing a clearer candidacy process,
- Strengthening mentorship through the Dissertation Seminar.

These changes align with the Faculty of Graduate Studies' emphasis on timely degree completion.
Transition for Current Students

Students currently enrolled in the program will be able to complete their degree under the existing program requirements. Where appropriate, students may choose to transition to parts of the updated curriculum in consultation with their supervisory committee and the Graduate Program Director.
The transition plan will ensure that no currently enrolled student is disadvantaged by the implementation of the revised program.

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.

Extensive consultation was undertaken throughout the School to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, a consultant engaged by the School of Nursing presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to

initiate broader institutional discussion of the program refresh.

- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master's degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

At present, the guiding bodies for graduate-level nursing education (BCCNM, NNPBC, or CASN) have not established a specific set of competencies for PhD degrees. The program revision should not have regulatory implications.

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**

Name of Program: **PhD in Nursing**

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 main changes to the PhD program are as follows:

- A transition from a biennial to an annual admissions cycle.
- A significant revision of the coursework, reducing the number of mandatory courses and seminars from seven to four.
- A redefined candidacy process consisting of a single-step dissertation proposal defense, designed to accelerate program completion.

These changes are intended to enhance the program's attractiveness, reduce the average time to completion, increase graduation rates, and strengthen the program's social relevance while maintaining its academic rigor. We anticipate that the refreshed program will attract 8 to 10 new students per year. An assessment of the School's supervisory capacity suggests that this level of enrollment would not require additional resources.
This proposal is directly aligned with UVic's strategic directions and the mission of the Faculty of Health. The conceptual framework on which the program is based is centered on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

Rationale for the proposal (approximately 200 words)

Content wise, the PhD program relies on courses and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

The average completion times in the PhD program are unreasonably long (six years and seven months on average) and the dropout rate (24%) is too high. Data shows that 22 students who have been enrolled since 2008 have dropped out (after completing an average of three years and four months in the program). Given the current emphasis placed on timely completion by the UVic Faculty of Graduate Studies, this situation requires attention.

In some areas, such as Indigenous health and nursing, the School is at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and should be more clearly leveraged.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

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

Currently, two PhD students in the program have self-identified as Indigenous. However, we expect that the development of the Indigenous Wellness stream of the Master in Nursing should eventually lead to an increase of Indigenous students in the PhD program.

The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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)

  The transition to an annual admission cycle is expected to enable some master's students in the Indigenous Wellness (INDW) Stream to pursue direct entry into the PhD program. This possibility has been discussed and explored in consultation with the leads of the INDW program. In parallel, the School is working to strengthen opportunities for Indigenous students to identify supervisors with relevant expertise, through both strategic new hires and the development of stronger external partnerships.

- 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)

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  Although the changes at this level are modest, they are still meaningful. The revision includes a complete update of the core theory course of the PhD program. The new course description was drafted to remove references to "Western" theories (the current course states the objective of exploring "the range of philosophical schools of thought and traditions that have influenced the development of nursing knowledge in the Western world") and instead provide a broader view that incorporates Indigenous sources of knowledge.

- 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

The PhD program has been inviting Elders during its in-person onsite in September. With the transition to an annual admission cycle, such invitations would go from one event every two years to one event every year.

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 proposed change aligns with existing UVic priorities and plans at multiple levels.

   Access and Recruitment: The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation and dismantling systemic barriers to higher education. This is further supported by the transition to an annual intake, which increases opportunities for Indigenous students to enter the program.

   Curricular Indigenization: The PhD is anchored in a conceptual framework that aligns with the "People, Place, and Planet" priority of the UVic Strategic Plan. It integrates decolonizing approaches to uphold diverse ways of knowing. and commits to meaningful partnerships with

First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

Student Success and Retention: By reducing coursework and streamlining the comprehensive candidacy model, the refresh aims to improve time-to-completion and graduation rates. These structural changes align with UVic's goal of supporting the wellness and success of Indigenous students throughout their academic journeys.

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.



08-APR-26

_____ _____

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

As the IACE resources identified are part of our regular scope and responsibilities, a formal letter of support is not required. -RH

Senate Committee on Planning
Required Internal Consultations

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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the PhD in Nursing Program for the School of Nursing. The proposed refresh includes a switch from biennial admission to annual admission, and a more focused core curriculum covering nursing theories, qualitative, and quantitative research design, and better alignment with UVic's strategic "People, Place, and Planet" framework which aims to address complex social and health issues across local and global contexts. With regards to library resources to support the revised curriculum, UVic Libraries' collection currently includes databases such as SAGE Research Methods, as well as an extensive list of nursing/clinical/health databases and electronic journal subscriptions that align to the core of the program. As this is a predominantly online program, the proposed changes will not impact	

library space. The only impact I foresee is around library workshop supports, teaching time, and research help consultations. With the switch from biennial admission to annual admission, and the expectation that this will increase enrollment, it may increase the number of library workshops taught by the nursing librarian, or requested through the Libraries' Digital Scholarship Commons, which offers a variety of on-demand qualitative and quantitative data analysis workshops, transcription tools, research data management, citation management, and knowledge translation supports.

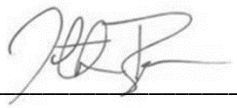
Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 2026_____

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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
This is an excellent proposal. Our only feedback is to ensure that the proposed admissions changes referenced in the proposal are submitted to the Senate Committee on Academic Standards for their review and approval.	

Signature: _____

Date: _____June 12, 2026

BC CANCER RESEARCH
Provincial Health Services Authority

July 23, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

RE: Letter of Support - UVic School of Nursing Graduate Programs Refresh

Dear Dr. Marcellus,

I am writing in support of the proposed graduate programs refresh at the UVic School of Nursing. I lead the nursing research theme at the BC Cancer Research Institute and work as an embedded researcher within our clinical programs. My comments come from that position, with attention to how graduate preparation shapes the nursing workforce we draw on for both research and practice.

Cancer care delivery in British Columbia has shifted substantially over the past decade. Much of our treatment has moved into ambulatory and community settings, and the survivorship population continues to grow. These changes require nurses prepared to design and evaluate models of care, lead practice change, and contribute to research within the settings where care is delivered. Graduate education is the main route to that preparation.

The redesigned Master of Nursing responds to this need. The structure combines core coursework with disciplinary and external electives, and offers three completion pathways through thesis, practicum, or capstone. This range of options accommodates the different trajectories we see in oncology nursing. Some of our nurses move toward advanced practice and program leadership. Others continue to doctoral study in areas such as equitable access to care, geriatric oncology, and survivorship. We rely on graduates from both routes.

The proposed changes to the PhD are practical. Annual admissions will give applicants a predictable entry point and support a more consistent cohort formation. A streamlined candidacy process aims to address a common source of delay in doctoral progression. In my experience supervising students and serving on doctoral committees, program structure accounts for a meaningful share of time to completion. A more focused curriculum should help students reach independent research sooner while holding the standard for rigorous, relevant, and meaningful scholarly contributions.

The attention to Indigenous knowledges, cultural safety, and reconciliation is directly relevant and of high priority to cancer control in BC. First Nations people in British Columbia experience poorer survival following a cancer diagnosis than other residents. Contributing factors include screening participation, distance from treatment centres, and prior experience and harms with the health system. Progress on these outcomes requires nurses and nurse scientists who approach cultural safety as a matter of research design, community partnership, and care delivery. Curricula that carry this content across the program structure will help to prepare nursing graduates to do that work.

675 WEST 10TH AVENUE
VANCOUVER, BC
CANADA V5Z 1L3

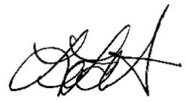
TEL: 604.675.8000
TOLL-FREE: 1.888.675.8001
WWW.BCCANCER.BC.CA

BC CANCER RESEARCH
Provincial Health Services Authority

BC Cancer can support the program in concrete ways. Our nursing research theme is positioned to host graduate practicum students, provide co-supervision and thesis or dissertation committee membership, and offer access to active oncology nursing research programs across the provincial cancer system.

We believe the proposed programs will strengthen the preparation of graduate nurses and nurse scientists and contribute meaningfully to a responsive, evidence-informed, and equitable health system. I support the proposed refresh and am available to speak with the review committee if further detail would be useful.

Sincerely,



Dr. Leah Lambert, RN, PhD
Senior Scientist, Nursing Theme Lead
Department of Clinical Research
BC Cancer Research Institute
Clinical Associate Professor, UBC School of Nursing
MSHRBC Scholar (2024-2029)

BCIT SCHOOL OF HEALTH SCIENCES

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

July 2, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Marcellus:

Re: Letter of Support – University of Victoria School of Nursing Graduate Programs Refresh

I am pleased to provide this letter of support for the University of Victoria School of Nursing's proposed Graduate Programs Refresh. BCIT values its long-standing relationship with the School and recognizes the importance of accessible, practice-relevant graduate education that enables nurses to advance into leadership, advanced practice, education, and research roles.

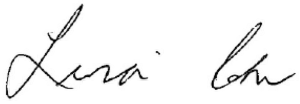
The proposed refresh is a thoughtful and timely response to our evolving health-system, professional, and learner needs. The redesigned Master of Nursing program offers a clearer, more flexible structure, with core learning, disciplinary and external electives, and thesis, practicum, or capstone pathways. This approach will better accommodate diverse learner goals and support the integration of evidence-informed practice, leadership, and scholarly inquiry in evolving healthcare environments.

BCIT particularly supports the continuation and strengthening of the established pathway between our institutions. The proposed MN structure preserves recognition of approved BCIT clinical coursework, enabling eligible students to receive up to 4.5 units of credit and, where appropriate, complete their master's degree within one year. This pathway provides a meaningful bridge between practice-focused education and graduate study, while supporting workforce development in British Columbia.

BCIT also supports the proposed modernization of the PhD in Nursing. The streamlined curriculum, annual admissions cycle, and revised candidacy process are expected to improve student progression while maintaining the rigorous preparation required for original research and contributions to the nursing discipline. These changes will help prepare nurse scholars to address complex healthcare issues through applied, collaborative, and community-responsive research.

The refresh's emphasis on Indigenous knowledges, equity, reconciliation, community partnership, and sustainable healthcare aligns with BCIT's commitment to applied learning and preparing graduates for diverse practice settings. BCIT supports the UVic School of Nursing in advancing this comprehensive refresh and believes the proposed programs will make an important contribution to nursing education and to health-system capacity in British Columbia.

Sincerely,



Lisa Chu
Dean, School of Health Sciences
British Columbia Institute of Technology

CASN ACESI

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

May 29, 2026

Dr. Lenora Marcellus
Director, School of Nursing
Faculty of Health
University of Victoria
Victoria, British Columbia

Dear Dr. Marcellus,

On behalf of the Canadian Association of Schools of Nursing (CASN), I am pleased to support the University of Victoria School of Nursing's proposed Graduate Program Refresh. The proposal reflects a thoughtful, forward-looking approach to graduate nursing education that responds to evolving health system needs while remaining closely aligned with national educational priorities and expectations for advanced nursing preparation.

CASN has consistently emphasized the importance of graduate nursing education that prepares nurses for leadership, scholarship, evidence-informed practice, systems transformation, and socially accountable responses to increasingly complex health contexts. The proposed redesign aligns strongly with these principles through its focus on curricular relevance, flexible learning pathways, strengthened research preparation, and a clear commitment to health equity and reconciliation.

The refreshed Master of Nursing structure promotes greater flexibility while maintaining educational rigour. The integration of multiple completion pathways, including thesis, practicum, and capstone options, offers students opportunities to pursue educational experiences that align with professional goals and diverse practice contexts. This flexibility reflects broader shifts in graduate education and supports student success and responsiveness to workforce and societal needs.

The proposal's conceptual framework, grounded in people, place, and planet, demonstrates a meaningful commitment to socially responsive nursing education and aligns with priorities increasingly emphasized across nursing education nationally and globally. The explicit attention to ecological responsibility, global citizenship, community partnership, and stewardship of the profession resonates with CASN's ongoing emphasis on leadership and social accountability in nursing education.

The strengthened emphasis on Indigenous health, Indigenous ways of knowing, and reconciliation is particularly important. CASN has identified Indigenous health, cultural safety and knowledge plurality as essential components of nursing education at all levels. The proposal's integration of Indigenous perspectives into core learning requirements, together with continued enhancement of the Indigenous

Wellness stream, reflects an intentional and substantive approach to preparing graduates to advance culturally safe, equitable, and sustainable health systems.

The proposed curriculum renewal also aligns closely with expectations for graduate-level competencies in scholarship and leadership. New and revised courses focused on evidence-informed practice, health research methods, systems leadership, policy, planetary and global health, and community engagement support the development of graduates capable of addressing contemporary and emerging challenges in healthcare systems.

In addition, the redesign of the doctoral program demonstrates a commitment to strengthening doctoral education and supporting student progression and success. Efforts to streamline coursework, clarify candidacy expectations, and improve program accessibility reflect thoughtful consideration that centers the continued relevance and sustainability of graduate education and associated student outcomes, while maintaining the rigour expected of doctoral preparation. Moving to annual admissions demonstrates responsiveness and collective accountability to meet the demand for doctorally-prepared nurses in Canada as an essential component of workforce planning in the decades to come.

Graduate nursing education is critical to preparing future leaders, educators, scholars, researchers, and advanced practitioners. The University of Victoria School of Nursing's proposal represents an important investment in the future of nursing education and demonstrates responsiveness to evolving societal, professional, and health system realities.

I wish you and your colleagues continued success as this important work proceeds through institutional review and implementation.

Sincerely,



Jean Daniel Jacob, RN/IA, PhD
Executive Director | Directeur Général
(he/him/il/lui)

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa Ontario K2E 8C4
Ph: 613-235-3150
Fax: 613-235-4476
Email: jdjacob@casn.ca
www.casn.ca

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr. Caroline Sanders
Director
School of Nursing
University of Northern British Columbia

May 12th 2026

Dear Dr. Marcellus,

I am writing to express support for the University of Victoria School of Nursing's proposed Graduate Program Refresh, which includes the Master of Nursing, Nurse Practitioner, Indigenous Wellness, and PhD programs.

The proposed redesign offers a thoughtful, timely response to the evolving needs of graduate nursing education in British Columbia and across Canada. The refresh demonstrates a strong commitment to accessibility, flexibility, curricular relevance, and student success in distributed and online learning environments. It also reflects responsiveness to changing healthcare systems, workforce realities, and the growing importance of Indigenous health leadership and reconciliation in nursing education.

Particularly notable are the proposal's commitments to:

- providing greater flexibility for students to tailor graduate studies to professional and community goals;
- creating new pathways, including accelerated options for pathway students;
- strengthening the quality and coherence of the Nurse Practitioner program;
- deepening the integration of Indigenous knowledges and Indigenous health systems across graduate education;
- modernizing the PhD curriculum to support scholarly development and timely progression; and
- introducing contemporary courses addressing emerging areas of nursing practice, leadership, education, policy, harm reduction, and planetary and global health.

The strengthened Indigenous Wellness stream, together with the program's distributed and flexible delivery model, is an important contribution to advancing graduate nursing education that is responsive to rural, remote, northern, Indigenous, and urban health contexts across British Columbia. The proposal reflects a strong commitment to relational, community-responsive, and equity-oriented nursing education and aligns with broader provincial and national priorities related to health equity, reconciliation, and the preparation of nurses for leadership across diverse practice settings.

Overall, this refresh marks a substantial and well-considered advancement in graduate nursing education. I believe the noted program developments will meaningfully contribute to the preparation of future nursing leaders, scholars, educators, and advanced practice nurses in British Columbia and beyond. Further, I believe that investment in advanced nursing education will be a sustainable approach to building a future healthcare workforce that is responsive, adaptable, and focused on evidence-informed approaches that will support communities and all ages of the life span access high quality care.

Thank you for the opportunity to review and support this important initiative.

Sincerely,



Dr. Caroline Sanders, MBE, PhD, RN
Professor
School of Nursing
University of Northern British Columbia

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 19, 2026

To: Operations and Facilities Committee

For: Information

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Report on Student Financial Aid 2025/26

Background:
The annual Report on Student Financial Aid provides information on UVic's longstanding commitment to recruiting, retaining and supporting students from diverse backgrounds and removing barriers through awards and financial aid programs. It includes current and historical information on scholarships, bursaries, awards and work study funding administered by Student Awards and Financial Aid (SAFA).

The 2025/26 report details funding for undergraduate scholarships and awards, undergraduate and graduate bursaries and the work study program administered by SAFA for the academic year May 1, 2025 to April 30, 2026.

To help attract high-performing students and remain competitive with comparator universities, the value of entrance scholarships awarded has increased by more than $2.2 million over the previous year, along with increases in the number of scholarship awarded and recipients.

To help remove financial barriers, address affordability and support the retention and success of a diverse student population, UVic provided more than $4.6 million in bursaries to 1,033 students. The bursary program once again met 100% of students' total assessed unmet financial need. As well, UVic's work study program continues to provide valuable work and/or research experience for registered undergraduate and graduate students who require financial assistance.

Funding received by students who self-identify as Indigenous reached a record high in 2025/26, totaling almost $1.7 million.

Previous Consultation:
Throughout the year, the Senate Committee on Awards regularly approves new and revised awards for the Board of Governors' approval. The Committee shared their annual report with Senate at their Nov. 6, 2026 meeting.

Planned Further Action:
UVic will continue to review trends in government student assistance and the impact on demand for post-secondary programs and adjust financial aid programs to meet the needs of a diverse student population, aligned with our strategic enrolment goals.

Basis for Jurisdiction: University Act S.37(1)(j) & 38
Strategic Enrolment Management Plan
Strategic Plan
Student Awards Policy AC1130

Attachment(s): Report on Student Financial Aid 2025/26



Report on Student Financial Aid 2025/26

University of Victoria

Prepared for the Board of Governors
November 2026

Contents

Summary of student financial aid funding 2
Undergraduate scholarship program 3
Student financial aid funding in support of recruitment 3
  Entrance scholarships 3
  Diversity in engineering and computer science 5
Student financial aid in support of retention 5
  In-course scholarships and awards 5
  Bursary program 6
  Work study program 7
Funding for Indigenous students 7
Funding for students with lived experience in care 8
Government student assistance 9
Looking ahead 9

SUMMARY OF STUDENT FINANCIAL AID FUNDING

This report details funding for undergraduate scholarships and awards, undergraduate and graduate bursaries and the work study program administered by Student Awards and Financial Aid (SAFA)[1] for the academic year 2025/26 (May 1, 2025 to April 30, 2026).

Merit-based awards for graduate students are administered by the Faculty of Graduate Studies and are not included in this report. As noted in the 2025/26 Financial Report, all types of student financial aid received by undergraduate and graduate students expended from general operating, specific purpose and sponsored research funds totaled $65,441,000. The report can be found on the Financial Planning website: uvic.ca/financialplanning/financial-reporting/reports/.

Over the past 10 years, the commitment of additional funding from various sources (base budget, carry-over, annual donor funds and endowed sources) has made it possible to increase both the value and number of undergraduate scholarships and awards as well as undergraduate and graduate bursaries. Despite year-to-year fluctuations due to the planned use of carry-over funds, the overall trend has been robust support for all forms of financial aid, supporting student recruitment, retention and success.

Student financial aid is an instrumental factor in the decision making of prospective and current students, and our enrolment figures are provided in the annual Enrolment Analysis Report presented to the Board of Governors.

This report outlines information on UVic's undergraduate scholarship program and provides funding information as it supports recruitment and retention efforts. It also summarizes bursary and work study programs that support undergraduate and graduate students, as well as additional funding that supports Indigenous students and students with lived experience in care.

In May 2023, UVic committed a significant additional investment of $2.5 million in base budget funding for the undergraduate scholarship program: $1.5 million for domestic students and $1 million for international students. This additional budget allowed UVic to increase scholarship values and create new scholarship offerings for students admitted in September 2024 and 2025. The impact of these increases is reflected in this report.

In 2024/25, campus partners supported a redesign of the SAFA website, which greatly improved the user experience for prospective and current students, staff and faculty. A key improvement was the creation of a searchable database of scholarships, awards and bursaries administered by SAFA.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Scholarships & awards	$8,424,646	$8,111,205	$8,888,680	$9,186,152	$12,870,136	$16,031,567	$11,487,781	$12,569,582	$14,191,646	$15,429,827
Bursaries	$3,967,071	$4,708,338	$4,147,739	$5,896,917	$5,640,417	$3,334,366	$3,787,489	$4,446,461	$4,597,315	$4,642,929
Work study	$652,027	$640,990	$747,967	$906,128	$643,366	$687,395	$549,691	$748,737	$782,615	$790,962
Total	**$13,043,744**	**$13,460,533**	**$13,784,386**	**$15,989,197**	**$19,153,919**	**$20,053,328**	**$15,824,961**	**$17,764,780**	**$19,571,576**	**$20,863,718**

Table 1: All forms of undergraduate financial support as well as funding awarded to graduate students on the basis of financial need.

[1] SAFA administers bursaries and work study for both undergraduate and graduate students, and the dollar values for these types of aid include funding awarded to graduate students.

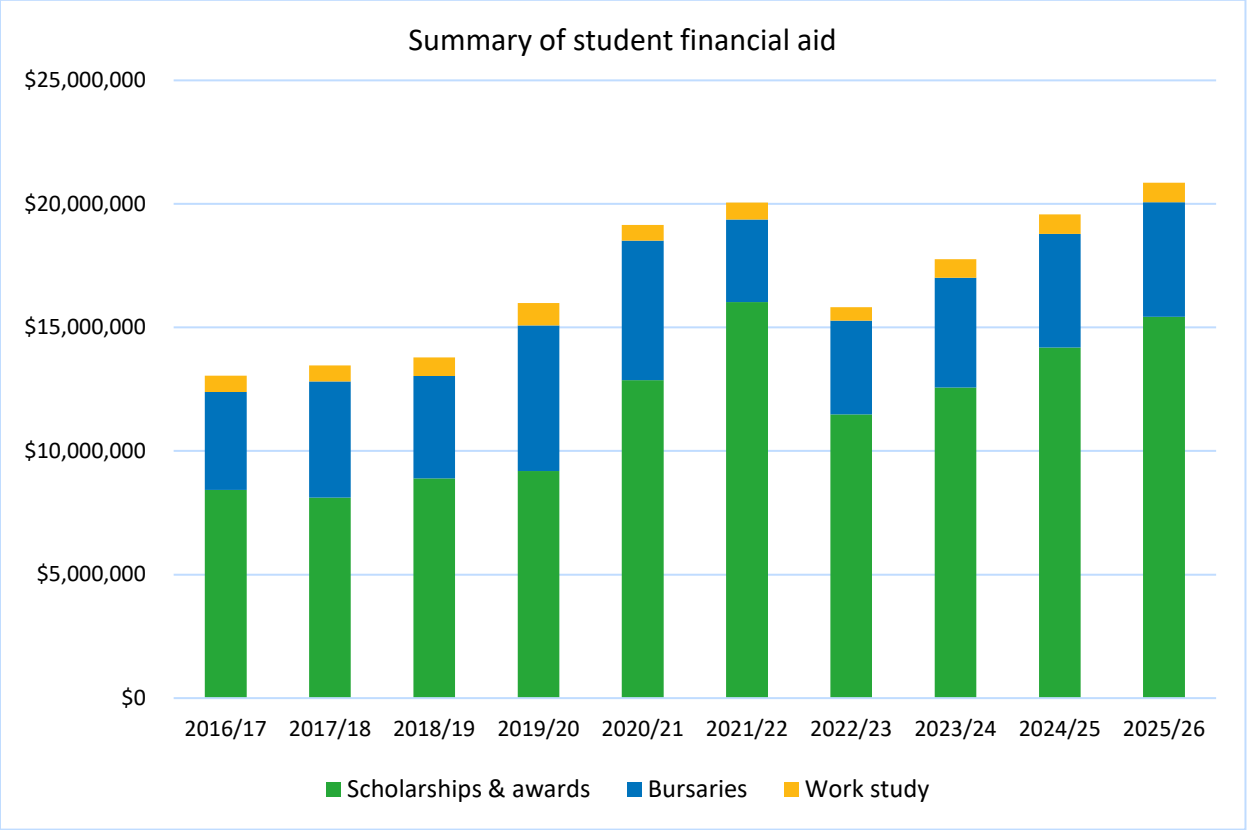


Figure 1: All forms of undergraduate financial support as well as funding awarded to graduate students on the basis of financial need.

UNDERGRADUATE SCHOLARSHIP PROGRAM

UVic offers one-time entrance scholarships and awards, a limited number of renewable entrance scholarships funded by annual donations and endowments, and in-course scholarships and awards in support of the recruitment and retention of high-achieving undergraduate students.

In 2025/26, 4,038 undergraduate students received 5,689 entrance and in-course scholarships and awards totaling more than $15.4 million from base budget, carry-over, annual donor and endowed sources of funding. This represents a 9% increase in the total value of scholarships and awards received by students in the previous year.

Scholarships are awarded to undergraduate students in two categories: entrance scholarships that support our recruitment goals and in-course scholarships and awards that reward achievement and support retention and success.

STUDENT FINANCIAL AID FUNDING IN SUPPORT OF RECRUITMENT

Entrance scholarships

Most entrance scholarships are offered based on the admission average of the applicant. There are also entrance scholarships and awards offered on the basis of specific criteria such as admission average, volunteer commitment, athleticism, leadership or other criteria specified in the terms of reference for each award, including equity-deserving groups and those who experience barriers to participating in post-secondary education.

Summary of all undergraduate entrance scholarships				
	May 2024–April 2025	May 2025–April 2026	Change from 2024/25 to 2025/26	
Number of scholarships & awards	2,199	2,365	↑	+166
Number of recipients	1,638	1,840	↑	+202
Value of scholarships & awards	$6,181,274	$8,412,062	↑	+$2,230,788
Average award per recipient	$3,774	$4,572	↑	+$798

Table 2: Comparison of all undergraduate entrance scholarships awarded in 2024/25 and 2025/26.

Entrance scholarships offered on the basis of admission average are referred to as automatic scholarships. To be considered for this scholarship category in 2025/26, prospective students were required to submit their final or predicted grade 11 and 12 marks to Undergraduate Admissions.

Students entering with an admission average of 90% or higher were offered automatic entrance scholarships with values ranging from $3,000 to $6,000. Indigenous students with an admission average of 85% or higher were offered $2,500 in addition to any other entrance scholarships they may have qualified to receive.

Scholarship-offer letters advised students that funding would be granted upon confirmation of final grades in August and registration in a full course load in the 2025/26 Winter Session. The number and total value of offers made annually varies depending on the admission average of each student in the entering class.

The following automatic non-renewable entrance scholarship award amounts were offered to the incoming class of September 2025:

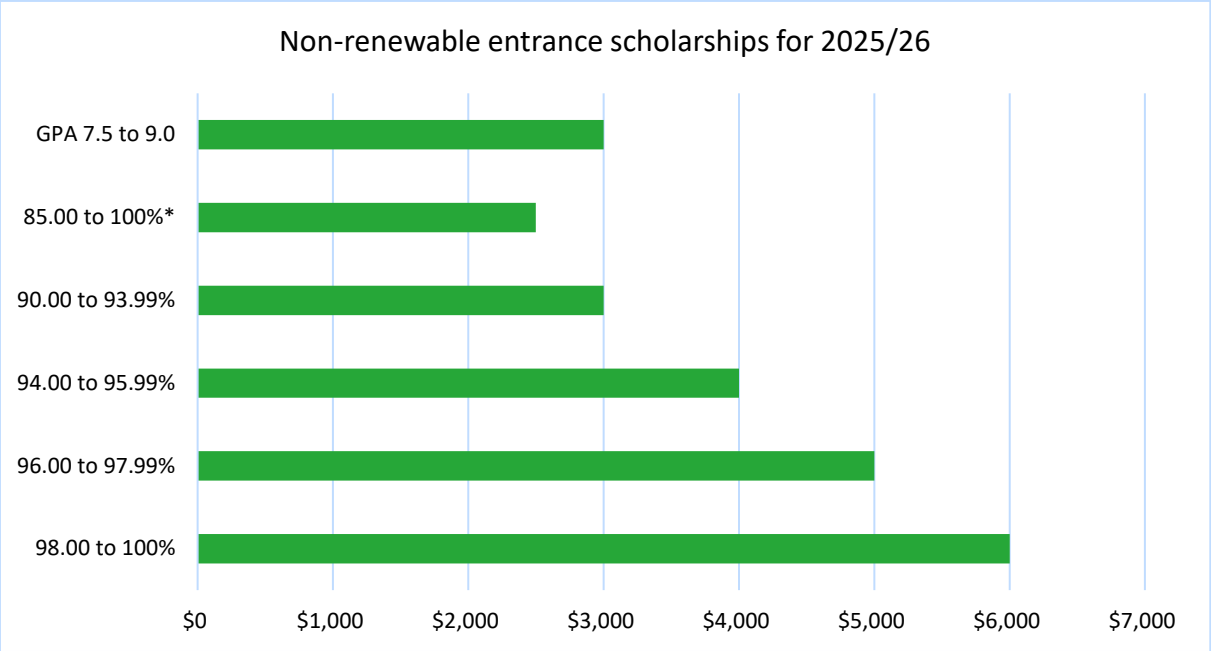


*Figure 2: Value of automatic entrance scholarships. *Indigenous students only.*

We annually survey our comparator universities to ensure our entrance scholarship program remains competitive.

Diversity in engineering and computer science

To increase the participation of under-represented groups of students in the Faculty of Engineering and Computer Science, entrance scholarships for women and Indigenous students were offered for the first time in September 2020. These awards are stackable with other entrance scholarships (i.e., recipients will receive this entrance scholarship in addition to other entrance scholarships that they qualify for, not just the award that is the highest value).

In 2025/26, 102 entering students received the Women in Engineering and Computer Science Entrance Scholarship with a total value of $200,500.

The Indigenous Students in Engineering and Computer Science Entrance Scholarship was awarded to 12 recipients with a total value of $55,000.

Women in Engineering and Computer Science Entrance Scholarship			
Admission average	**Value**	**# of students**	**$ accepted**
98.00–100%	$3,000	8	$24,000
96.00–97.99%	$2,500	17	$42,500
94.00–95.99%	$2,000	21	$42,000
90.00–93.99%	$1,750	32	$56,000
85.00–89.99%	$1,500	24	$36,000
	TOTAL	**102**	**$200,500**

Table 4: Values and numbers of recipients of the Women in Engineering and Computer Science Entrance Scholarship.

STUDENT FINANCIAL AID IN SUPPORT OF RETENTION

In-course scholarships and awards

The majority of in-course scholarships are awarded on the basis of grade point average in a minimum of 12 units of UVic courses in two of the three terms in the previous academic year (May to April), while others are awarded by departmental nomination. There are also in-course scholarships and awards offered on the basis of specific criteria with consideration given to admission average, volunteer commitment, athleticism, leadership, equity-deserving groups and those who experience barriers to participating in post-secondary education.

Undergraduate students are eligible for scholarships and awards made available through contributions from corporate and individual donors as well as from UVic's operating budget.

Summary of all in-course scholarships & awards				
	May 2024–April 2025	**May 2025–April 2026**	**Change from 2024/25 to 2025/26**	
Number of scholarships & awards	2,417	3,324	↑	+907
Number of recipients	2,203	2,198	↓	-5
Value of scholarships & awards	$8,010,372	$7,017,765	↓	-$992,607
Average award per recipient	$3,636	$3,193	↓	-$443

Table 3: Comparison of all undergraduate scholarships awarded in 2024/25 and 2025/26.

Information about in-course scholarships and awards:

- In 2025/26, 2,198 students who demonstrated academic excellence in the previous year received in-course scholarships and awards with a total value of more than $7 million. This represents a decrease of $992,607, or 12%, from the previous year. This decrease was largely the result of the phasing out of higher-value automatic renewable entrance scholarships in 2022 and the reduced cost of renewals of those scholarships as recipients completed their programs of study.
- The summary of in-course scholarships and awards includes renewals of entrance scholarships for 130 students with a total value of more than $955,639. This represents a 64% decrease in the number of scholarship renewals and a 60% decrease in the total value of renewals from the previous year. As noted, this decrease is a result of previous renewable scholarship recipients completing their programs of study and the phasing out of those awards.
- In 2025/26, the average in-course scholarship and award per recipient was $3,193, a 12% decrease from the average of $3,636 in the previous year.

Bursary program

UVic's bursary program helps address financial barriers and supports the retention and success of a diverse student population. As one of the major funding tools in the university's financial assistance strategy, bursaries reduce the gap between total financial need and available resources when primary resources are insufficient.

Students who have applied to and qualified for government student assistance, and whose financial need exceeds the maximum government aid available, are eligible to apply for bursary funding. While most bursary funds require that applicants also receive government student assistance, there are need-based bursaries that do not. For example, bursaries for international students, students with lived experience in care, child care bursary applicants and the LE,NONET bursary program for Indigenous students do not require recipients to participate in the government student assistance program to be eligible.

Students submit bursary applications that Financial Aid Officers in SAFA assess to determine eligibility. Basic educational expenses recognized by the provincial student assistance authority are included in the assessment of financial need. These costs include tuition and mandatory fees, books and supplies, accommodation, food, transportation, personal expenses, and child care costs, if applicable. For 2025/26, the living allowance used to assess financial need was enhanced to reflect the higher cost of living in Greater Victoria. The costs not covered by other sources, referred to as "unmet need," are calculated by deducting student, parental and spousal contributions and government aid from the allowable costs detailed above. Bursaries are made available to cover a percentage of the applicant's unmet need.

Students who do not qualify for government student assistance due to extenuating circumstances or who experience an unforeseen financial crisis are also eligible to apply for bursary funding. These students are advised to contact SAFA regarding their financial situation. Bursary funding may be approved on a discretionary basis. SAFA will continue to work with students to explore all options available, including bursaries, to assist with financial need.

In 2025/26:

- 903 undergraduate students received bursaries totaling $4,186,278; and
- 130 graduate students received bursaries totaling $456,651.
- Included in the above totals, 66 undergraduate or graduate international students received bursaries valued at $177,662.

Bursaries are awarded throughout the academic year with most funding awarded based on Summer Session and Winter Session online applications.

The allocation formula used to distribute bursary funding ensures a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. In 2025/26, the bursary program was once again able to meet 100% of the total assessed unmet need of undergraduate and graduate applicants.

Year	Number of bursary & award recipients	Value of bursaries & awards ($)
2021/22	880	$3,334,466
2022/23	888	$3,787,489
2023/24	863	$4,446,461
2024/25	966	$4,597,315
2025/26	1,033	$4,642,929

Table 4: Total bursaries received by domestic and international undergraduate and graduate students.

Work study program

The work study program creates valuable, paid experiential learning opportunities for students to engage in work, research and other activities at UVic during their studies. The program, which runs during the Winter Session, provides work experience for registered undergraduate and graduate students (both domestic and international) who require financial assistance.

Students are not required to receive government student assistance to participate in the work study program, but they must demonstrate financial need according to a standardized needs assessment.

In 2025/26:

- The program had a budget of $695,000 plus carry-over from previous years.
- The hourly rate of pay was a minimum of $19.00 per hour (up from $18.50 per hour in 2024/25).
- 1,258 students were eligible to participate in the program.
- 413 students (319 domestic and 94 international) were hired into 305 positions.
- Participants earned $790,962 for an average of $1,915 per student.

FUNDING FOR INDIGENOUS STUDENTS

UVic is committed to increasing the recruitment, retention and success of Indigenous students across all faculties, as reflected in our Strategic Enrolment Management Plan and aligned with our Strategic Plan and Indigenous Plan.

Funding received by Indigenous students										
	2021/22		2022/23		2023/24		2024/25		2025/26	
	# of recipients	$ Value	# of recipients	$ Value	# of recipients	$ Value	# of recipients	$ Value	# of recipients	$ Value
Scholarships (UG only)	143	$511,780	110	$440,284	154	$547,271	182	$785,623	176	$904,724
Bursaries (UG & GR)	104	$293,488	93	$291,138	107	$453,406	140	$496,104	164	$738,011
Awards (UG & GR)	11	$15,360	11	$12,038	13	$24,937	49	$200,051 [2]	8	$21,922
Work study (UG & GR)	14	$28,576	10	$17,700	15	$25,395	16	$33,282	14	$32,414
Total		**$849,204**		**$761,160**		**$1,051,009**		**$1,515,060**		**$1,697,071**

Table 5: Types of funding received by students who have self-identified as Indigenous.

UVic created the Indigenous Language Revitalization Award in 2024, and it was offered for the first time in September of that year. These awards were given to Indigenous undergraduate and graduate students from nine local First Nations entering or continuing in specific Indigenous language programs at UVic. The award covered tuition and mandatory fees required for the completion of the student's program of study. The award was discontinued in May 2025 and has been replaced with a tuition and fee waiver with the Office of the Vice-President Indigenous recommending new and/or continuing students for the waiver. The Indigenous Language Revitalization Awards offered in 2024/25 resulted in an increase in both the number and value of awards offered in that year only.

FUNDING FOR STUDENTS WITH LIVED EXPERIENCE IN CARE

In 2014/15, UVic created the University of Victoria Youth in Care Award to support students with lived experience in care and not on the basis of academic merit. The award originally covered up to eight terms of funding or completion of a first degree, whichever came first, of actual tuition costs excluding mandatory fees. Entering, in-course and transfer students who met the eligibility criteria and who were registered in their first undergraduate degree were eligible to apply.

In 2017/18, the terms of reference for the award were amended to complement the new BC Provincial Tuition Waiver Program. The UVic award was amended to cover the actual tuition costs and mandatory fees for all terms of study required for completion of a first undergraduate degree for students who were previously in care in BC for at least one year but who do not meet the Provincial Tuition Waiver Program age or number of years in care criteria. Donor funds support book costs and living expenses.

Additional information about support for students with lived experience in care in BC:

- UVic's Youth in Care Award has no age limit and the minimum amount of time in care to qualify for the award is 12 months. Time in care must have been in BC.

[2] In 2024/25, 36 students received Indigenous Language Revitalization Award funding totaling $172,614. Effective May 2025, the award was replaced with a tuition and fee waiver administered by UVic's Tuition Office.

- The BC Provincial Tuition Waiver Program no longer has an age limit. The minimum time in care to qualify is 24 months. Those funded under a youth agreement at the time of turning 19 are automatically considered for the waiver regardless of the duration of their time in care.
- In 2025/26, 90 students approved under the BC Provincial Waiver Program were enrolled in UVic courses.
- Of these students, 71 also received the UVic Youth in Care Award totaling $279,960.
- Nine UVic students with lived experience in care graduated in 2025/26.

GOVERNMENT STUDENT ASSISTANCE

Federal, provincial and territorial loan and grant programs continue to play a significant role in meeting the financial needs of students.

The Canada Student Financial Assistance (CSFA)Program announced temporary measures for the program year August 1, 2023 to July 31, 2024. The following measures were continued for the 2025/26 program year:

- Interest-free Canada Student Loan maximum amount increased from $210 to $300 per week of study.
- Canada Student Grant for Full-Time Students increased from $375 to $525 per month of study.
- Canada Student Grant for Full-Time Students with Dependants increased from $200 to $280 per month of study.
- Canada Student Grant for Students with Disabilities increased from $2,000 to $2,800 for the loan year.
- Canada Student Grant for Part-Time Studies increased from $1,800 to $2,520 for the loan year.
- Canada Student Grant for Part-Time Students with Dependants increased from $1,920 to $2,688 for the loan year.
- CSFA waived the requirement for mature students, aged 22 years or older, to undergo credit screening to qualify for federal grants and loans.

In 2025/26, 5,791 undergraduate and graduate students received more than $100 million in funding through all Canadian federal, provincial and territorial student financial assistance programs. More than $23 million of that total was awarded as non-repayable grant funding.

In addition to Canadian government student assistance, 46 students received Direct Loans from the US Department of Education totaling $560,317 USD.

LOOKING AHEAD

University and government financial aid is vital to our ability to support student access, retention, success and affordability. Strong financial aid programs help ensure that students from diverse socioeconomic backgrounds can pursue and complete their studies without undue financial hardship and enable students to focus more fully on learning and engagement. In consideration of the large entering class and a very successful entrance scholarship program in 2026/27, the award amounts for the 2027 entry point will be lower than in previous cycles to ensure the sustainability of our scholarship programs. Going forward, we will continue to adjust our financial aid programs to meet the needs of students and align with our enrolment goals and university priorities.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Information

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: 2025/26 Annual Report on the Status of External Reviews of Academic Units

---

Under UVic's Policy on External Reviews of Academic Units (AC1145), the Vice-President Academic and Provost reports annually to the Senate Committee on Planning, Senate and the Board of Governors on the status of external reviews of academic units.

Background:
UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. In 2024/25, UVic continued its implementation of recommendations from the 2018 Quality Assurance Process Audit conducted by the Degree Quality Assessment Board.

Academic departments and schools are typically reviewed every seven years. Action plans are developed based on the recommendations received and implementation status report meetings are scheduled every 1, 3, and 5-years to follow the unit's progress.

The 2025/26 report includes a summary of academic units that underwent external reviews both virtually and in-person during the 2025/26 academic year as well as academic units scheduled for review in 2026/27.

Previous Consultation:
Senate Committee on Planning (Sept. 9, 2026) & Senate (Oct. 2, 2026)

Basis for Jurisdiction: External Reviews of Academic Units (Policy AC1145)

Attachment(s): 2025/26 Annual Report on the Status of External Reviews of Academic Units

MEMO

Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | www.uvic.ca/vpacademic

Date: September 9th, 2026

To: Senate

From: Dr. Helga Hallgrímsdóttir, Acting Vice-President Academic and Provost

RE: **2025/26 Report on the Status of External Reviews of Academic Units**

Under policy AC1145, the Provost reports annually to the Senate Committee on Planning, Senate, and the Board of Governors on the status of external reviews of academic units.

UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. The University continues to implement the recommendations from the fall 2018 Quality Assurance Process Audit (QAPA) conducted by the Degree Quality Assessment Board (DQAB). The assessors' report including recommendations is available here.

Scheduling of Reviews

The following is a summary of academic units that underwent external reviews both virtually and in-person during the 2025/26 academic year, and academic units up for review in 2026/27. Executive summaries of the assessors' reports may be found on the Quality Assurance website: https://www.uvic.ca/vpacademic/program-planning/program-reviews/index.php

Given the success and environmental benefits of virtual external reviews, the majority of reviews conducted in 2025/26 were held virtually by default. Exceptions were made for academic programs with physical spaces integral to their discipline—such as laboratories, studios, research facilities, or those with cultural or territorial significance. The flexibility to conduct virtual reviews was enabled by the amendments to the AC1145 policy and its associated procedures in October 2020. It is anticipated that the same approach will continue for the 2026/27 review cycle.

Reviews Scheduled/Conducted in 2025/26	Schedule of Reviews to Initiate in 2026/27
Department of English	Co-Operative Education and Career Services
English Language Centre Program	Department of Anthropology
School of Social Work	School of Indigenous Governance
School of Child and Youth Care	Department of Computer Science

MEMO

Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | www.uvic.ca/vpacademic

Department of Civil Engineering	School of Exercise Science, Physical and Health Education
Department of Writing	Department of Mathematics and Statistics
Department of Sociology	Department of Chemistry
Department of Economics	

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 18, 2026

To: Operations and Facilities Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: December 01, 2026

Subject: Due Diligence Report – Facilities Management

Background:
This report provides a summary of local, provincial and federal legislation affecting institutional programs and services, strategies currently in place to ensure regulatory compliance, and any non-compliance reports (e.g. orders, warning letters, penalties, etc.) received by the university in the previous calendar year. As the regulatory framework for the university is complex and constantly evolving, these reports ensure the Board is aware of how the university is meeting the various regulatory obligations.

Previous Consultation:
Report provided annually to the Operations and Facilities Committee.

Basis for Jurisdiction:
University Act Section 27(2)(y)
Elevating Devices Safety – Heritage Conservation Act – Integrated Pest Management Act – Safety
Standards Act - Power Engineers and Boiler and Pressure Vessel Safety Act

Attachment(s): Facilities Management Due Diligence Report 2026

Obligation to Report	Fulfillment of Obligation
Elevating Devices Safety	1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 82 elevating devices at the Gordon Head Campus. 2. Regular inspections are conducted by Schindler elevators through a service agreement negotiated by BCNET. 3. All units are regularly serviced by workers qualified under the Act. Maintenance is managed closely by FMGT Contracts Compliance Inspector. 4. Each unit has an installation number assigned by, and registered with, Technical Safety B.C. Individual Certificates for each elevating device are on file and renewed on an annual basis. 5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.
Heritage Conservation Act	1. There are no buildings on Campus which have been designated as Provincial, Regional, or Municipal Heritage Sites. The Corporation of the District of Saanich in their *"Saanich Heritage Structures: An Inventory"* dated 1991, lists nine (9) University buildings as having heritage significance: • *Huts A, B, E, Q, and R. They are the only huts that remain from the "Gordon Head Army Camp", Department of National Defence 1940.* • *Y Hut – the Maritime Naval / Communications Centre Building is located off McCoy Road. The Saanich Heritage Foundation has raised in the past the possible heritage designation of this building. No action has been taken.* • *Hamsterley Farm Water Tower is located at 2489 Sinclair Road. The Saanich Heritage Foundation has raised in the past potentially seeking designation for this building. No action has been taken.*

Obligation to Report	Fulfillment of Obligation
	2. None of the above buildings are currently protected through formal designation. The Corporation of the District of Saanich staff are required to present a report to Saanich Council should there be a University application to alter or remove the building. They are all identified as having heritage value and significance to the community but are not protected by a more formal Heritage Designation By-Law (along with its regulations).
'Integrated Pest Management Act' Regulations ***(This pertains only to the pesticides under the control of FMGT)***	1. ***Permits, Licenses & Certificates*** a. FMGT is committed to integrated pest management practices. b. FMGT holds the proper Pesticide Control Use License. c. FMGT holds the Public Land Endorsement which entitles FMGT to apply pesticides to public lands. d. All employees involved in the application of pesticides hold the necessary Applicator Certificate. 2. ***Storage and Disposal*** a. A limited inventory of pesticides is stored in a locked, ventilated and heated room away from the general workplace. b. The storage premises are subject to occasional inspection, and on a periodic basis by the Environmental Protection Division of the Ministry of Environment & Parks, and occasionally by Occupational Health and Safety (OHSE). [2026 Note: as of July 1, 2026, natural resource/environmental compliance enforcement operates through the new BC Compliance and Enforcement Agency (BC-CEA) within the Ministry of Environment and Parks.] c. The disposal of pesticides that are no longer required is arranged through the Hazardous Waste Management Program of UVic.
Pest Control	1. FMGT engages a provincially certified pest control company (Victoria Pest Control) to manage pest infestations in and around buildings and structures.

Obligation to Report	Fulfillment of Obligation
Safety Standards Act	1. UVic staff, qualified under the *Act*, operate and maintain: a. 3 interconnected hot water, heating boilers with a combined registered capacity of 28 MW. The boilers are in the District Energy Plant. b. 25 hot water, and 3 high pressure steam, stand-alone boilers with a combined registered capacity of 582 horsepower located in 17 buildings. c. 174 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex. 2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirements of the Act.
Engineers and Boiler & Pressure Vessel Safety Act [2026 Note: Act was repealed and consolidated into the *Safety Standards Act]*	1. All boilers and pressure vessels bear installation numbers assigned by, and registered with Technical Safety B.C. a. Individual Operating permits are renewed annually and are posted near the locations of the boilers or pressure vessels. 2. Apex Steel and Gas is the contractor responsible for boiler maintenance on campus. They hold a Contractor A license. 3. District Energy Plant is renewed annually (BPV-928668-2019). 4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Information

From: Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: December 01, 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: October 2026

1. Engineering Expansion
2. District Energy Plant Electrification Project

UVIC FACILITIES MANAGEMENT

PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04057 – Engineering Expansion (EE)
DATE: October 31, 2026
REPORTING PERIOD: October 2026

OVERALL, HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT			
PREVIOUS			

SCOPE

The Engineering Expansion project was created to fill the need for teaching, research and office space for the Faculty of Computer Science and Engineering. In particular, current Civil Engineering program spaces are housed in temporary facilities spread around the UVic campus. Accreditation of both Civil and Biomedical Engineering is contingent on program space (teaching, research, support) to be delivered by the Engineering Expansion project's two buildings.

SCHEDULE

	PRE-DESIGN	DESIGN	CONSTRUCTION*	OPERATION
Actual / Forecast	June 2020	March 2022	January 2024	May 2027*

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$149.73	$149.73	$0.00

MAJOR RISKS

- **SCOPE** –Tender values have not resulted in changes to scope. The University is enforcing strict contractual and quality assurance reviews across isolated technical and equipment matters to protect long-term asset performance and schedule certainty. Any related legal or contractual matters are reported through the Audit Committee.
- **SCHEDULE** – Risk: Schedule delays continue to pose impacts to academic scheduling, specifically related to commissioning and functional testing of HVAC systems required for BSL lab operations. HBRSL remains reported as on target for completion at end of April 2027 to support the May 2027 academic term; however, commissioning readiness remains a critical path concern. Potential tariffs CAN/US being monitored.

UPDATES

- **Site Works: ECSE site**: Building occupied and open for fall 2026 semester classes. Deficiency works ongoing. Commissioning and functional performance testing are incomplete, work ongoing, target completion winter.
  HBRSL site: Exterior terra cotta cladding is nearing completion, with glazing ongoing. Interior mechanical and electrical rough-in continues. Drywall boarding underway. Strong wall remediation assessment ongoing. Mech HVAC equipment placed on roof.

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

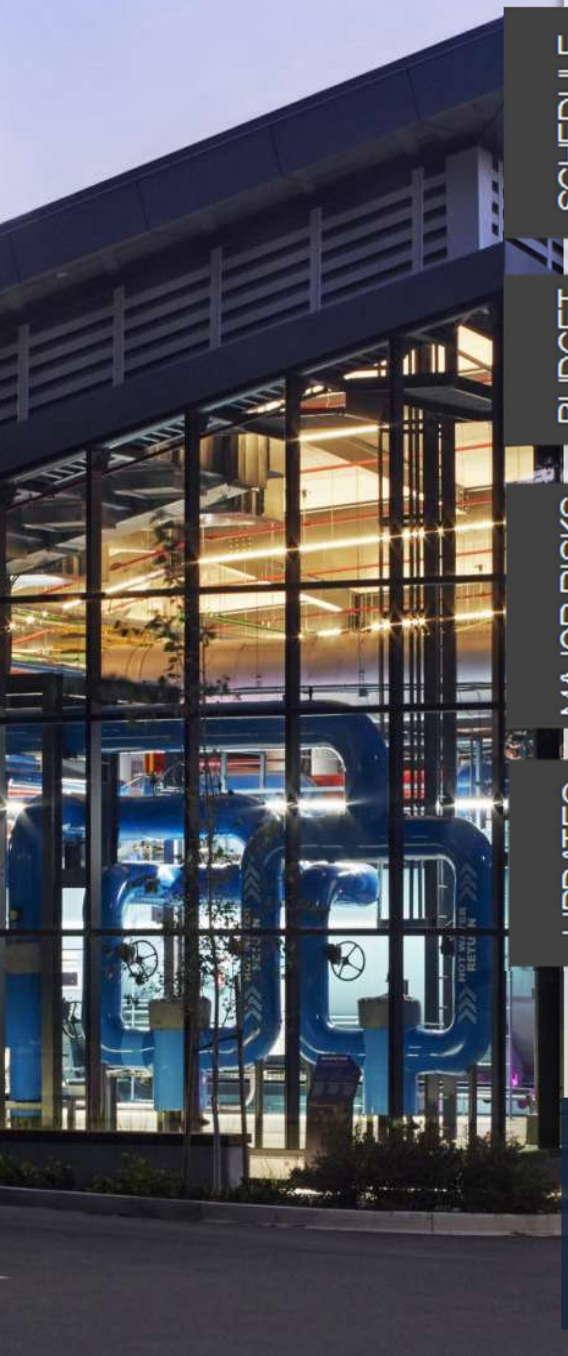
UVIC FACILITIES MANAGEMENT

OVERALL HEALTH

PROJECT STATUS REPORT
EXECUTIVE SUMMARY

23-05868 – District Energy Plan (DEP) Electrification Project
DATE: November 10, 2026
REPORTING PERIOD: October 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	*June 2027*

BUDGET

APPROVED BUDGET	FORECAST	VARIANCE
$12.1M	$12.1M	$0

MAJOR RISKS

- **SCHEDULE / FUNDING** – Risk: Substantial completion delay resulting in loss of BC Hydro funding. Mitigation: Energy Team working with BC Hydro to develop possible revised re-imbursement criteria.
- **SCHEDULE** – Risk: Project is potentially 6 months behind schedule. Mitigation: General contractor has issued revised expedited schedule to meet 'In-Service' date. Other project milestones to be discussed at next Steering Committee meeting (December 9) with recommendation to accept the revised dates.

UPDATES

- Partial campus wide power shutdown scheduled for November 29 to facilitate the process of connecting new electric boilers to the UVic energy grid.
- All owner procured equipment is on site.
- Updated Construction schedule issued September 11, 2026

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

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Finance Committee

For: Decision

From: Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: University of Victoria Staff Pension Plan – Proposed Revisions to the Plan's Governance Policy

---

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve and adopt the changes shown in the redlined version of the Governance Policy for the University of Victoria Staff Pension Plan, attached hereto, effective December 1, 2026.

Background

The University of Victoria is the administrator for the Staff Pension Plan (the "Plan") which covers mainly regular CUPE and exempt staff. To support effective governance of the Plan, the Board of Governors (the "Board") has established a Governance Policy that outlines the oversight and administration of the Plan.

Within the Plan's Governance Policy, a Governance Committee and an Investment and Administration Committee ("IAC") have been established to assist in the Plan's oversight and administration. The Governance Policy establishes the composition, roles, and responsibilities of both committees.

Following the Governance Committee's recent annual review of the Governance Policy and having reflected upon the current needs of the Plan during recent Governance Committee discussions regarding the Plan's strategic priorities and plans the Governance Committee is recommending some revisions to the policy. The proposed changes are intended to strengthen governance effectiveness while maintaining appropriate oversight and fiduciary

controls. The proposed amendments are not expected to have any material financial impact on the Plan or the University.

Attached to this memo is a redlined version of the Governance Policy showing proposed changes.

Summary
The Governance Policy was last reviewed and approved by the Board of Governors in January 2026. Proposed changes to the Governance Policy that would be effective December 1, 2026, if approved, are as follows, with some for improved efficiencies and some for additional clarification:

- Section B.4 – clarification on committee Chair and Secretary designation
- Section C.2/D.2 – clarification on committee participation, to allow participation of individuals with specific expertise in meetings, without needing them to be a non-voting member
- Section D.1. – addition of flexibility in IAC composition to allow a more skills-based approach
- Section F – clarification of Governance Committee mandate, for clearer focus on strategy, such as key policies, strategy and risks, while the IAC will continue to provide the oversight day-to-day operations, compliance and administration.
- Section H – removal of separate reporting section and instead include applicable reporting requirements within the appropriate committee mandates.
- Appendix A – clarification of IAC terms of reference/duties
- Appendix C – Calendar of Activities has minor changes proposed to align with other changes above.

Previous Consultation:
The Governance Committee of the Staff Pension Plan has reviewed the revised policy as attached and recommends that it be approved by the Board of Governors.

Planned Further Action:
The Governance Committee will continue its discussions on strategic priorities and planning for the next few years and intends to present a revised strategic plan for approval of the Board of Governors in 2027.

Basis for Jurisdiction:
University of Victoria Staff Pension Plan Governance Policy

Attachment(s):
University of Victoria Staff Pension Plan Governance Policy – redline

University of Victoria Staff Pension Plan
GOVERNANCE POLICY

Governance Committee
and
Investment and Administration Committee

A. INTRODUCTION

The University of Victoria (the "University") maintains the University of Victoria Staff Pension Plan (the "Plan").

The Plan is a defined benefit pension plan, where a lifetime pension is available to eligible Plan members based primarily on their earnings and service in the Plan and age at retirement. Contributions are made by the University and the Plan Members based on periodic valuations of the Plan and applicable Plan terms.

Under the terms of the Plan, the University is:

- the "Administrator" of the Plan for the purposes of applicable laws and regulations, including the *Pension Benefits Standards Act* (British Columbia) (the “PBSA”) and the *Income Tax Act* (Canada) (the “ITA”); and

- has ultimate legal responsibility for the administration of the Plan and the investment of the Plan’s trust fund (the “Trust Fund”).

The Board of Governors (the “Board”) of the University have created the:

1. “Governance Committee”; and

2. Investments and Administration Committee (the “IAC”),

and have delegated to those Committees certain of the University’s duties and powers, as described below. The Governance Committee and the IAC are collectively referred to in this Governance Policy as the “Committees”.

The Board has established a “Pension Advisory Committee” to promote awareness and understanding of the Plan amongst members and retired members of the Plan. The composition, roles and

responsibilities of such committee shall be as determined by the Governance Committee in consultation with the Pension Advisory Committee.

TNormally, the Board haswill delegated on-going administration of the Plan, communication with Members and other aspects of Plan management and oversight to the University of Victoria (the "University")'s Pension Office (hereinafter the "Pension Office"), The Pension Office provides regular reports to the Committees, and may be supported by other University departments as needed, such as Financial Reporting, General Counsel and University Systems, to ensure high standards of service are maintained with appropriate expertise.

The above structure, including the Board, Committees and Pension Office, together with the processes and policies set out for each, and for the Plan, are intended to provide a robust oversight and risk management framework. A summary of key risks identified for the Plan, with commentary on how these risks are managed, is set out in Appendix B.

B. APPOINTMENT OF THE COMMITTEES

1. The members of the:

   (a) Governance Committee are appointed in accordance with Sections C.1 and 2; and

   (b) IAC are appointed in accordance with Sections D.1 and 2.

2. The Board and the Governance Committee, as applicable, may, at any time, make changes to the composition of a Committee including removing a Committee member.

3. Initial and successor members will confirm acceptance of their appointment to the Committee in writing. However, Committee members who do not so confirm are deemed to accept by attending any Committee meeting.

4. The Chairs of the Governance Committee and the IAC will be determined by the Governance Committee. The Chair of the IAC should be a member of the Governance Committee. If there is no Chair of a Committee at any particular point in time, then the Meeting Procedures Policy will determine who the Chair is for that meeting or period. The Secretary Chair of a Committee is shall designated in accordance with Sections C and D of this policy, and such Secretary shall one of the Committee members as Secretary of that Committee, or he or she may appoint someone who is not a Committee member to be a non-voting Secretary to that Committee to attend meetings as a non-voting member and prepare minutes.

5. A Committee member, who is designated by name, may resign from that Committee by notifying the Chair and the University in writing. Such notice will state the future date on which his or her resignation takes effect and his or her resignation shall be effective from that date, but no earlier than the date of receipt. A Committee member, who is appointed by virtue of their employment position, is not permitted to resign from a Committee while holding that position.

6. A person's participation on a Committee who is a voting member of the Committee cannot be exercised by a representative. His or her participation will automatically terminate on:

   (a) the appointment of a successor to that person as a member of that Committee;

   (b) the date the person ceases to be in the role that led to a position on the Committee, if the person is a Committee member by virtue of their office or position;

   (c) the death of the person or their legal inability to fulfill his or her duties; or

   (d) the date the person's appointment is revoked by the Board the Governance Committee or the IAC, as applicable, for any reason.

7. A Committee member who has resigned or been removed (and the personal representative of a deceased or incapacitated Committee member) will promptly return any and all confidential records, books, documents, and other property pertaining to the governance and administration of the Plan to the Secretary of that Committee.

C. COMPOSITION OF THE GOVERNANCE COMMITTEE

1. The Governance Committee shall consist of the following:

   (a) the Vice-President, Finance and Operations;

   (b) the Associate Vice-President, Financial Planning and Operations;

   (c) the Associate Vice-President, Human Resources; and

   (d) the Executive Director, Pensions and Plan Governance.

2. Non-Voting Members of, or Other Involvement with, Governance Committee

   The Governance Committee may invite~~designate~~ one or more officers or employees of the University with specific expertise to ~~act as non-voting members~~ participate in meetings of the Governance Committee to assist the Governance Committee in its deliberations and activities.

Unless the Governance Committee otherwise directs, the Director, Pension Services or their delegate, ~~shall be a non-voting member of the Governance Committee, and~~ shall act as the Secretary of the Governance Committee. An Assistant Secretary may also be designated.

D. COMPOSITION OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. The IAC shall consist of the following:

   (a) the Associate Vice-President, Finance ~~ial Planning~~ and Operations;

   (b) A s~~the Associate Vice-President, Human Resources or s~~enior leader within Human Resources, as ~~delegate~~ appointed~~roved~~ by the Governance Committee;

   (c) A ~~the~~ Treasury Services representative, as appointed by the Governance Committee ~~er~~;

   (d) One to three~~three~~ others appointed by the Governance Committee with demonstrated expertise in one or more of the field(s) of investments, communications, ~~or~~ staff management or other relevant experience. The number appointed will be skills-based as deemed appropriate by the Governance Committee; and

   (e) an active member of the Plan, appointed by the Governance Committee.

2. Non-Voting Members of, or Other Involvement with, the Investments and Administration Committee

   The IAC may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the IAC, or to participate in meetings of the IAC,~~Committee~~ to assist the IAC in its deliberations and activities. Unless the IAC otherwise directs, the Director, Pension Services or their delegate shall act as the Secretary of the IAC. An Assistant Secretary may also be designated.

E. BOARD MANDATE

1. Any duty of a strategic or material nature that is not assigned, or power not delegated by this Governance Policy to a Committee shall remain with the Board.

   Duties or powers of an administrative, operational or immaterial nature not assigned by this Governance Policy or other plan policy or document shall be completed by the Governance

Committee, IAC or their delegate, dependent upon the nature of the duties or powers, as determined by the Chair of the Governance Committee.

2. Without limiting the application of Section E.1, the Board, acting to the extent it considers appropriate on the recommendations received from the IAC; shall review and adopt the statement of investment policies and procedures ("SIP&P") for the Plan in accordance with the requirements of the PBSA, as well as a Responsible Investment ("RI") Policy for the Plan.

   Material or strategic amendments to the SIP&P and RI Policy shall be reviewed and approved by the Board upon recommendation by the IAC, while administrative or operational amendments may be made by the IAC.

3. For purposes of this Governance Policy, the determination of whether amendments or other items are considered material or strategic, and therefore require Board approval or involvement, will be determined by the Chair of the Governance Committee.

F. GOVERNANCE COMMITTEE MANDATE

The Governance Committee shall have the following duties and the required corresponding powers necessary to:

1. develop a strategic plan that:
   (a) establishes the mission and objectives of the Plan, which mission and objectives shall be approved by the Board;
   (b) sets out targets, performance measures, risks and reporting requirements and such other steps as are necessary to evaluate success in meeting the Plan's mission and objectives; and
   (c) provides for a periodic review of the Plan's governance structure to ensure that it continues to be appropriate to enable the Plan to meet its mission and objectives;
2. appoint members to the IAC and appoint members to the Pension Advisory Committee in accordance with this policy or those Committees' terms of reference;
3. review, at least annually,
   (a) key objectives identified in the strategic plan to determine if the Plan is on track in meeting the objectives;
   (b) key Plan policies other than the SIPP (i.e. funding policy and this governance policy);

(c) key risks associated with the Plan and the management thereof;

(d) key activities of the IAC, including initiatives such as formal actuarial valuations of the Plan, asset-liability studies with associated recommendations, or triennial plan assessments.

~~3.~~ recommend to the Board of Governors material or strategic amendments to the Plan or this Governance Policy that the Governance Committee deems necessary or advisable so that the Plan continues to meet its mission and objectives and approve administrative, operational or immaterial amendments that the Governance Committee deems necessary so that the Plan remains compliant with applicable law or to improve efficiencies;

4. ~~interpret the provisions of the Plan in matters where the interpretation is without precedent and may either have a large single material impact or a widespread material impact; and~~

5. report to the Board of Governors if significant issues arise in the operation of the Plan that are not otherwise included in IAC reporting, or if issues arise that would result in the Plan not meeting its objectives.

~~5.~~6. adopt and maintain policies related to Plan oversight, including, but not limited to:

(a) a Policy on Delegated Signing Authorities; in the absence of a policy, any agreements, notices or other documentation required in connection with the investment of the Trust Fund, or the administration or payment of benefits under the Plan must be signed by no less than two officers or employees of the University who are members of the Governance Committee;

(b) a Code of Conduct Policy;

(c) a Meeting Procedures Policy for the Committees;

(d) a Funding Policy;

~~(e)~~ a Committee Member Education Policy;

~~(f)~~(e) ~~a Plan Member Communications Policy for the Plan;~~ and

~~(g)~~(f) a Dispute Resolution Policy for the Plan

Appendix C contains a “Calendar of Activities” for the Governance Committee to use as guidance in fulfilling its duties.

G. INVESTMENTS AND ADMINISTRATION COMMITTEE MANDATE

The IAC shall invest the Trust Fund in accordance with the terms of the Plan and applicable law, and administer the Plan in accordance with its terms, and carry out the duties set out in **Appendix A**.

H. PERFORMANCE STANDARDS

In the execution of their duties and responsibilities, the Committee members will comply with:

- applicable law;
- the terms of the Plan;
- this Governance Policy; and
- all relevant Committee policies.

- ~~**REPORTING**~~

~~**1. The Governance Committee shall:**~~

~~**report to the Board at least annually on:**~~

~~**the administration of the Plan and the University's compliance with the provisions of the Plan, the PBSA and the ITA that do not relate to the investment of the Trust Fund;**~~

~~**significant issues that arose in the operation of the Plan, and**~~

- ~~**receive a report on the actuarial valuation, and on periodic asset/liability studies as commissioned by the IAC.**~~

~~2. The IAC shall prepare and present a report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.~~

I. DELEGATION BY A COMMITTEE

1. Unless otherwise indicated in this Plan, the Governance Committee or the IAC may delegate such of their respective responsibilities and corresponding powers as either deems appropriate, provided that the Committee ensures that any party to whom it delegates responsibilities are properly supervised by the Committee and has the appropriate skills and training to carry out the responsibilities delegated to them.

2. The Governance Committee and the IAC shall ensure that if they delegate any of their responsibilities to other parties, such parties shall report to such Committee at such intervals as may be established by those Committees.

J. COMMITTEE MEMBER REMUNERATION

1. Committee members are not entitled to compensation, beyond their normal compensation as employees, for the time spent on the conduct of their duties as Committee members.

2. Committee members are entitled to reimbursement by the University, or as otherwise provided by the Plan, for reasonable expenses incurred personally in the conduct of their duties, in accordance with the expense payment procedures established by the University.

K. CODE OF CONDUCT POLICY

Each Committee member shall observe and be bound by the **Code of Conduct Policy**.

L. MEETING PROCEDURES

The Committees shall shall observe and be bound by the **Meeting Procedures Policy**.

M. AMENDMENT AND REVIEW OF GOVERNANCE POLICY

The Governance Committee shall review this policy at least annually, and upon review, if changes beyond those of an administrative or operational nature are believed to be appropriate, will recommend such changes to the Board.

The Board reserves the right to amend this Governance Policy. Committee members must be given notice of any change. A Committee does not have the authority to amend this Governance Policy, unless such an amendment is of a strictly administrative or operational nature, in which case the Governance Committee may amend the Policy and inform the Board in their next scheduled report. A Committee does not have authority to otherwise act in a way to alter the scope of the duties delegated to a Committee.

APPENDIX A
TERMS OF REFERENCE/DUTIES OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

Investment Oversight

1. Appoint a Trustee for the trust fund for the Plan (the "Trust Fund") and ensure an appropriate ~~enter into a~~ trust agreement is in place for the performance of the duties set out in Section 15 of the Plan text.

2. Recommend to the Board a SIP&P and an RI Policy for the Plan, which satisfy the requirements of the PBSA, where applicable, and in accordance with these policies the IAC shall:

   (a) appoint and terminate investment managers, performance measurement services, consultants and such other service providers as are needed to ensure the efficient and prudent investment of the Trust Fund;

   (b) appoint~~employ~~ consultants and other service providers to conduct periodic asset/liability studies as it may deem necessary to ensure the appropriate asset allocation in the Trust Fund;

   (c) take such steps as are necessary to monitor investment performance and mandate compliance by the investment managers;

   (d) determine the materiality of, and approve temporary deviations from, the SIP&P and RI Policy in respect of asset mix ranges and allowable investments; and

   (e) no less frequently than once in every Plan year, review the SIP&P and RI Policy and either:

      (i) confirm to the Board the continued appropriateness of these policies; or

      (ii) recommend to the Board such material amendments to these policies as it considers appropriate.

3. Approve administrative, operational, or otherwise immaterial amendments to the SIP&P and RI Policy. Determination of materiality may be made in consultation with the Chair of the Governance Committee.

Financial Oversight

~~4. On an annual basis, provide a report to the Governance Committee on the degree of success in meeting the mission and objectives of the Plan.~~

~~5. Report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.~~

~~6.~~4. Appoint an Actuary to

(a) at least triennially, conduct a review of the Plan's assets and liabilities, based on assumptions determined by the IAC in consultation with the Plan's actuary, and

(b) provide advice on actuarial matters and the adoption of mortality and other tables as necessary or appropriate for the operation of the Plan.

5. Monitor the financial position of the Plan and determine if any related action is appropriate.

~~7.~~6. Subject to the approval of the Board, create reserves within the Trust Fund if a unique situation arises where such a reserve may be appropriate~~for any purpose~~.

7. Appoint an auditor to assist with the preparation of financial statements for the Plan, and ~~R~~review and approve the ~~annual report and~~ financial statements, including the findings of the auditor appointed by the Committee to express an opinion on the financial statements.

Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.

8.

Operational and Administrative Oversight

9. Receive reporting from the University's Pension Office, at least annually, confirming compliance with applicable pension legislation, provisions of the Plan and key Plan policies. ~~Make all annual returns and other filings with regulatory authorities in respect of the Plan.~~

~~10.~~1. Review, ~~Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.~~

~~11.~~10. ~~Determine,~~ from time to time, key terms of the ~~the necessity of~~ fiduciary insurance that the University has acquired for ~~any~~ members of the Committees, and determine if changes may be appropriate. If so, the Chair shall take appropriate action to work with the University on such changes. ~~if deemed necessary acquire and thereafter periodically review the terms of such insurance.~~

~~12. Employ and supervise such counsel and agents and obtain and supervise such clerical services as it may deem necessary or appropriate in carrying out the provisions of the Plan.~~

~~13.~~11. Advise the University's Pension Office, when needed, if unique circumstances arise concerning i~~I~~nterpretation of the provisions of the Plan where such interpretation is without precedent and may either have a large single material impact or a widespread material impact, or if unique ~~and determine any~~ questions arise ~~arising under the Plan, or~~ in connection with the investment, administration or operation thereof, including but not limited to:

(a) determining the eligibility of any employee to be or become a member of the Plan, and

(b) determining the credited service of any Plan member and computation of the amount of retirement benefit, or other sum, payable under the Plan to any person.

12. Review the Plan's appointed service providers at least annually, to confirm continued appropriateness or determine if alternatives should be considered.

~~14.~~13. Recommend ~~Subject to the approval of~~to the Governance Committee and the Board, ~~enter into~~ reciprocal agreements between the ~~on behalf of the~~ University and~~with~~ sponsors of other registered pension plans if deemed appropriate.

~~15. Approve the format for Member annual statements.~~

~~16.~~14. Adopt and maintain policies related to Plan administration, as needed, including but not limited to:

(a) a Discretionary Fee Policy applicable to the administration of pension division and subject to applicable laws and regulations; and

(b) a Small Benefit Policy which shall be subject to applicable laws and regulations and which establishes the minimum amount of a benefit calculated under the provisions of this Plan below which the benefit must be paid to the member in the form of a Commuted Value of that benefit and not in the form of a monthly pension; and

~~(b)~~(c) a Plan Member Communications Policy for the Plan.

~~17.~~15. Monitor compliance with the Communications Policy and provide feedback on communications such as the Plan's annual report to members:~~.~~

16. Adjudicate disputes involving plan beneficiaries in accordance with the Dispute Resolution Policy.

Risk Management and Reporting

17. Review, semi-annually, the key risks associated with the Plan and the management thereof.

18. The Chair of the IAC, or their delegate, shall report to the Board at least semi-annually on the financial position of the Plan, the investment performance of the Trust Fund, and at least annually on the University's compliance with the provisions of the Plan, PBSA and the ITA.

~~18.~~19. The Chair of the IAC, who is also a member of the Governance Committee, shall report to the Governance Committee on IAC activities. Members of the Governance Committee shall have access to all meeting material of the IAC for informational purposes.

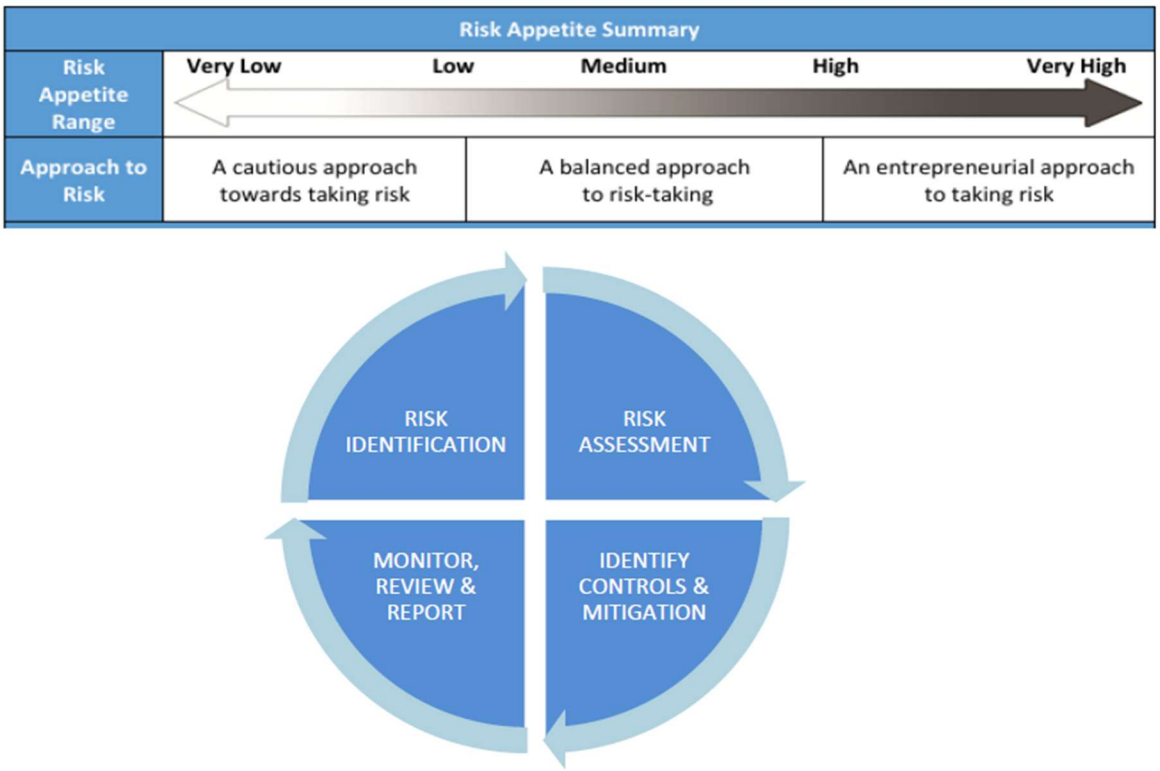
Appendix C contains a "Calendar of Activities" for the Investment and Administration Committee to use as guidance in fulfilling its duties.

APPENDIX B

RISK MANAGEMENT

1. Risk Management Framework

A Risk Management Framework has been developed for the Plan as represented in the following diagram:



Key Features are as follows:

a. **Identification of Risks**: Key potential risks will be documented, with an assessment of the risk appetite made for each category.

b. **Risk Assessment**: Each risk will be evaluated based on its likelihood of occurring and the potential impact if the risk occurs. A risk rating will then be given to identify where risks are believed to be low, medium or high.

c. **Controls and Mitigation Strategies**: Appropriate controls for the risk will be documented and measures developed and implemented where needed to mitigate identified risks.

d. **Monitoring and Review:** A Risk Register has been developed based on the framework described, which will be updated regularly and reviewed by the IAC and Governance Committees regularly (generally on a semi-annual basis) to ensure its effectiveness and relevance.

2. Key Risks

Key Risks for the Plan include:

- Funding Risk;
- Governance Risk;
- Investment Risk;
- Legal and Regulatory Risk; and
- Operational Risk.

The above risks, and the manner of addressing them, are detailed below:

a. **Funding Risk** – Funding risk is the risk that the Plan does not have sufficient assets to meet its liabilities. This is in part dependent upon the investments which are addressed in c. below, and in part dependent upon the liabilities. The interaction between the two should also be understood and managed. In addition, funding risk can increase if the actuarial assumptions and/or models used in valuations are inappropriate. Funding risk is managed as follows:

i. **Funding Policy:** Risks are identified and managed through the establishment of a Funding Policy that works in concert with the investment policy. The Funding Policy takes a long-term approach and addresses funding objectives, contribution strategy and associated matters.

ii. **Actuarial Valuations:** Statutory valuations explore funding on a going concern and solvency basis. These valuations are conducted at least every three years by a professionally qualified actuary with appropriate expertise, and review the Plan's demographic and other changes in comparison to the assumptions being made.

iii. **Investment Policies and Asset Mix/Liability Modelling:** The Plan's investment policies, as documented in the SIP&P, are determined by considering the liabilities they are funding. Asset mix studies and asset/liability modelling are also performed periodically (generally every 5-7 years) by professional, reputable consultants with appropriate expertise to ensure that asset allocation remains consistent with the Plan's goals and to ensure sustainability of the Plan and contribution levels.

b. **Governance Risk –** This risk relates to gaps in the oversight of the Plan operation and management. It includes the Board's own operations, the skillset of Committee members, and potential conflicts of interest and the understanding of fiduciary duties. These risks are managed as follows:

   i. **Committee Education** – A Committee Member Education Policy has been adopted to facilitate the education of Committee members. This policy operates in concert with a biennial skills assessment process to identify and address any skillset gaps on the Committees.

   ii. **Committee Self-Assessment** – The Committees conduct periodic self-assessments to identify any areas of improvement for their operations and oversight.

   iii. **Conflict of Interest** – A Code of Conduct has been established for the Committees to ensure that any actual or perceived conflicts are identified and managed appropriately. Orientation for Committee Members includes a review of fiduciary duty and all Plan policies.

   iv. **Governance and administration review** – The Committees conduct a self-assessment of the governance and administration of the plan triennially.

   v. **Regular meetings and reporting from Management** – The Board and Committees meet regularly to review various aspects of the Plan. Ongoing reporting is provided by Pension Services and Service Providers to the Committees, and by the Committees to the Board as set out in this and other policies.

c. **Investment Risk** – This is the risk that changes in the value of investments will negatively affect the Plan's returns and result in either additional contribution requirements or lower benefits than intended. Investments can rise and fall with market movements, interest rate changes, investor sentiment, currency changes, environment, social and governance ("ESG") and other factors. Liquidity, concentration and valuation risks are among other investment risks that must also be managed. Management of these risks is addressed within the Plan's Statement of Investment Policies and Procedures (SIP&Ps), and includes strategies such as diversification, investment limits/restrictions and careful monitoring. As noted in the SIP&Ps and in the Governance Policy, an Investment and Administration Committee has been established by the Board to meet with managers regularly and monitor the investments, managers and associated risks. In addition, the Board has established a Responsible Investing Policy to outline the Plan's commitment and approach to incorporating ESG factors into investment decisions.

   The IAC has considered and set out its investment beliefs, to assist in determining the Plan's approach to the long-term management of the investments. These beliefs are included as an Appendix to the

Plan's SIP&P and are reviewed and revised periodically to ensure they remain up to date and appropriate.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals.

d. **Legal and Regulatory Risk** – This is the risk that the Plan will not be administered in accordance with applicable legislation. It is managed by working with legal counsel and service providers with demonstrated pension expertise, by maintaining a positive relationship with the pension regulator and by ensuring individuals involved in the Plan, including the Pension Services department responsible for the majority of the day-to-day activities for the Plan, keep current with changes that may occur, through ongoing research and educational opportunities.

e. **Operational Risk** – This is the risk that deficiencies in the Plan's internal controls and processes will negatively affect the administration of the Plan and Plan Member benefits. Operational risks include areas such as cybersecurity, fraud, compliance and the possibility of human or automated errors in the detailed calculations involved in pension plans. These risks are managed as follows:

   i. **Dedicated Pension Services Office:** The University has created a dedicated Pensions Services Office to be responsible for the Plan's operations. Staff involved undergo extensive and ongoing training and are overseen by individuals who have been carefully selected with extensive experience in pension plan governance, management and administration.

      The Pension Office has its own policies, processes and procedures for use in areas such as preparing calculations, ensuring contributions are calculated and remitted accurately, ensuring benefits and expenses are paid accurately and communicating with members. Each calculation and payment involve a multi-layer peer review process, and independent audits of sample calculations are performed periodically by the Plan's actuary to ensure continued accuracy. Staff are kept up to date on new regulations and best practices through internal monitoring and research, and with the support of the Plan's actuary, consultants and legal counsel.

   ii. **Effective Governance and Oversight:** The Board and Committees monitor the Plan's operations and the Pension Services Office through regular meetings, reports and information sharing. Areas monitored by each Committee are set out in their terms of reference. The Board and Committees review information such as annual compliance reports, reports on ongoing plan activities and plan financial statements prepared by an independent auditor who also reviews key plan risks including fraud and investment activities. The Committees also actively participate in

activities such as formal service provider reviews and triennial plan assessments.

iii. **Information Technology and Systems**: In consideration of the extensive systems and tools required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the systems, tools and data involved.

Internally, the systems and tools are managed through ongoing monitoring and testing of systems in use. Pension Office infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department with whom the Pension Office works closely in this area.

Where external service providers are used in the provision of systems or tools, use and integration with UVic systems will be considered extensively upon implementation, with the involvement of University Systems where appropriate.

A component of Information and Systems risk involves cybersecurity management, addressed below.

iv. **Cybersecurity Management:**
In consideration of the extensive data, personal and financial information required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the information involved.

Internally, cybersecurity management includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The University Systems department is instrumental in managing the Plan's cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

External (third-party) service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, the Committees shall review an annual cybersecurity report (which commenced in 2024) addressing all entities involved in the administration of the Plan.

Any new systems are subject to a Privacy Impact Assessment ("PIA"), which is completed with UVic's Privacy Office. UVic also has a Protection of Privacy Policy (GV0235) to provide guidance where applicable in respect of UVic data used in the administration of the Plans.

v. **Service Provider Oversight**: The Committees follow appropriate processes for retaining, monitoring and termination of service providers. This includes having formal contracts where appropriate, where roles, responsibilities and expectations are documented. Service providers are reviewed at least annually to ensure expectations are being met.

vi. **Plan Member Communications Policy:** Members' understanding of their pension benefit is critical to retirement outcomes and financial wellbeing. To manage this risk, a Plan Member Communications Policy has been established which outlines the approach and expectations with regards to member communication.

APPENDIX C
COMMITTEE CALENDAR OF ACTIVITIES

STAFF PENSION PLAN BOARD CALENDAR – GOVERNANCE COMMITTEE

University of Victoria

STAFF PENSION PLAN GOVERNANCE COMMITTEE

The SPP Governance Committee generally meets two times a year: One meeting in the Spring and one in the Fall.
This schedule is for guidance purposes only. Dates may change.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
~~**COMPLIANCE**~~												
~~Annual Compliance Report~~				~~X~~								
~~Triennial Plan Assessment (2023)~~											~~X~~	
STRATEGY AND RISK MANAGEMENT												
Strategic Plan Review (every 3-5 years) -last visited Nov 25, 2020; review in progress 2025/26.				X							X	
Key Objectives Review											X	
Key Risk Review (i.e. risk register review)~~Communications Plan for Year~~				X~~X~~								
COMMITTEE REVIEWS												
Annual Skills Matrix Review				X							~~X~~	
Annual Committee Self-Evaluation				X								
Appointment of members to IAC or Advisory Committee *(as needed)*												
POLICY REVIEWS												
Annual Reviews:												
Governance Policy (latest changes: 20264)											X	
Funding Policy (latest changes: 202615)											X	
As Needed:												
Code of Conduct Policy (2013)				X							X	

Delegated Signing Authority Policy (2023)				X							X	
Dispute Resolution policy (2016)				X							X	
(continued)	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Committee Member Education Policy (2023)				X							X	
Meetings Procedures policy (2016)				X							X	
~~Plan Member Communications Policy (2024)~~				~~X~~							~~X~~	
Records Mgmt & Retention Policy (2016)				X							X	
REPORTING												
~~Annual Cyber Security Report (Pension Svcs report to Gov. Committee)~~											~~X~~	
~~Risk Register~~				~~X~~							~~X~~	
Report to Board of Governors on ~~compliance (at least annually) or other~~ significant issues if/as needed.				X							X	
Receive IAC Report on Recent Activities (includes regular activities as well as key initiatives such as formal actuarial valuations, asset liability studies or triennial plan assessments) (Last valuation – eff. Dec. 31, 2025) (Last ALS – completed in 2025) (Last Triennial assessment – 2026)~~n degree of success~~				X							X	
~~Receive IAC Report on Actuarial Valuations or Asset/Liability Studies when completed~~				~~X~~							~~X~~	
OTHER												
As needed.				X							X	

STAFF PENSION PLAN BOARD CALENDAR - IAC

University of Victoria

STAFF PENSION PLAN INVESTMENT AND ADMINISTRATION COMMITTEE ("IAC") *The SPP IAC generally meets four times a year. This schedule is for guidance purposes only. Dates may change.* *Meetings may be held jointly with the UVic Pension Board where topics overlap.*												
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
INVESTMENT PERFORMANCE AND POLICY												
Quarterly Performance Review		X			X				X		X	
Annual Investment & RI Policy Reviews											X	
INVESTMENT MANAGER MEETINGS												
MFS~~BCI~~ – Global Equities		X										
~~BCI – ESG~~									~~X~~			
JP Morgan – Infrastructure (every 2 years)					X							
Macquarie – Infrastructure (every 2 years)					X							
PH&N – Fixed Income					X							
~~Pier 21/C WorldWide – Global Equities~~											~~X~~	
BCI/QuadReal – Real Estate and ESG									X			
Pier 21/C WorldWide – Global Equities~~QuadReal – Real Estate~~									~~X~~		X	
Walter Scott – Global Equities											X	
FINANCIAL UPDATES												
Actuarial Valuations (min. every 3 years) (most recent as of Dec. 31, 2025~~2~~)					X							
Audit Plan for Upcoming Year											X	
Audited Financial Statement Approval					X							
Budget Adoption (subj. to VPFO approval) and Mid-Year Review (w/		X							X			

Oper. Update)												
COLA Update (Approval if Needed)											X	
(continued)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
COMMUNICATION UPDATES												
Annual Report Review~~Approval~~					X							
Communications Plan & Compliance with Policy		X										
ANNUAL COMMITTEE REVIEWS												
Annual Skills Matrix Review											X	
Annual Committee Self-Evaluation		X										
REPORTING												
Pension Services to IAC												
Annual Compliance Report		X										
Annual Cyber Security Report											X	
Annual Service Provider Review											X	
Meeting Calendar for Upcoming Year											X	
Risk Register Review					X						X	
Trend Report for Prior Year					X							
IAC to Other												
Chair Report to Board of Gov.~~ernors~~ (min. semi-annually) on performance/compliance					X						X	
Report to Gov.~~ernance~~ Committee (min. annually) ~~on degree of success~~				X							X	
OTHER												

~~Review Annual Compliance Report~~		~~X~~									~~X~~	
Triennial Plan Assessment (202~~3~~63)											X	
Discretionary Fee Policy (2024) (as needed)												
Small Benefit Policy (2016) (as needed)												
~~Other~~Plan Member Communications Policy (as needed)												

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Decision

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Revisions to the Policy on Scholarly Integrity AC1105 (A)

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revisions to the Policy on Scholarly Integrity AC1105 (A), as outlined in the attached.

Background:
As a Tri-Agency-eligible Research Performing Organization, the university is responsible for upholding the Tri-Agency Framework: Responsible Conduct of Research (RCR Framework), including maintaining policies aligned with the RCR Framework.

In summer 2025, UVic was asked by the RCR Secretariat, via the President of Social Sciences and Humanities Research Council (SSHRC), to revise our Policy on Scholarly Integrity (AC1105), to better align with the RCR Framework. The version of AC1105 that applies to faculty and librarians, and the version the RCR was referencing, is AC1105 (B), which was revised during Collective Bargaining and approved by the Board of Governors at its June 2026 meeting.

The other version of this policy, AC1105 (A), applies to all researchers who are not covered by AC1105 (B). In June 2026, the Associate Vice-President Research revised AC1105 (A) to align with the changes to AC1105 (B). The most marked difference between the two versions relates to mentions of the Faculty and Librarian Collective Agreement, which is relevant in AC1105 (A) only in so far as scholarly misconduct as described in sections 5.1 (j) and (k), which pertain to financial misconduct, fraud and use of research funds that is not in

accordance with the terms and conditions of the funder. AC1105 (A) also references the Dean of Graduate Studies, as complaints may involve graduate students under this version of the policy.

The revisions to both AC1105 (B) and AC1105 (A) are aimed at systematically aligning the policy with the RCR Framework. We also took this opportunity to clarify language and structure in the revised policy.

The revisions—which were undertaken for and largely relate to compliance—appear in sections 3–11, 13 and 14 of AC1105 (A). They relate to:

- clarifying or updating definitions (section 3)
- clarifying existing language, including updates to section references (sections 3, 7, 8, 9, 10, 11, 13)
- adding RCR language or clarifying RCR language (sections 4, 5, 6, 8, 9, 10, 13, 14)
- reorganizing language (sections 5, 7, 13)

The most substantive changes appear in sections 9.6 and 9.7, which detail the possible outcomes of an Inquiry (as per the RCR) and when an investigation is required (as per the RCR).

All added/changed/revised language in the attached version of AC1105(A) is indicated with track changes. A clean version is also attached for approval.

Previous Consultation:
In revising AC1105 (A), the AVP Research consulted and welcomed feedback from the following university leaders:

- AVP & Director of Labour Relations, Human Resources (July 2026)
- Dean & Associate Deans, Faculty of Graduate Studies (July 2026)
- (The other) AVP Research (August 2026)
- Research Advisory Council (September 2026)
- Deans' Council (September 2026)

Basis for Jurisdiction:	University Act (27) Policy on Scholarly Integrity AC1105 (A)
Attachment(s):	Revised Policy on Scholarly Integrity AC1105 (A) – track changes and clean copies

University Policy No.: AC1105 (A)
Classification: Academic and Students
Approving Authority: Board of Governors

POLICY ON SCHOLARLY INTEGRITY
(Researchers not subject to the Faculty and Librarian Collective Agreement)

Effective Date:
Supersedes: June 2023
Last Editorial Change:

1.0 Purpose

1.1 The university is a place of education and scholarly enquiry and creative work. Our professional ethics require us as individuals and as an institution to adhere to principles of scholarly integrity and of respect for our students, staff and colleagues. The university undertakes to review and inquire into allegations of scholarly misconduct in a timely, impartial, and accountable manner and take appropriate action when it finds that scholarly misconduct has occurred.

2.0 Scope

2.1 This policy applies to all matters of scholarly integrity conducted by Researchers in their university-related work and/or their use of University resources. Researchers include:

(a) faculty members and librarians not represented by the Faculty Association;
(b) adjunct, affiliate, and honorary (including emeritus) professors;
(c) graduate and undergraduate students;
(d) visiting scholars and visiting scientists;
(e) post-doctoral fellows and grant-funded research personnel; and
(f) other employees of the University when engaged in Scholarly Activity.

2.2 This policy also applies to the scholarly integrity of individuals providing services to the University under a contract for services or a written agreement.

2.3 The requirements of the *Tri-Agency Framework: Responsible Conduct of Research* prevail over the provisions of this Policy or any UVic Collective Agreement, where the Scholarly Activity in question is funded by a Tri-Agency.

3.0 Definitions

For the purposes of this Policy:

3.1 **"Administrative Authority"** means the person designated by the Vice-President Research and Innovation to carry out the inquiry process under this policy.

3.2 **"Allegation"** means a declaration, statement or assertion communicated in writing to the University or a funder to the effect that there has been, or continues to be, a breach of one or more research-related policies, the validity of which has not been established.

3.3 **"Complainant"** means an individual who has notified an Institution or a funder of a potential breach of scholarly integrity.

3.4 "**Complaint**" means a written allegation of misconduct in a Scholarly Activity that complies with the requirements of s. 8.1 that has been forwarded to the Dean or to a funder.

3.5 "**Days"** mean calendar days unless otherwise stated.

3.6 "**Inquiry"** means the process described in s. 9.0.

3.7 **"Investigation"** means the process described in s. 10.0.

3.8 "**Respondent"** means a person in respect of whom an allegation of misconduct in a Scholarly Activity has been made.

3.9 **"Responsible"** means an official complaint made in good faith and based on reasonable grounds.

3.10 "**Reviewer**" means a person appointed to conduct the Inquiry described in s. 9.1.

3.11 "**Scholarly Activity"** includes all activities by Researchers that are appropriate for inclusion in a curriculum vitae as scholarship, research (including graduate student supervision), or other creative activity.

3.12 **"Third Party"** means an individual involved in an Inquiry or an Investigation who is neither the Complainant nor the Respondent and who must follow the Institution's policies and processes regarding confidentiality and participation.

3.13 "**Tri-Agency"** means the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC), sponsors of the *Tri-Agency Framework: Responsible Conduct of Research* which informs this policy.

3.14 **"Working day(s)"** means Monday to Friday, except statutory holidays and University-wide closures.

4.0 Scholarly Activity

4.1 Researchers engaged in Scholarly Activity shall exhibit honest and thoughtful inquiry, rigorous analysis, commitment to the dissemination of research results, and adherence to the use of professional standards, intellectual honesty and integrity in all their Scholarly Activities.

4.2 Researchers engaged in Scholarly Activity shall be sensitive to the objectives of scholarship that include:

(a) the pursuit of knowledge and understanding;
(b) the communication and application of knowledge within the University and the broader community;

(c) the communication to students of the specialized skills and knowledge of the academic discipline in which the research is conducted;
(d) the improvement of the quality of instruction.

4.3 Researchers are also responsible for scholarly rigour and integrity in teaching including evaluating the work of students in a fair manner.

4.4 Researchers shall strive to follow best practices honestly, accountably, openly and fairly in their research, scholarship and creative endeavours, and in the dissemination of knowledge and creative activity. In addition, Researchers shall follow the requirements of applicable institutional policies and professional or disciplinary standards and shall comply with applicable laws and regulations. At a minimum, Researchers are responsible for the following:

(a) Rigour: Scholarly and scientific rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
(b) Record keeping: Keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agency or agreement, institutional policies, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
(c) Accurate referencing: Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including theories, concepts, data, source material, methodologies, findings, graphs and images.
(d) Authorship: Including as authors, with their consent, all those and only those who have made a substantial contribution to, and who accept responsibility for, the contents of the publication, creative work or document. The substantial contribution may be conceptual or material.,
(e) Acknowledgement: Acknowledging appropriately all those and only those who have contributed to research, including funders and sponsors.
(f) Conflict of interest management: Appropriately identifying and addressing any real, potential or perceived conflict of interest in accordance with the institution's policies on conflict of interest and intellectual property.
(g) Principles of responsible conduct of research management: Familiarizing themselves with principles of responsible conduct of research, including the regulations and policies on the use of research funds, and for the application of these principles to foster a positive and constructive research-working environment. Researchers with oversight roles shall provide appropriate supervision of, and training to, their trainees and research personnel in responsible conduct of research.

4.5 Because Researchers have to be free to engage in Scholarly Activity, they shall not enter into any agreement that infringes on that freedom or that compromises their scholarly integrity.

5.0 Scholarly Misconduct

5.1 Scholarly Misconduct (including a breach of the Tri-Agency Framework: Responsible Conduct of Research, for those funded by the Tri-Agencies) includes, but is not limited to:

(a) Making up data, source material, methodologies or findings, including graphs and images;
(b) Manipulating, changing or omitting data, source material, methodologies or findings, including graphs and images, without appropriate acknowledgement, such that the research record is not accurately represented;
(c) Destroying one's own or another's research data or records in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional and disciplinary standards. This also includes the destruction of data or records to avoid the detection of wrongdoing;
(d) Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission;
(e) Claiming or implying redundant publications to be original work, where "redundant publications" are "the re-publication of one's own previously published work or part thereof, including data, in any language, without adequate acknowledgment of the source, or justification" (Responsible Conduct of Research Framework, 2021);
(f) Giving inaccurate attribution of authorship, including attribution of authorship to persons other than those who have made a substantial contribution to, and who accept responsibility for, the contents of a publication, document or creative work;
(g) Failing to appropriately recognize contributors;
(h) Failing to appropriately identify any real, potential or perceived conflict of interest, in accordance with the institution's policies on conflict of interest in research and intellectual property;
(i) Failing to comply with the University's policies with respect to research;
(j) Engaging in financial misconduct or fraud in the administration or use of research accounts;
(k) Using research funds in a manner that is not in accordance with the terms and conditions under which those funds were received;
(l) Failing to maintain guarantees of confidentiality to research participants;
(m) Failing to provide true, complete and accurate information in a funding or award application or related document (such as a letter of support or a progress report), or listing co-applicants, collaborators or partners without their agreement, and to represent oneself, one's research and one's accomplishments in a manner consistent with the norms of the relevant field;
(n) Failing to meet funding agency policy requirements, or to comply with relevant policies, laws or regulations, for the conduct of research, including the Tri-Agency Guide on Financial Administration; or failing to obtain appropriate approvals, permits or certifications before conducting these activities, or participating in review process while ineligible or while under investigation (e.g., in regard to ethics, integrity, financial management, etc.);
(o) Opposing the publication of the work of another scholar or criticizing a research grant application for the purposes of benefiting oneself directly or indirectly.
(p) Any other breach of a requirement of the Tri-Agency Framework on Responsible Conduct of Research, in the case of research done under Tri-Agency funding.

5.2 Scholarly misconduct shall not include any matter involving only an honest difference of opinion or an honest error of judgment.

5.3 Notwithstanding s. 5.2, where the research is done with Tri-Agency funds, or the investigation is done at the request of the Secretariat on Responsible Conduct of

Research, in determining whether an individual has breached an Agency policy, it is not relevant to consider whether a breach was intentional or a result of honest error. However, intent is a consideration in deciding on the severity of the recourse that may be imposed.

6.0 Data and Material Products

6.1 Researchers are required to retain all original data and material products related to Scholarly Activity for a reasonable period which shall normally be at least seven years unless the terms of a grant or contract supporting the Scholarly Activity or applicable regulatory requirements including ethics approval stipulations require destruction of the data at an earlier time.

6.2 In the event that an allegation of misconduct proceeds to an Inquiry, a Researcher shall co-operate in providing access to data and material products to the Reviewer and a subsequent Committee of Inquiry within the limitations of relevant disciplinary ethical concerns, restrictions imposed by agreements under which data were collected, or by law. This is also true in the case of an Investigation.

7.0 Roles of Individuals in Addressing Allegations of Breaches

7.1 Individuals are expected to report in good faith and confidentiality any information pertaining to possible breaches of scholarly integrity to the institution where the researcher is currently employed or has a formal association.

7.2 Individuals involved in an Inquiry or Investigation must follow the institution's policies and processes as a Complainant, a Respondent or a Third Party, as appropriate.

7.3 The confidentiality and the privacy of the Complainant(s) and the Respondent(s) will be protected to the extent possible under institutional policy and relevant laws, legislation and agreements (but see section 13.2.1, in the case of Tri-Agency research).

8.0 Allegations

<u>Receiving Allegations</u>

8.1 An allegation of scholarly misconduct must be in writing and shall contain sufficient detail to enable the Respondent to understand and respond to the matter. It must include a precise statement of the alleged scholarly misconduct and be supported by all available documentation and refer to any evidence that may support the allegation. The person(s) making the allegation (i.e., the Complainant(s)) must identify themselves. Anonymous allegations will be considered (e.g., through Safe Disclosure) only if accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is made, without the need for further information from the Complainant.

8.2 Anyone who makes an allegation of scholarly misconduct should recognize the seriousness of making such an allegation. Where an allegation made by a University employee or student is found to be trivial, vexatious or frivolous, the University will take disciplinary action within existing policies and procedures against the individual who made the allegation. A Complainant who is known to the University and is making the

Complaint in good faith or a person providing information related to a Complaint shall be protected, to the extent possible, from reprisals in a manner consistent with relevant legislation.

8.3 A Complaint containing allegations of scholarly misconduct shall be sent to the Office of the Vice-President Research and Innovation, except in cases under 8.10.

8.4 Where the allegation is related to conduct that occurred at another institution, the Vice-President Research and Innovation (or designate) will contact the other institution and determine with that institution's designated point of contact which institution is best placed to conduct the Inquiry, and, if needed Investigation, if warranted. The receiving institution must communicate to the Complainant which institution will be the point of contact for the allegation.

8.5 The University may independently, or at the Agency's request in exceptional circumstances, take immediate action to protect the administration of Agency or other research funds. Immediate actions could include but are not limited to freezing grant accounts, requiring a second authorized signature from an institutional representative on all expenses, or other measures, as appropriate.

Investigating Allegations

8.6 If the Respondent and the matter complained of fall within the scope of this policy, the Vice-President Research and Innovation shall designate the Administrative Authority in respect of the Complaint, who shall normally be the Respondent's Home Unit Dean. If the complainant is a graduate student, the Complaint shall also be forwarded by the Administrative Authority to the Dean of Graduate Studies.

8.7 Where there is more than one Respondent and not all are from the same unit, the Vice-President Research and Innovation shall designate the Administrative Authority from among the Deans of the Respondents' Home Units with such variations as are necessary.

8.8 On receipt of a Complaint containing an allegation of scholarly misconduct, the Administrative Authority shall determine whether the allegations fall within the definition of scholarly misconduct in s. 5 and the form of the Complaint complies with s. 8.1. Where the Complaint does not fall within the definition of scholarly misconduct in s. 5 or does not comply with s. 8.1 or, in the opinion of the Administrative Authority, the allegation is trivial, frivolous or vexatious, the Administrative Authority shall notify the complainant as soon as possible.

8.9 In the case of an allegation of scholarly misconduct involving Tri-Agency funding and/or Scholarly Activity supported by Tri-Agency funding, the Vice-President Research and Innovation shall, subject to any applicable laws, including privacy laws, forward a copy of the allegation to the Tri-Agency Secretariat on Responsible Conduct of Research.

8.10 Where the Complaint falls within the definition of scholarly misconduct in s. 5.1(j) or 5.1(k), the allegations will be considered under the Discipline Article of the Collective Agreement for Faculty and Librarians. The matter will be investigated by the Office of Internal Audit (or agent). Internal Audit manages the Safe Disclosure process (UVic) and upholds PIDA (provincial); complaints relating to financial matters may therefore be submitted to Internal Audit directly via other mechanisms.

9.0 Inquiries

An inquiry is the process of reviewing an allegation to determine:

- whether the allegation is responsible;
- the particular policy or policies that may have been breached;
- the nature and seriousness of the breach; and
- if an Investigation is warranted based on the information provided in the allegation.

9.1 Where a Complaint falls within the definition of scholarly misconduct in s. 5 (except as in s. 8.10) and the form of the Complaint complies with s. 8.1, the Administrative Authority shall:

(a) within five (5) Working days of receiving the Complaint, notify the Respondent that a Complaint has been received and send a copy of the Complaint and any documentation provided with the Complaint to the Respondent.

(b) not later than ten (10) Working days after receiving a Complaint, appoint a Reviewer who is qualified to assess the allegation and who shall be a senior faculty or academic staff member in a unit other than that (those) of the Respondent(s) and Complainant(s) to conduct an Inquiry. Where the Faculty is not divided into units, the Administrative Authority shall appoint a senior faculty or academic staff member from another Faculty. The purpose of the Inquiry is to determine whether the allegation is a responsible complaint and whether it warrants an Investigation (as per s. 9.6).

(c) advise the Respondent and Complainant of the name of the person appointed to conduct the Inquiry.

9.2 Any objection to the person appointed to conduct the Inquiry shall be made to the Administrative Authority within seven (7) Working days. The only grounds for objection are alleged bias or conflict of interest. The Administrative Authority's disposition of any such objection shall be final.

9.3 The Reviewer shall proceed informally and in complete confidentiality, except as required under s. 9.4. The Respondent shall be invited to make a written submission that responds to the Complaint and to submit any documents that may be relevant to the Complaint. Prior to submitting their Inquiry report, the Reviewer may request the complainant and the Respondent to comment on all or portions of a draft report.

9.4 The Reviewer shall consult with the Respondent's supervisor to understand relevant standards in the Respondent's field. The supervisor may seek the advice of other scholars in the Respondent's field, without disclosing the presence of the Complaint.

9.5 Normally, within thirty (30) Days of being appointed, the Reviewer shall report in writing to the Administrative Authority, with copies to the Respondent, the Complainant, and the Vice-President Academic and Provost.

9.6 An Inquiry may conclude without proceeding to an Investigation if:

a) the allegation is not responsible; or
b) the allegation is responsible and a breach is not substantiated;

c) the allegation is responsible, a breach is substantiated, the nature and seriousness of the breach can be assessed, and the Respondent accepts responsibility (for Tri-Agency funded research, see section 13 and section 14).

In any other circumstance, an Investigation must take place.

9.7 An Investigation must be conducted when:
a) the Inquiry has not established whether or not a breach has occurred; or
b) a breach is substantiated at the Inquiry stage but the Respondent denies/contests responsibility for the breach; or
c) additional issues are identified through the Inquiry.

9.8 Where a Complaint warrants an Investigation, the Inquiry Report shall:
(a) specify the allegations of misconduct in Scholarly Activities that require an Investigation;
(b) include particulars of the evidence considered by the Reviewer that may be relevant to each allegation of misconduct;
(c) list any documents considered by the Reviewer; and
(d) attach copies of all documents provided to the Reviewer by either the Complainant or the Respondent or the supervisor under s. 9.4.

10.0 Investigations

An investigation is a systematic process, conducted by a committee appointed by the institution for the purpose of determining the validity of an allegation. An investigation involves collecting and examining any evidence related to the allegation and making a decision as to whether a breach has occurred.

10.1 Within five (5) Working days following receipt of the Inquiry report, the Administrative Authority shall advise the Respondent and the complainant of the outcome of the Inquiry and shall forward a copy of the report to the Vice-President Research and Innovation.

10.2 Where the Inquiry concludes that the Complaint does warrant an Investigation, the Administrative Authority shall, within ten (10) Working days of receiving the Review, request the Vice-President Research and Innovation to appoint an Investigation Committee to conduct an Investigation into the Complaint.

10.3 The Investigation Committee shall be appointed with the authority to decide whether a breach occurred. The Committee shall consist of three (3) members who have the necessary expertise and are not members of either the Respondent's or the complainant's departments. One of the members should be chosen from outside the Faculty of either the Respondent or the Complainant and may be from outside the University. That member must be from outside the University if the allegation relates to Tri-Agency funding and/or Scholarly Activity funded by the Tri-Agencies. One of the members shall be appointed as the Chair. The Administrative Authority shall advise the Respondent and the Complainant of the composition of the Investigation Committee.

10.4 Any objection to the composition of the Investigation Committee shall be made to the Administrative Authority within five (5) Working days. The only grounds for objection are alleged bias or conflict of interest. The Administrative Authority’s disposition of any such

objection shall be final.

10.5 The terms of reference of the Investigation Committee are:
(a) to determine in accordance with s. 10.10 (a) and (b) whether the Respondent has committed misconduct in relation to a Scholarly Activity (i.e., that a breach has occurred); and
(b) to make recommendations in accordance with either s. 10.11 or s. 10.13.

10.6 The Investigation Committee has the right to see any relevant documents in the possession of the University or a Researcher subject to the limitations specified in s. 6.2, to call witnesses, and to request written submissions. It may seek impartial expert opinions to ensure that its work is thorough and informed. It acts as a quasi-judicial body, and therefore its activities are privileged under the *Freedom of Information and Protection of Privacy Act.*

10.7 The Investigation Committee shall either hold a hearing on the matter or (with the consent of the Respondent) conduct its Investigation solely on the basis of written submissions. In either case, when determining its procedures, the Committee shall ensure that the rules of natural justice and administrative fairness are observed.

10.8 The Investigation Committee shall invite the Respondent to make a submission in writing prior to its seeking or obtaining any further information or submissions. All documentation submitted to the Committee shall be made available to the Respondent.

The Respondent shall be given the opportunity to respond fully to the evidence presented in writing. Ethical or research guidelines of a professional organization of which the Respondent is a member and which are applicable to the subject matter of the Complaint are admissible as evidence before the Investigation Committee and may be considered by the Committee in making any decision or recommendation.

10.9 In the case of a hearing, the Respondent may be accompanied by an advisor if the Respondent so desires. The Respondent shall have the opportunity to question witnesses presented to the Investigation Committee and the opportunity to call witnesses on behalf of the Respondent.

10.10 The Investigation Committee shall determine whether clear, cogent and convincing proof establishes a preponderance of evidence that:
(a) the Respondent has committed misconduct in a Scholarly Activity (i.e., that a breach has occurred); and
(b) where the Committee of Inquiry finds misconduct, whether the misconduct constitutes serious breach as defined in s. 10.10.1.

10.10.1 In determining whether a breach is serious, the Investigation Committee will consider the extent to which the breach jeopardizes the safety of the public or brings the conduct of research into disrepute. This determination will be based on an assessment of the nature of the breach, the level of experience of the researcher, whether there is a pattern of breaches by the researcher, and other factors as appropriate. Examples of serious breaches may include, but are not limited to:
- Recruiting human participants into a study with significant risks or harms without Research Ethics Board approval, or not following approved protocols

- Using animals in a research study with significant risks or harms without Animal Care Committee approval, or not following approved protocols
- Deliberate misuse of research grant funds for personal benefit not related to research
- Knowingly publishing research results based on fabricated data
- Obtaining grant/award funds from the Agencies by misrepresenting one's credentials, qualifications and/or research contributions in an application.

10.11 Within sixty (60) Days of being appointed, the Investigation Committee shall prepare a written Investigation Report setting out the evidence considered, their findings of fact, any determinations of credibility, and their determinations under s. 10.10. The Investigative Report shall be provided to the Administrative Authority.

10.12 Within five (5) Working days of receipt of the Investigative Report, the Administrative Authority shall provide copies of the Investigative Report to the Respondent, the Complainant, the Vice-President Research and Innovation and the Vice-President Academic and Provost, with notice to the Respondent, the Dean and the Complainant as to whether the Complaint was substantiated. Where the Complaint is substantiated, the Administrative Authority shall also advise the Respondent whether discipline will be initiated.

10.13 Where the Investigation Committee finds that there has not been any misconduct in a Scholarly Activity that is the subject of the Complaint, the Investigation Committee shall make recommendations with respect to steps that should be taken by the Complainant or the University to help overcome any damage to the Respondent's reputation caused by the Complaint.

11.0 Appeals

11.1 The Investigation Committee's finding under s. 10.10 may be appealed by the Respondent in accordance with the following requirements and procedures:

(a) The Respondent will advise the Vice-President Research and Innovation of the appeal and the basis for the appeal in writing no later than ten (10) Working days from the Respondent receiving the Committee's findings.

(b) The Respondent may only appeal on the following grounds, or a combination thereof:

i. that the Committee's process failed to follow the principles of natural justice or procedural fairness;

ii. that the Committee failed to materially address one or more of the Respondent's statements of defense;

iii. that the Committee's decision shows evidence of bias; or

iv. that new information, not previously available to the Respondent, has been discovered, which addresses one or more of the reasons for the Committee's finding.

(c) Failure by the Respondent to identify one or more grounds of appeal as outlined in s. 11.1 (b) will result in summary dismissal of the appeal by the Vice-President Research and Innovation.

(d) The appeal will be heard by a new Investigation Committee appointed by the Vice-President Research and Innovation in accordance with s. 10.3.

11.2 The appeal will be determined on the basis of written submissions alone and in

accordance with the principles of natural justice and procedural fairness.

11.3 Denial of an appeal under s. 11.1 (c), and any decision by the appeal committee, is final and is not subject to grievance.

12.0 Notification to Funding Agencies

12.1 The Vice-President Research and Innovation (or designate) shall undertake the necessary reporting to the Tri-Agency Secretariat on Responsible Conduct of Research, and to any granting agency or sponsor of the Scholarly Activity in question and may inform other relevant persons or entities in the interests of protecting the integrity of Scholarly Activity.

13 Institutional Responsibility

13.1 Whenever an Inquiry or an Investigation concludes that a serious breach has occurred, the Vice-President Research and Innovation may appoint a Reviewer to evaluate the integrity of all other Scholarly Activity previously undertaken by that Respondent at this University.

In the case of Tri-Agency-funded research or scholarly activity:

13.2 Subject to any applicable laws, including privacy laws, the University shall advise the relevant Tri-Agency or the Secretariat on Responsible Conduct of Research immediately of any allegations related to activities funded by the Agency that may involve significant financial, academic, health and safety, or other risks.

13.2.1 The institution is required, under the terms of the Responsible Conduct of Research Framework, to provide the Secretariat on Responsible Conduct of Research the name of the Respondent.

13.3 The University shall inform the Secretariat on Responsible Conduct of Research confirming whether or not an Inquiry or Investigation is proceeding where the Secretariat was copied on the allegation as per s. 8.9 of this policy.

13.4 The University and the Respondent may not enter into confidentiality agreements or other agreements related to an Inquiry or Investigation that prevent the University from reporting to the Tri-Agencies through the Secretariat on Responsible Conduct of Research.

14.0 Time Limits

14.1 All time limits in these procedures may be extended in writing by the Vice-President Research and Innovation. The Respondent, Complainant and Administrative Authority shall be advised of both the extension of time and the reasons for the extension.

In the case of Tri-Agency funding:

14.2 Normally, the University should submit a report of an Inquiry to the Secretariat on Responsible Conduct of Research within two (2) months of receipt of an allegation. If an Investigation is warranted, normally the University has an additional five (5) months

following the end of the Inquiry to conduct an Investigation and submit its report to the Secretariat. The University therefore has a total of seven (7) months from the date of receipt of an allegation that results in an Investigation to report to the Secretariat on Responsible Conduct of Research.

AUTHORITIES AND OFFICERS

i) Approving Authority: Board of Governors
ii) Designated Executive Officer: Vice-President Academic & Provost
iii) Procedural Authority: Vice-President Academic & Provost
iv) Procedural Officer: Vice-President Academic & Provost

RELATED POLICIES AND DOCUMENTS

Conflict of Interest and Confidentiality Policy (GV0210)
Freedom of Information and Protection of Privacy Act

University of Victoria

University Policy No.: AC1105 (A)
Classification: Academic and Students
Approving Authority: Board of Governors

POLICY ON SCHOLARLY INTEGRITY
(Researchers not subject to the Faculty and Librarian Collective Agreement)

Effective Date: June 2023
Supersedes: December 2012
Last Editorial Change: April 2021
Mandated Review: December 2019

1.0 Purpose

1.1 The university is a place of education and scholarly enquiry and creative work. Our professional ethics require us as individuals and as an institution to adhere to principles of scholarly integrity and of respect for our students, staff and colleagues. The university undertakes to review and inquire into allegations of scholarly misconduct in a timely, impartial, and accountable manner and take appropriate action when it finds that scholarly misconduct has occurred.

2.0 Scope

2.1 This policy applies to all matters of scholarly integrity conducted by Researchers in their university-related work and/or their use of University resources. Researchers include:

(a) faculty members and librarians not represented by the Faculty Association;
(b) adjunct, affiliate, and honorary (including emeritus) professors;
(c) graduate and undergraduate students;
(d) visiting scholars and visiting scientists;
(e) post-doctoral fellows and grant-funded research personnel; and
(f) other employees of the University when engaged in Scholarly Activity.

2.2 This policy also applies to the scholarly integrity of individuals providing services to the University under a contract for services or a written agreement.

2.3 The requirements of the *Tri-Agency Framework*: ~~on~~ *Responsible Conduct of Research* prevail over the provisions of this Policy or any UVic Collective Agreement, where the Scholarly Activity in question is funded by a Tri-Agency.

3.0 Definitions

For the purposes of this Policy:

3.1 **"Administrative Authority"** means the person designated by the Vice-President Research and Innovation to carry out the inquiry process under this policy.

3.2 **"Allegation"** means a declaration, statement or assertion communicated in writing to the University or a funder to the effect that there has been, or continues to be, a breach of one or more research-related policies, the validity of which has not been established.

3.3 **"Complainant"** means an individual who has notified an Institution or a funder of a potential breach of scholarly integrity.

3.~~2~~4 "**Complaint**" means a written allegation of misconduct in a Scholarly Activity that complies with the requirements of ~~paragraph~~ s. ~~7~~8.1 that has been forwarded to the Dean or to a funder.

3.~~3~~5 "**Days"** mean calendar days unless otherwise stated.

~~3.6 "**Dean"** includes Head of the Division of Medical Sciences or the University Librarian if the Respondent is a librarian.~~

3.6 "**Inquiry"** means the process described in s. 9.0.

3.7 **"Investigation"** means the process described in s. 10.0.

3.8 "**Respondent"** means a person in respect of whom an allegation of misconduct in a Scholarly Activity has been made.

3.9 **"Responsible"** means an official complaint made in good faith and based on reasonable grounds.

~~3.7 "**Review"** means the process described in s. 8.~~

3.10 "**Reviewer**" means a person appointed to conduct the ~~Review~~ Inquiry described in s. ~~8~~9.1.

3.11 "**Scholarly Activity"** includes all activities by Researchers that are appropriate for inclusion in a curriculum vitae as scholarship, research (including graduate student supervision), or other creative activity.

3.12 **"Third Party"** means an individual involved in an Inquiry or an Investigation who is neither the Complainant nor the Respondent and who must follow the Institution's policies and processes regarding confidentiality and participation.

3.13 "**Tri-Agency"** means the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC), sponsors of the *Tri-Agency Framework: Responsible Conduct of Research* which informs this policy.

3.14 **"Working day(s)"** means Monday to Friday, except statutory holidays and University-wide closures.

4.0 Scholarly Activity

4.1 Researchers engaged in Scholarly Activity shall exhibit honest and thoughtful inquiry, rigorous analysis, commitment to the dissemination of research results, and adherence to the use of professional standards, intellectual honesty and integrity in all their Scholarly Activities.

4.2 Researchers engaged in Scholarly Activity shall be sensitive to the objectives of

Commented [AD1]: Deleted "Review" because this process is an "Inquiry" under the RCR. This language has been updated here ATB.

Commented [AD2]: Deleted "Review" because this process is called an "Inquiry" under the RCR. This language has been updated throughout this document.

scholarship that include:

(a) the pursuit of knowledge and understanding;
(b) the communication and application of knowledge within the University and the broader community;
(c) the communication to students of the specialized skills and knowledge of the academic discipline in which the research is conducted;
(d) the improvement of the quality of instruction.

4.3 Researchers are also responsible for scholarly rigour and integrity in teaching including evaluating the work of students in a fair manner.

4.4 Researchers shall strive to follow best practices honestly, accountably, openly and fairly in their research, scholarship and creative endeavours, and in the dissemination of knowledge and creative activity. In addition, Researchers shall follow the requirements of applicable institutional policies and professional or disciplinary standards and shall comply with applicable laws and regulations. At a minimum, Researchers are responsible for the following:

(a) Rigour: Scholarly and scientific rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings.
(b) Record keeping: Keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agency or agreement, institutional policies, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others.
(c) Accurate referencing: Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including theories, concepts, data, source material, methodologies, findings, graphs and images.
(d) Authorship: Including as authors, with their consent, all those and only those who have made a substantial contribution to, and who accept responsibility for, the contents of the publication, creative work or document. The substantial contribution may be conceptual or material.,
(e) Acknowledgement: Acknowledging appropriately all those and only those who have contributed to research, including funders and sponsors.
(f) Conflict of interest management: Appropriately identifying and addressing any real, potential or perceived conflict of interest in accordance with the ~~relevant institutional policy~~institution's policies on conflict of interest ~~in research~~and intellectual property.
(g) Principles of responsible conduct of research management: F~~f~~amiliarizing themselves with principles of responsible conduct of research, including the regulations and policies on the use of research funds, and for the application of these principles to foster a positive and constructive research-working environment. Researchers with oversight roles shall provide appropriate supervision of, and training to, their trainees and research personnel in responsible conduct of research.

4.5 Because Researchers have to be free to engage in Scholarly Activity, they shall not enter into any agreement that infringes on that freedom or that compromises their scholarly integrity.

5.0 Scholarly Misconduct

5.1 Scholarly Misconduct (including a breach of the Tri-Agency Framework: Responsible Conduct of Research, for those funded by the Tri-Agencies) includes, but is not limited to:

(a) Making up data, source material, methodologies or findings, including graphs and images;
(b) Manipulating, changing or omitting data, source material, methodologies or findings, including graphs and images, without appropriate acknowledgement, such that the research record is not accurately represented;
(c) Destroying one's own or another's research data or records in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional and disciplinary standards. This also includes the destruction of data or records to avoid the detection of wrongdoing;
(d) Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission;
(e) Claiming or implying redundant publications to be original work, where "redundant publications" are "the re-publication of one's own previously published work or part thereof, including data, in any language, without adequate acknowledgment of the source, or justification" (Responsible Conduct of Research Framework, 2021);
(f) Giving inaccurate attribution of authorship, including attribution of authorship to persons other than those who have made a substantial contribution to, and who accept responsibility for, the contents of a publication, document or creative work;
(g) Failing to appropriately recognize contributors;
(h) Failing to appropriately identify any real, potential or perceived conflict of interest, in accordance with the institution's policies on conflict of interest in research and intellectual property;
(i) Failing to comply with the University's policies with respect to research;
(j) Engaging in financial misconduct or fraud in the administration or use of research accounts;
(k) Using research funds in a manner that is not in accordance with the terms and conditions under which those funds were received;
(l) Failing to maintain guarantees of confidentiality to research participants;
(m) Failing to provide true, complete and accurate information in a funding or award application or related document (such as a letter of support or a progress report), or listing co-applicants, collaborators or partners without their agreement, and to represent oneself, one's research and one's accomplishments in a manner consistent with the norms of the relevant field;
(n) Failing to meet funding agency policy requirements, or to comply with relevant policies, laws or regulations, for the conduct of research, including the Tri-Agency Guide on Financial Administration; or failing to obtain appropriate approvals, permits or certifications before conducting these activities, or participating in review process while ineligible or while under investigation (e.g., in regard to ethics, integrity, financial management, etc.);
(o) Opposing the publication of the work of another scholar or criticizing a research grant application for the purposes of benefiting oneself directly or indirectly.
(p) Any other breach of a requirement of the Tri-Agency Framework on Responsible Conduct of Research, in the case of research done under Tri-Agency funding.

Commented [AD3]: The changes here re-organize and expand upon the content previously covered here. The section is now in full alignment (order, language) with the RCR.

Commented [AD3R2]: This section fully matches 1105(B).

(a) plagiarism;
(b) fabrication or falsification of research data;
(c) opposing the publication of the work of another scholar or criticizing a research grant application for the purposes of benefiting oneself directly or indirectly;
(d) failure to comply with the university's policies with respect to research;
(e) failure to comply with the university's policies on conflict of interest and intellectual property, or mismanagement of a conflict of interest in a Scholarly Activity;
(f) financial misconduct or fraud in the administration or use of research accounts;
(g) failure to give appropriate recognition to those who have made an intellectual contribution to the contents of the publication, and only those people;
(h) using unpublished work of other scholars and researchers without permission and without due acknowledgment;
(i) claiming or implying redundant publications to be original work, where "redundant publications" are, as defined in the Tri-Agency Framework on Responsible Conduct of Research, "the re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgment of the source, or justification";
(j) failure to maintain guarantees of confidentiality to research subjects;

(k) using research funds in a manner that is not in accordance with the terms and conditions under which those funds were received;
(l) providing negligently incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report, or listing co-applicants, collaborators or partners without their agreement;
(m) failing to meet funding agency policy requirements, or to comply with relevant policies, laws or regulations, for the conduct of research; or failing to obtain appropriate approvals, permits or certifications before conducting these activities, or participating in an Agency review process while under investigation;
(n) destruction of research data or records in contravention of the applicable funding agreement, institution policy, and/or laws, regulations or disciplinary standards, including to avoid detection of wrongdoing;
(o) any other breach of a requirement of the Tri-Agency Framework on Responsible Conduct of Research, in the case of research done under Tri-Agency funding.

5.2 Scholarly misconduct shall not include any matter involving only an honest difference of opinion or an honest error of judgment.

5.3 Notwithstanding s. 5.2, where the research is done with Tri-Agency funds, or the investigation is done at the request of the Secretariat on Responsible Conduct of Research, in determining whether an individual has breached an Agency policy, it is not relevant to consider whether a breach was intentional or a result of honest error. However, intent is a consideration in deciding on the severity of the recourse that may be imposed.

6.0 Data and Material Products

6.1 Researchers are required to retain all original data and material products related to Scholarly Activity for a reasonable period which shall normally be at least seven years unless the terms of a grant or contract supporting the Scholarly Activity or applicable regulatory requirements including ethics approval stipulations require destruction of the data at an earlier time.

6.2 In the event that an allegation of misconduct proceeds to ~~a Review~~an Inquiry, a Researcher shall co-operate in providing access to data and material products to the Reviewer and a subsequent Committee of Inquiry within the limitations of relevant disciplinary ethical concerns, restrictions imposed by agreements under which data were collected, or by law. This is also true in the case of an Investigation.

7.0 Roles of Individuals in Addressing Allegations of Breaches

7.1 Individuals are expected to report in good faith and confidentiality any information pertaining to possible breaches of scholarly integrity to the institution where the researcher is currently employed or has a formal association.

7.2 Individuals involved in an Inquiry or Investigation must follow the institution's policies and processes as a Complainant, a Respondent or a Third Party, as appropriate.

7.3 The confidentiality and the privacy of the Complainant(s) and the Respondent(s) will be protected to the extent possible under institutional policy and relevant laws, legislation and agreements (but see section 13.2.1, in the case of Tri-Agency research).

~~7~~8.0 Allegations

Receiving Allegations

~~7~~8.1 An allegation of scholarly misconduct must be in writing and shall contain sufficient detail to enable the Respondent to understand and respond to the matter. ~~In particular, it~~It must include a precise statement of the alleged scholarly misconduct and be supported by all available documentation and refer to any evidence that may support the allegation. The person(s) making the allegation (i.e., the Complainant(s)) must identify themselves. Anonymous allegations will be considered (e.g., through Safe Disclosure) only if accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is made, without the need for further information from the C~~c~~omplainant.

~~7~~8.2 Anyone who makes an allegation of scholarly misconduct should recognize the seriousness of making such an allegation. Where an allegation made by a University employee or student is found to be trivial, vexatious or frivolous, the University will take disciplinary action within existing policies and procedures against the individual who made the allegation. A C~~c~~omplainant who is known to the University and is making the Complaint in good faith or a person providing information related to a Complaint shall be protected, to the extent possible, from reprisals in a manner consistent with relevant legislation.

~~7~~8.3 A Complaint containing allegations of scholarly misconduct shall be ~~forwarded~~ sent to the Office of the Vice-President Research and Innovation, except in cases under 8.10.

8.4 Where the allegation is related to conduct that occurred at another institution, the Vice-President Research and Innovation (or designate) will contact the other institution and determine with that institution's designated point of contact which institution is best placed to conduct the I~~i~~nquiry, and, if needed Investigation, if warranted. The receiving institution must communicate to the Complainant which institution will be the point of

Commented [AD4]: This section added to better align with RCR. Clarifies the responsibilities of individuals.

Commented [AD4R2]: This exactly parallels the section added to 1105(B).

Commented [AD5]: As in 1105(B), this is broken out into a new section because the point is distinct enough to merit it.

contact for the allegation.

8.5 The University may independently, or at the Agency's request in exceptional circumstances, take immediate action to protect the administration of Agency or other research funds. Immediate actions could include but are not limited to freezing grant accounts, requiring a second authorized signature from an institutional representative on all expenses, or other measures, as appropriate.

Commented [AD6]: Moved up from below and amended to reflect 8.5 in 1105(B).

Investigating Allegations

~~7~~8.4~~6~~ If the Respondent and the matter complained of fall within the scope of this policy, the Vice-President Research and Innovation shall designate the Administrative Authority in respect of the Complaint, who shall normally be the Respondent's Home Unit Dean. If the complainant is a graduate student, the Complaint shall also be forwarded by the Administrative Authority to the Dean of Graduate Studies.

~~7~~8.5~~7~~ Where there is more than one Respondent and not all are from the same unit, the Vice-President Research and Innovation shall designate the Administrative Authority from among the Deans of the Respondents' Home Units with such variations as are necessary.

~~7~~8.6~~8~~ On receipt of a Complaint containing an allegation of scholarly misconduct, the Administrative Authority shall determine whether the allegations fall within the definition of scholarly misconduct in s. 5 and the form of the Complaint complies with s. ~~7~~8.1. Where the Complaint does not fall within the definition of scholarly misconduct in s. 5 or does not comply with s. ~~7~~8.1 or, in the opinion of the Administrative Authority, the allegation is trivial, frivolous or vexatious, the Administrative Authority shall notify the complainant as soon as possible.

~~7~~8.7~~9~~ In the case of an allegation of scholarly misconduct involving Tri-Agency funding and/or Scholarly Activity supported by Tri-Agency funding, the Vice-President Research and Innovation shall, subject to any applicable laws, including privacy laws, forward a copy of the allegation to the Tri-Agency Secretariat on Responsible Conduct of Research. ~~The University may independently, or at the Agency's request in exceptional circumstances, take immediate action to protect the administration of Agency funds including, but not limited to, freezing grant accounts, requiring a second authorized signature from an institutional representative on all expenses, or other measures, as appropriate.~~

~~7~~8.8~~10~~ Where the Complaint falls within the definition of scholarly misconduct in s. 5.1 (j) or 5.1 (k)~~f~~), the allegations will be considered under the Discipline Article of the Collective Agreement for Faculty and Librarians. The matter will be investigated by the Office of Internal Audit (or agent). Internal Audit manages the Safe Disclosure process (UVic) and upholds PIDA (provincial); complaints relating to financial matters may therefore be submitted to Internal Audit directly via other mechanisms.

~~8~~9.0 ~~Reviews~~Inquiries

An inquiry is the process of reviewing an allegation to determine:

Commented [AD7]: Added to align with RCR. Also added to 1105(B).

- whether the allegation is responsible;
- the particular policy or policies that may have been breached;
- the nature and seriousness of the breach; and

- if an Investigation is warranted based on the information provided in the allegation.

~~8~~9.1 Where a Complaint falls within the definition of scholarly misconduct in s. 5 (except as in s. ~~7~~8.~~8~~10) and the form of the Complaint complies with s. ~~7~~8.1, the Administrative Authority shall:

(a) within five (5) Working days of receiving the Complaint, notify the Respondent that a Complaint has been received and send a copy of the Complaint and any documentation provided with the Complaint to the Respondent.
(b) not later than ten (10) Working days after receiving a Complaint, appoint a Reviewer who is qualified to assess the allegation and who shall be a senior faculty or academic staff member in a unit other than that (those) of the Respondent(s) and C~~c~~omplainant(s) to conduct an ~~Review~~Inquiry. Where the Faculty is not divided into units, the Administrative Authority shall appoint a senior faculty or academic staff member from another Faculty. The purpose of the ~~Review~~ Inquiry is to determine whether the ~~Complaint~~ allegation is a responsible complaint ~~under s. 8.5.1~~ and ~~therefore~~ whether it warrants an ~~Inquiry~~Investigation (as per s. 9.6).
(c) advise the Respondent and C~~c~~omplainant of the name of the person appointed to conduct the ~~Review~~Inquiry.

~~8~~9.2 Any objection to the person appointed to conduct the ~~Review~~ Inquiry shall be made to the Administrative Authority within seven (7) Working days. The only grounds for objection are alleged bias or conflict of interest. The Administrative Authority's disposition of any such objection shall be final.

~~8~~9.3 The Reviewer shall proceed informally and in complete confidentiality, except as required under s. ~~8~~9.4. The Respondent shall be invited to make a written submission that responds to the Complaint and to submit any documents that may be relevant to the Complaint. Prior to submitting their Inquiry report, the Reviewer may request the complainant and the Respondent to comment on all or portions of a draft report.

~~8~~9.4 The Reviewer shall consult with the Respondent's supervisor to understand relevant standards in the Respondent's field. The supervisor may seek the advice of other scholars in the Respondent's field, without disclosing the presence of the Complaint.

~~8~~9.5 Normally, within thirty (30) Days of being appointed, the Reviewer shall report in writing to the Administrative Authority, with copies to the Respondent, the C~~c~~omplainant, and the Vice-President Academic and Provost.

~~8~~9.~~5~~6.~~1~~ An ~~Review~~ Inquiry ~~shall~~ may conclude ~~that the Complaint warrants an Inquiry only where the allegation:~~without proceeding to an Investigation if:

a) the allegation is not responsible; or
b) the allegation is responsible and a breach is not substantiated;
c) the allegation is responsible, a breach is substantiated, the nature and seriousness of the breach can be assessed, and the Respondent accepts responsibility (for Tri-Agency funded research, see section 13 and section 14).

In any other circumstance, an Investigation must take place.

~~(a) is based on facts which have not been the subject of a previous investigation;~~

~~(b) falls within s. 4.4, s. 4.5 and s. 5.1 of this policy; and~~
~~(c) if proven, would constitute a breach at the time the alleged breach occurred.~~

~~8.5.2 Where the Review concludes that the Complaint warrants an Inquiry, the Review report shall:~~
~~(a) specify the allegations of misconduct in Scholarly Activities that require an Inquiry;~~

~~(b)(a) include particulars of the evidence considered by the Reviewer that may be relevant to each allegation of misconduct;~~
~~(c)(a) list any documents considered by the Reviewer; and~~
~~attach copies of all documents provided to the Reviewer by either the complainant or the Respondent or the supervisor under s. 8.4.~~

9.7 An Investigation must be conducted when:
a) the Inquiry has not established whether or not a breach has occurred; or
b) a breach is substantiated at the Inquiry stage but the Respondent denies/contests responsibility for the breach; or
c) additional issues are identified through the Inquiry.

~~8.5.2~~9.8 Where ~~the Review concludes~~a Complaint ~~that the Complaint~~ warrants an ~~Inquiry~~Investigation, the ~~Review~~Inquiry ~~R~~report shall:
(a) specify the allegations of misconduct in Scholarly Activities that require an ~~Inquiry~~Investigation;
(b) include particulars of the evidence considered by the Reviewer that may be relevant to each allegation of misconduct;
(c) list any documents considered by the Reviewer; and
(d) attach copies of all documents provided to the Reviewer by either the C~~c~~omplainant or the Respondent or the s~~s~~upervisor under s. ~~8~~9.4.

~~9~~10.0 ~~Inquiries~~Investigations

An investigation is a systematic process, conducted by a committee appointed by the institution for the purpose of determining the validity of an allegation. An investigation involves collecting and examining any evidence related to the allegation and making a decision as to whether a breach has occurred.

~~9~~10.1 Within five (5) Working days following receipt of the ~~Review~~ Inquiry report, the Administrative Authority shall advise the Respondent and the complainant of the outcome of the ~~Review~~ Inquiry and shall forward a copy of the ~~Review~~ report to the Vice-President Research and Innovation.

~~9~~10.2 Where the ~~Review~~ Inquiry concludes that the Complaint does warrant an ~~Inquiry~~Investigation, the Administrative Authority shall, within ten (10) Working days of receiving the Review,
request the Vice-President Research and Innovation to appoint an Investigation Committee ~~of Inquiry~~ to conduct an ~~Inquiry~~ Investigation into the Complaint.

~~9~~10.3 The Investigation Committee ~~of Inquiry~~ shall be appointed with the authority to decide whether a breach occurred. The Committee shall consist of three (3) members who have the necessary expertise and are not members of either the Respondent's or the

complainant's departments. One of the members should be chosen from outside the Faculty of either the Respondent or the ~~complainant~~ Complainant and may be from outside the University. That member must be from outside the University if the allegation relates to Tri-Agency funding and/or Scholarly Activity funded by the Tri-Agencies. One of the members shall be appointed as the Chair. The Administrative Authority shall advise the Respondent and the ~~complainant~~ Complainant of the composition of the Investigation Committee ~~of Inquiry~~.

~~9~~10.4 Any objection to the composition of the Investigation Committee ~~of Inquiry~~ shall be made to the Administrative Authority within five (5) Working days. The only grounds for objection are alleged bias or conflict of interest. The Administrative Authority's disposition of any such objection shall be final.

~~9~~10.5 The terms of reference of the Investigation Committee ~~of Inquiry~~ are:

(a) to determine in accordance with s. ~~9~~10.~~11~~ 10 (a) and (b) whether the Respondent has committed misconduct in relation to a Scholarly Activity (i.e., that a breach has occurred); and

(b) to make recommendations in accordance with either s. ~~9.13~~10.11 or s. ~~9.14~~10.13.

~~9~~10.6 The Investigation Committee ~~Committee of Inquiry~~ has the right to see any relevant documents in the possession of the University or a Researcher subject to the limitations specified in s. 6.2~~.00~~, to call witnesses, and to request written submissions. It may seek impartial expert opinions to ensure that its work is thorough and informed. It acts as a quasi-judicial body, and therefore its activities are privileged under the *Freedom of Information and Protection of Privacy Act*.

~~9~~10.7 The Investigation Committee ~~Committee of Inquiry~~ shall either hold a hearing on the matter or (with the consent of the Respondent) conduct its ~~Inquiry~~ Investigation solely on the basis of written submissions. In either case, when determining its procedures, the Committee shall ensure that the rules of natural justice and administrative fairness are observed.

~~9~~10.8 The Investigation Committee ~~Committee of Inquiry~~ shall invite the Respondent to make a submission in writing prior to its seeking or obtaining any further information or submissions. All documentation submitted to the Committee shall be made available to the Respondent.

The Respondent shall be given the opportunity to respond fully to the evidence presented in writing. Ethical or research guidelines of a professional organization of which the Respondent is a member and which are applicable to the subject matter of the Complaint are admissible as evidence before the Investigation Committee ~~of Inquiry~~ and may be considered by the Committee in making any decision or recommendation.

~~9~~10.9 In the case of a hearing, the Respondent may be accompanied by an advisor if the Respondent so desires. The Respondent shall have the opportunity to question witnesses presented to the Investigation Committee ~~of Inquiry~~ and the opportunity to call witnesses on behalf of the Respondent.

~~9.10 Within sixty (60) Days of being appointed, the Committee of Inquiry shall complete its Inquiry and shall report in writing its decision with reasons to the Vice-President Academic and Provost. The Committee's report is considered a private, not a public, document.~~

~~9~~10.~~11~~10 The Investigation Committee ~~Committee of Inquiry~~ shall determine whether clear, cogent and convincing proof establishes a preponderance of evidence that:

(a) the Respondent has committed misconduct in a Scholarly Activity (i.e., that a breach has occurred); and

(b) where the Committee of Inquiry finds misconduct, whether the misconduct constitutes serious breach as defined in s. ~~9~~10.~~11~~10.1.

~~9~~10.~~11~~10.1 In determining whether a breach is serious, the ~~Panel of Inquiry~~Investigation Committee will consider the extent to which the breach jeopardizes the safety of the public or brings the conduct of research into disrepute. This determination will be based on an assessment of the nature of the breach, the level of experience of the researcher, whether there is a pattern of breaches by the researcher, and other factors as appropriate. Examples of serious breaches may include, but are not limited to:

- Recruiting human participants into a study with significant risks or harms without Research Ethics Board approval, or not following approved protocols
- Using animals in a research study with significant risks or harms without Animal Care Committee approval, or not following approved protocols
- Deliberate misuse of research grant funds for personal benefit not related to research
- Knowingly publishing research results based on fabricated data
- Obtaining grant/award funds from the Agencies by misrepresenting one's credentials, qualifications and/or research contributions in an application.

~~9~~10.~~12~~11 Within sixty (60) Days of being appointed, ~~The~~ the Investigation Committee ~~Committee of Inquiry~~ shall prepare a written Investigation Report setting out the evidence considered, their findings of fact, any determinations of credibility, and their determinations under s. ~~9~~10.~~11~~10. The Investigative Report shall be provided to the Administrative Authority.

10.12 Within five (5) Working days of receipt of the Investigative Report, the Administrative Authority shall provide copies of the Investigative Report to the Respondent, the Complainant, the Vice-President Research and Innovation and the Vice-President Academic and Provost, with notice to the Respondent, the Dean and the Complainant as to whether the Complaint was substantiated. Where the Complaint is substantiated, the Administrative Authority shall also advise the Respondent whether discipline will be initiated.

~~9~~10.~~13~~13 Where the Investigation Committee ~~Committee of Inquiry~~ finds that there has not been any misconduct in a Scholarly Activity that is the subject of the Complaint, the Investigation Committee ~~of Inquiry~~ shall make recommendations with respect to steps that should be taken by the C~~c~~omplainant or the University to help overcome any damage to the Respondent's reputation caused by the Complaint.

11.0 Appeals

~~9~~11.~~14~~ 1 The Investigation ~~Committee's~~ Committee's finding under s. ~~9~~10.~~11~~ 10 may be appealed by the Respondent in accordance with the following requirements and procedures:

(a) The Respondent will advise the Vice-President Research and Innovation of the appeal and the basis for the appeal in writing no later than ten (10) Working days from the Respondent receiving the Committee's findings.
(b) The Respondent may only appeal on the following grounds, or a combination thereof:
    i. that the Committee's process failed to follow the principles of natural justice or procedural fairness;
    ii. that the Committee failed to materially address one or more of the Respondent's statements of ~~defence~~defense;
    iii. that the Committee's decision shows evidence of bias; or
    iv. that new information, not previously available to the Respondent, has been discovered, which addresses one or more of the reasons for the Committee's finding.
(c) Failure by the Respondent to identify one or more grounds of appeal as outlined in s. 11.1 (b) ~~above~~ will result in summary dismissal of the appeal by the Vice-President Research and Innovation.
(d) The appeal will be heard by a new Investigation Committee ~~of Inquiry~~ appointed by the Vice-President Research and Innovation in accordance with s. ~~9~~10.3.

~~9~~11.~~15~~2 The appeal will be determined on the basis of written submissions alone and in accordance with the principles of natural justice and procedural fairness.

~~9~~11.~~16~~ 3 Denial of an appeal under s. 11.1 (c) ~~above~~, and any decision by the appeal committee, is final and is not subject to grievance.

~~9.17 Within five (5) Working days of receipt of the Investigative Report, the Administrative Authority shall provide copies of the Investigation Report to the Respondent, the complainant and the Vice-President Research and Innovation and the Vice-President Academic and Provost with notice to the Respondent and the Dean and complainant as to whether the Complaint was substantiated. Where the Complaint is substantiated, the Administrative Authority shall also advise the Respondent whether discipline will be initiated.~~

~~9.18 Where the Complaint is not substantiated, the Administrative Authority in consultation with the Respondent and in light of any recommendations made by the Committee of Inquiry shall take all reasonable steps to repair any damage that the Respondent's reputation for scholarly integrity may have suffered by virtue of the Complaint including notification of all parties who have been advised of the allegation during the course of a Review or Inquiry.~~

~~10~~12.0 Notification to Funding Agencies

~~10~~12.1 The Vice-President Research and Innovation (or designate) shall undertake the necessary reporting to the Tri-Agency Secretariat on Responsible Conduct of Research, and to any granting agency or sponsor of the Scholarly Activity in question and may inform other relevant persons or entities in the interests of protecting the integrity of Scholarly Activity.

~~11~~13 Institutional Responsibility

~~11~~13.1 Whenever an Inquiry or an Investigation concludes that a serious breach has occurred, the Vice-President Research and Innovation may appoint a Reviewer to evaluate the integrity of all other Scholarly Activity previously undertaken by that Respondent at this University.

Commented [AD8]: As in 1105(B), the deletions here are incorporated into section 10.

In the case of Tri-Agency-funded research or scholarly activity:

13.2 Subject to any applicable laws, including privacy laws, the University shall advise the relevant Tri-Agency or the Secretariat on Responsible Conduct of Research immediately of any allegations related to activities funded by the Agency that may involve significant financial, academic, health and safety, or other risks.

13.2.1 The institution is required, under the terms of the Responsible Conduct of Research Framework, to provide the Secretariat on Responsible Conduct of Research the name of the Respondent.

13.3 The University shall inform the Secretariat on Responsible Conduct of Research confirming whether or not an Inquiry or Investigation is proceeding where the Secretariat was copied on the allegation as per s. 8.9 of this policy.

13.4 The University and the Respondent may not enter into confidentiality agreements or other agreements related to an Inquiry or Investigation that prevent the University from reporting to the Tri-Agencies through the Secretariat on Responsible Conduct of Research.

~~12~~14.0 Time Limits

~~12~~14.1 All time limits in these procedures may be extended in writing by the Vice-President Research and Innovation. The Respondent, ~~complainant~~ Complainant and Administrative Authority shall be advised of both the extension of time and the reasons for the extension.

In the case of Tri-Agency funding:

14.2 Normally, the University should submit a report of an Inquiry to the Secretariat on Responsible Conduct of Research within two (2) months of receipt of an allegation. If an Investigation is warranted, normally the University has an additional five (5) months following the end of the Inquiry to conduct an Investigation and submit its report to the Secretariat. The University therefore has a total of seven (7) months from the date of receipt of an allegation that results in an Investigation to report to the Secretariat on Responsible Conduct of Research.

AUTHORITIES AND OFFICERS

i) Approving Authority: Board of Governors
ii) Designated Executive Officer: Vice-President Academic & Provost
iii) Procedural Authority: Vice-President Academic & Provost
iv) Procedural Officer: Vice-President Academic & Provost

RELATED POLICIES AND DOCUMENTS

Conflict of Interest and Confidentiality Policy (GV0210)
Freedom of Information and Protection of Privacy Act

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Board of Governors

For: Information

From: Lisa Kalynchuk, Vice-President Research and Innovation

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: 2026 Report on Rankings and Research Profile

Background:

The attached **2026 Report on Rankings and Research Profile** provides an overview of UVic's performance on major global and national ranking systems, along with associated reputation-building activities and research achievements. The report outlines why rankings remain important to UVic's competitiveness in attracting students, faculty, partnerships, and funding; summarizes this year's performance across key systems, identifying strengths and weaknesses; and describes how UVic is working to build research visibility and recognition.

Previous Consultation:
Board of Governors Presentations on University Rankings

- Nov24/20
- Nov23/21
- Nov29/22
- Nov28/23
- Nov26/24
- Nov25/25

Basis for Jurisdiction: Aspiration 2030
Distinctly UVic

Attachment(s): Appendix I. 2026 Report on Rankings and Research Profile

University of Victoria | Vice-President Research & Innovation

2026 Report on Rankings and Research Profile

Submitted Nov. 16, 2026



Introduction

Irrespective of their well-documented limitations, university rankings are an important determinant of how post-secondary institutions are perceived. They serve as a widely recognized proxy for institutional quality, influencing decisions by prospective students, faculty, partners, and governments. Strong rankings enhance the university's ability to attract high-calibre students, trainees and faculty, strengthen its position in competitive cross-sector funding opportunities, and open new doors to international collaborations. They also reinforce confidence among government and industry partners in the university's research and academic excellence. For these reasons, maintaining and improving UVic's position in key rankings remains a strategic and practical priority.

Update on UVic's Rankings Performance

Amid intensifying global competition and the continued ascendance of Chinese institutions in the ranks, UVic maintained its standing in most major university rankings this year. Across the 2025–26 cycle, UVic remained in the global upper tier while continuing to distinguish itself on research quality metrics and social impact. Changes in performance were modest: a slight drop on the QS World University Ranking, and stability with some underlying improvements on both the Times Higher Education (THE) World University Ranking and the Academic Ranking of World Universities (ARWU). The table below highlights UVic's performance relative to select peers in Canada.

Ranking	UVic (Canada rank)	UVic prior year	SFU	Dalhousie	Queen's
THE World University Rankings 2027	301–325 (=12)	301–350 (=11)	351–375	351–375	=269
QS World University Rankings 2027	=370 (15)	=358 (15)	312	298	=179
Shanghai Ranking ARWU 2026	301–400 (=12–13)	301–400	401–500	301–400	201–300
Maclean's 2027	2nd of 19 mid-size	2nd, Comprehensive	1st mid-size	3rd mid-size	5th of 15 large

UVic continues to rank in the 11th to 15th range among Canadian universities in the major university rankings (ahead of some U15 institutions) and ranks 2nd within the new "mid-sized" university category in the Maclean's ranking. SFU is our main regional comparator; we rank ahead of them in the THE and Shanghai rankings, but below them in the QS World University Rankings and in Maclean's.

Note that the Maclean's ranking methodology and categories changed significantly this year. The new category UVic is competing in is arguably more competitive as it now includes Dalhousie, USask, and Manitoba, all of which are U15 institutions previously included in the medical/doctoral category.

Canadian institutions as a group continue to experience minor declines in most rankings as the level of global competition increases. UVic's relatively stable ranks are evidence of underlying strength on many metrics, given that maintaining our standing requires consistent improvement as institutions in China, India, Brazil and other emerging economies continue to move up the ranks. Other Canadian universities are also working hard to maintain or elevate their standing in these rankings.

Times Higher Education – Impact Rankings

The THE Impact Rankings measure institutional progress against the United Nations Sustainable Development Goals (SDGs). UVic remains highly competitive in this ranking, placing 27th in the world in 2026, out of more than 1600 participating universities. UVic also ranked 1st in Canada this year on SDG 15 Life on Land. These results do mark a decline from last year's 14th in the world placement, supported by three SDGs for which we ranked 1st in Canada. This drop can be attributed primarily to a change in the evaluation methodology, which now relies almost exclusively on AI adjudication. As the AI could not follow secondary links, 19 individual pieces of evidence where UVic previously received full credit were allotted only partial or no credit in this last round. This year our submission is being adjusted to take the THE's AI-centric evaluation model into account.

CWTS Leiden Ranking (research impact and quality)

On the 2026 Leiden Ranking, UVic was once again among the top Canadian institutions on its default measure of scientific impact (based on the share of publications in the top-cited 10%). UVic ranked 5th in Canada overall for scientific impact on both the traditional and the open versions of this ranking. This ranking also highlights the distinctively international nature of UVic research, with UVic again ranking 1st among all Canadian universities in the share of research that features international collaboration.

Subject Ranking and Indicator Highlights

Several subject rankings also speak to UVic's strengths and research excellence. As indicated in the table below, UVic ranks 1st in Canada in several subject rankings, highlighting distinctive strength in ocean and atmospheric science, sport science, and sustainable business education. In the Shanghai GRAS, UVic also ranks among the top 100 institutions globally in two additional subjects (Automation & Control and Earth Sciences) and among the top 200 institutions in six others (Geography, Telecommunication Engineering, Psychology, Ecology, Transportation Science & Technology and Business Administration).

Ranking	Subject or indicator	World rank	Canada rank
Shanghai Ranking GRAS 2026	Oceanography	35	1st
Shanghai Ranking GRAS 2026	Atmospheric Science	51–75	1st
Shanghai Ranking of Sport Science Schools and Departments 2025	Sport Science	17	1st
Corporate Knights Better World MBA Ranking 2026	Sustainable business education	6th	1st

Robust Strength in Research Impact

UVic's most consistent strength across rankings is the citation impact of its research, measured relative to size or field; we regularly appear among the top 5 institutions in Canada on measures of research impact based on citation performance. Over this cycle:

- **QS 2027:** UVic ranked 4th in Canada and 172nd globally for citations per faculty, more than three times the global median.
- **Maclean's 2027:** UVic was 1st among mid-size universities for research impact.
- **THE 2027:** Research Quality (78.9) is UVic's second-highest pillar score, ahead of SFU (75.9) and Dalhousie (73.8). Adjusted for publication output, UVic's Research Quality score is 11 points above what its size predicts, the second-largest margin among 33 ranked Canadian universities.
- **Leiden Ranking 2026**: 5th in Canada on the default measure of scientific impact.

Research impact remains an abiding strength for UVic in major rankings, helping drive our performance above what would be expected based on size alone (see discussion on size below).

Persistent and Emerging Weaknesses

Reputation is UVic's long-standing weak point. In the THE 2027, UVic's two reputation-weighted pillars are its lowest: Teaching (33.5) and Research Environment (40.4). These stand out in marked contrast against Research Quality, at 78.9. In Maclean's 2027, UVic was 3rd among mid-size universities on the reputational survey and 12th in Maclean's national reputation ranking. On the QS World University Ranking, UVic ranked 483rd on academic reputation this year (a slight improvement over last year's 495th) and below 700 on employer reputation.

Reputation indicators are highly weighted in both THE and QS, accounting for between 33-45% of the overall ranking. These results continue to lower our overall standing. This pattern of comparatively weak reputation performance has persisted for many years, across multiple iterations of these rankings and through different survey methodologies.

International student enrollment, however, is increasingly emerging as a ranking weakness for UVic, having previously been a source of relative strength. International students peaked at about 3,700 (17% of enrolment) in 2018/19 and fell to 13% by 2024/25 (the data submitted as part of the latest ranking cycle). Most of this decline preceded the introduction of the federal study permit cap in January 2024: international FTEs fell from 2,577 in 2019/20 to 1,587 in 2023/24, driven by the pandemic, permit backlogs in 2022/23 and lower demand from China and India. The share of international students figures in several rankings, including both the THE and QS World University Rankings. In the THE 2027, UVic's International Outlook score (based on international students and faculty and international research collaboration) (81.6) declined year over year and now trails SFU (89.4), Waterloo (83.5) and Dalhousie (83.3).

Fortunately, UVic's international research collaboration remains a strength and partly offsets the enrolment effect in this pillar. Had UVic been able to retain international student enrollment at the

levels around what they were in 2019/20, it is likely that UVic would have seen measurable gains in some rankings in recent years, particularly the THE World University Ranking.

A Note on University Size and Ranking Performance

Scale shapes ranking performance in both obvious and subtle ways. Many rankings incorporate metrics that directly favour larger institutions (e.g., absolute numbers of publications). Others incorporate reputational measures that are strongly correlated with size, which is unsurprising given that larger faculties have more collaborators and more extensive global networks. Typically, for both QS and THE, reputation scores are 80-90% positively correlated with publication output. (Publication volume is also directly related to faculty size, though there are differences across institutions depending on their disciplinary composition and level of productivity). Unsurprisingly, overall ranking performance also tracks closely with scale.

Based on data from OpenAlex, UVic ranks 22nd in Canada in publication output for the last five years. The fact that we consistently rank in the 10-15 range nationally suggests we are outperforming what would be expected based on our size, and in fact, global analyses suggest that UVic would be expected to rank in the 600s based on its size, rather than in the 300s where we regularly rank. **These analyses also suggest that we are already among the top-ranked institutions globally within institutions with fewer than 20,000 publications over a five-year period**.

UVic Ranking Strategy & Coordination

Strategic direction and coordination for rankings work is now provided by the Research Reputation and Impact Task Force, chaired by AVPR Alexandra D'Arcy. Other members of the Task Force include the Deputy Provost (Helga Hallgrimsdottir), the AVP Global Engagement (Elango Elangovan), and the Sr. Director, Marketing and Communications (Vanessa Johnson). Ranking data submission and analysis is handled by VPRI's Director, Research Analytics and Impact (Dane Berry), with support from other units as needed.

The Task Force is currently developing strategies aimed at building UVic's reputation using efficient, strategic communications and marketing efforts. Over the past 12 months, new experiments have been undertaken in expanding use of THE marketing channels, an enhanced profile on THE's website, taking advantage of strategic, topical digital advertising aimed at specific user groups (e.g. attendees of specific conferences or events), and increased presence and visibility nationally through sponsorship of the Canadian Science Policy Conference and through sponsored content in the Globe and Mail. This work has been funded so far within existing general budgets from VPRI and UCAM, but dedicated financial resources may be required to have impact at the scale necessary to move the needle on UVic's global reputation, a long-term plan expected to positively affect international student recruitment efforts and international alumni investments. This would mark an important strategic investment in the future of the institution.

Building UVic's Reputation for Research Excellence

Throughout 2025 and 2026, the Research Profile team within VPRI advanced the visibility, recognition and reputation of UVic research. The team promoted major research achievements, including significant funding announcements, awards and new research chairs and discoveries through central communication channels and coordinated media outreach with University Marketing and Communications.

The team advanced strategic storytelling initiatives and raised awareness of key research areas, including quantum science, aerospace and Arctic research. It also undertook web enhancements focused on search engine optimization (SEO) and generative engine optimization (GEO) to support UVic's strategic research priorities and institutional rankings. Recently, in collaboration with UCAM, the team developed a new UVic website to highlight UVic research capacity and achievements related to defence, sovereignty and security.

In support of the research community, the team facilitated more than 45 major award and recognition nominations over the year. The team delivered two workshops for faculty in partnership with The Conversation Canada to support knowledge mobilization through the platform. They also supported Research leadership's engagement with the research community through online and in person town halls and events. Monthly updates to UVic's research community are provided through the monthly VPRI Research Bulletin.

The team manages UVic's subscription to EurekAlert! to expand national and international media coverage of UVic research and led UVic's Ocean to Orbit campaign (examples below), showcasing UVic's longstanding expertise in Arctic monitoring from the seafloor to space through strategic storytelling, print and digital advertising and a strong presence at the Canadian Science and Policy Conference in Ottawa.





Building on Success

These efforts build on UVic's growing record of research excellence and achievement. Recent successes in major national funding programs have elevated UVic's research profile. These include competing for high-profile research chairs such as the *Canada 150 Research Chair Program* (formerly held at UVic by Ian Manners), the *Canada Excellence in Research Chairs Program* (Heather Igloliorte), and our two new *Eddie Goldenberg Chairs* (Elliott Hazen, David Almeida). Such successes situate UVic nationally and internationally as capable of recruiting world-leading scholars.

Accelerating Community Energy Transformations (ACET), UVic's first initiative funded through the *Canada First Research Excellence Fund*, also showcased globally significant expertise in clean energy technologies and climate action. Ocean Networks Canada (ONC) is among Canada's nationally significant Major Science Infrastructure, used and valued by ocean scientists all over the world. Centres such as the Pacific Institute for Climate Solutions (PICS) and the Pacific Climate Impacts Consortium (PCIC) also continue to solidify a reputation for research excellence and leadership when it comes to climate science and action. These and other research achievements are helping establish UVic's place among Canada's leading research-intensive universities.

Looking Ahead

Reputational advancement enhances UVic's visibility in Canadian and international research communities. However, building a strong and enduring global reputation is a long-term undertaking that requires sustained and coordinated effort across the university. With more than 20M published academics worldwide being surveyed by ranking organizations, visibility and recognition within the global research community will not be achieved overnight. Meaningful gains in UVic's reputation and ranking performance require consistent excellence in research combined with (1) carefully crafted communications and marketing campaigns, and (2) strategic investments that promote areas of established strength and engage audiences who participate in reputational survey completion.

Sustained research impact, increased global engagement, and strategic institutional promotion will all be essential to ensuring that UVic's achievements are increasingly recognized on the world stage.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Information

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: 2026/27 Enrolment Analysis Report

Background:
This annual report outlines UVic's enrolment projections for the current academic year and describes the enrolment size and composition of the university's student population—including undergraduate and graduate students, both domestic and international. Trends in applications, admissions and new registrations are also included, along with relevant historical context.

The report also highlights recent, current and future strategies and initiatives in support of healthy enrolments at UVic, which in turn helps to ensure the financial health of the institution.

Previous Consultation:
At their March 2026 meeting, the Board of Governors approved enrolment targets and projections for the 2026/27 academic year, on the recommendation of Senate. This sets the overall recruitment and retention parameters for the university, aligned with our Strategic Enrolment Management Plan and other institutional plans as well as the provincial grant for domestic undergraduate students and graduate students.

Planned Further Action:
The Office of the Vice-President Academic and Provost monitors enrolment levels on a weekly basis throughout the academic year and provides regular updates to Deans and other university leaders. Student Affairs leads UVic's student recruitment efforts and is actively engaging and campaigning in key national and international markets. Academic faculties play

an essential role in healthy enrolments, including through their student pathways, outreach, progression and retention efforts.

Enrolment targets and projections for 2027/28 will be presented to the Board of Governors for approval in March 2027, on the recommendation of Senate.

Basis for Jurisdiction: University Act, s 27(1) and s 27(2)(r)
Strategic Plan
Strategic Enrolment Management Plan
Planning and Budget Framework

Attachment(s): Enrolment Analysis Report 2026/27

Enrolment Analysis Report 2026/27

University of Victoria

Prepared for the Board of Governors
November 2026

UVIC

TABLE OF CONTENTS

Summary and strategic context 1
National and global context 1
Annualized student FTEs 2
Annualized FTE target comparison 3
Annualized student FTEs over time 3
Ministry-funded program expansions 5
Headcounts 6
Fall term student headcounts 6
Indigenous enrolment 7
Indigenous students by faculty 7
Growth in Indigenous student enrolment at UVic 8
Attracting new students 9
Fall undergraduate applicants, admits and registrants 9
Undergraduate registrants by previous institution type 11
International headcounts by country (fall 2026) 11
Challenges, strategies and new initiatives 12
Conclusion 13

SUMMARY AND STRATEGIC CONTEXT

UVic's Strategic Enrolment Management (SEM) Plan has guided our recruitment and retention efforts since its launch in April 2019. Our commitments as outlined in the SEM Plan include recruiting and retaining the best undergraduate students, diversifying our international undergraduate student population by geographic location and program of study, and increasing our enrolment of Indigenous students and others from under-represented populations. We also aim to increase the proportion of graduate students, especially in research programs.

Further to this, our other university plans build on our strong foundation of excellence in teaching, research and creative works, and our commitment to an outstanding student experience. As we continue to implement our SEM Plan and other institutional plans, we will revisit and revise our enrolment goals to align with our principles and priorities that guide us.

Our annualized student full-time equivalent (FTE) enrolment for the 2026/27 academic year is expected to be 20,196—an increase of 894 FTE from last year, or 4.6%. Our 2026 fall term headcount is 22,825 students, with 19,483 undergraduate students and 3,342 graduate students.

As with previous years, we expect to achieve our funded enrolment targets for 2026/27 set by the BC Ministry of Post-Secondary Education and Future Skills, as well as our internal targets approved by UVic's Board of Governors in March 2026 on the recommendation of Senate. Given the projected intake of international undergraduates and the strong demand domestically, the Board endorsed a planned international undergraduate enrolment about the same as the previous years and a domestic enrolment level higher than our target set by the Ministry. Our Ministry-funded enrolment target includes new student seats in engineering and computer science and health-related academic programs.

We are on track to nearly meet our international undergraduate enrolment target, which is set internally and alongside our domestic undergraduate and graduate targets. Our international undergraduate target for 2026/27 was set at 1,340, or 99 lower than our 2025/26 enrolment of 1,439 FTE. Actual international undergraduate enrolment is expected to be 1,304 (36 FTE below target). Our operating budget for 2026/27 was set with these enrolment targets and we therefore expect to balance our budget, which positions us well and is a rarity in the Canadian post-secondary landscape this year.

In 2019, as part of our SEM Plan, we committed to doubling Indigenous enrolment across all faculties by 2029, so that Indigenous students comprise at least 10% of our overall student population. We continue to see a steady increase in the number of students who identify as Indigenous, attributed to our K-12 pathways, community outreach, academic programs of interest to Indigenous learners, and culturally appropriate supports for Indigenous students including a robust scholarship and bursary program.

National and global context

Domestic enrolment remains strong, with UVic once again achieving our Ministry-funded target and internal target. Of the 25 publicly funded post-secondary institutions in BC, only 9 are currently meeting their domestic undergraduate enrolment target set by the Ministry. UVic is exceeding its target.

Canadian universities, including UVic, continue to experience constrained international undergraduate enrolment, compounded by several years of smaller international cohorts (a smaller entering class one year persists for 4-5 years—the span of time it typically takes a student to complete their degree). The decline began during the COVID-19 pandemic and has persisted due to several external factors. As a result, many institutions across Canada have—and continue to—implement budget reductions or

austerity measures. UVic's budget was reduced and has since stabilized due to new and sustained recruitment efforts.

Notably, changes to Immigration, Refugees and Citizenship Canada (IRCC) policies and regulations, including the Provincial Attestation Letter (PAL) requirement, have created uncertainties for students, despite available spaces at BC universities. Some countries—particularly China, which has been our biggest overseas recruitment country for several years—continue to advocate national policies to study in-country. The recent dispute between Canada and India also limited student interest from India—our second biggest overseas recruitment country. Many international students are choosing to study in countries that have fewer restrictions, such as the United Kingdom, Australia, France and Germany. It is important to note that geopolitical considerations and conflicts also create instability and may limit opportunities for international students to study abroad. Recent improvements in international relations between Canada and both India and China show promise for renewed student interest. Also, given political divisions in the United States, we have seen positive interest, applications and registration from US students.

In response to these challenges, we have reviewed and revised our recruitment targets and goals (including diversification targets), sent admission offers earlier in the cycle, streamlined the registration process, expanded our recruiting network including through our partnership with Kaplan, and created new scholarships for international students. In fall 2026, we continued to build on our international undergraduate marketing campaign that speaks to UVic's value proposition, focusing on place and nature, experiential learning with a focus on co-op and the student experience, and academic and career outcomes.

Significant progression efforts by our Division of Student Affairs and in the Faculties have resulted in a good proportion of admitted students, both domestic and international, choosing to register at UVic. These combined efforts help to demonstrate that UVic is a welcoming place for all students, and that we are committed to student retention, success and outcomes.

ANNUALIZED STUDENT FTES

Full-time equivalent (FTE) enrolment is a weighted measure of student enrolment that considers course load. This measure is the principal enrolment accountability with the province and determines our funding for domestic students. For undergraduates, the FTE for a term is calculated by dividing a student's total registered units by the expected unit total for that particular program and year level. For full-time graduate students, the term FTE is 1.0. For part-time graduate students, the term is 0.33.

An annualized FTE measures course activity over a 12-month period, beginning with the Summer Session. For an undergraduate, this is the sum of the FTEs for the summer, fall and spring terms. For a graduate student, the annualized FTE is the sum of the term FTEs divided by three.

The Ministry sets enrolment targets for UVic based on annualized FTEs, and UVic's Board of Governors approves our enrolment levels to help meet those targets. UVic's grant funding, like other post-secondary institutions in BC, is provided by the Ministry based on our domestic undergraduate and graduate enrolment targets. This represents our "Ministry-funded target," and we submit an annual Board-approved "Institutional Accountability Plan and Report" to the Ministry that illustrates how well we have met those targets.

UVic sets a higher internal target for enrolments for the purpose of its own academic and budget planning, which takes into account undergraduate international students (who are not funded by government and thus pay full international tuition). International graduate students are included along with domestic students in the Ministry graduate targets. Our annualized graduate student total for 2026/27 is forecasted at 2,892 FTE; of those, 891 were international, down from 979 FTE in 2025/26.

As demonstrated in the table below, our overall annualized enrolment of 20,196 FTE comes close to meeting our target of 20,300 FTE (by 104), due largely to the drop in international graduate students in professional programs. We expect to exceed our Ministry-funded target by 1,820 FTE in 2026/27, which comprises domestic undergraduates and all graduates (18,892 FTE on a target of 17,072). International undergraduate enrolment levels are down from last year, at 1,304 FTE, but close to our planning and budget target of 1,340 FTE. At the same time, we have seen a growth in the entering class and high diversity in source countries.

Annualized FTE target comparison

	2025/26 actuals	2026/27 target	2026/27 forecast	Ministry funded
Domestic undergraduates	14,874	15,960	16,000	14,648
International undergraduates	1,439	1,340	1,304	0
Total undergraduates	16,313	17,300	17,304	14,648
Total graduates	2,989	3,000	2,892	2,424
Total students	**19,302**	**20,300**	**20,196**	**17,072**

Table 1: UVic's overall annualized enrolment for 2026/27 is projected to exceed our undergraduate target by 4 FTE but be short of our graduate target by 108 FTE. Our graduate forecast and target both exceed our Ministry-funded target.

Over the past 15 years and as shown in figure 2, international enrolment has both grown and declined. This population was affected by the pandemic as Canada had restricted inbound and outbound travel and implemented strict quarantine rules. Home countries also limited outbound travel, and visa application and biometric centres around the world reduced capacity or closed entirely. Many incoming international students experienced significant delays by Immigration, Refugees and Citizenship Canada in processing and approving their study permit applications.

Annualized student FTEs over time

	2020 /21	2021 /22	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	7-yr % change
Undergrad domestic	14,239	14,083	14,299	14,818	15,050	14,874	16,000	12.4%
Undergrad international	2,492	2,275	1,907	1,587	1,426	1,439	1,304	-47.7%
Total undergraduates	16,731	16,358	16,171	16,405	16,476	16,313	17,304	3.4%
Total graduates	2,630	2,791	2,853	2,974	3,001	2,989	2,892	10.0%
Total students	**19,361**	**19,149**	**19,059**	**19,379**	**19,477**	**19,302**	**20,196**	**4.3%**

Table 2: UVic's overall annualized student FTEs have been stable, with a growth of 4.3% in seven years. As we are in the 2026/27 academic year, this number is a projection and includes a best estimate of spring term 2027.

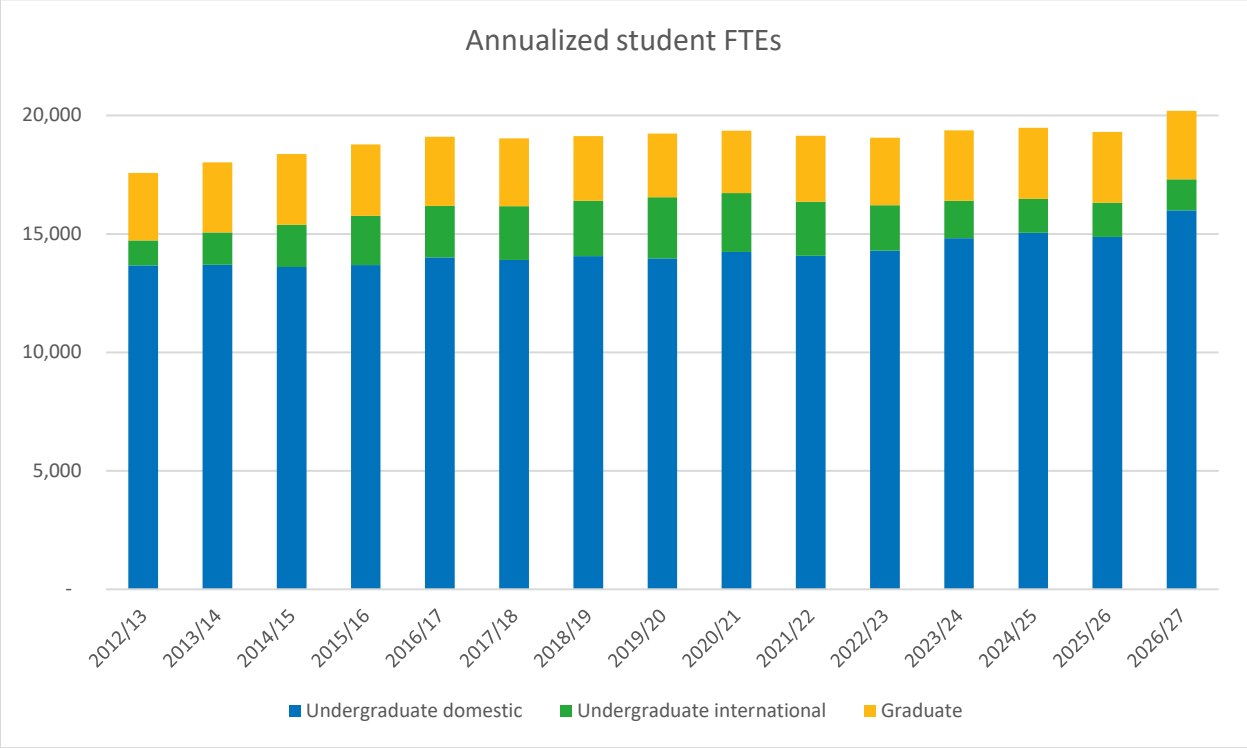


Figure 1: Annualized student FTEs over time.

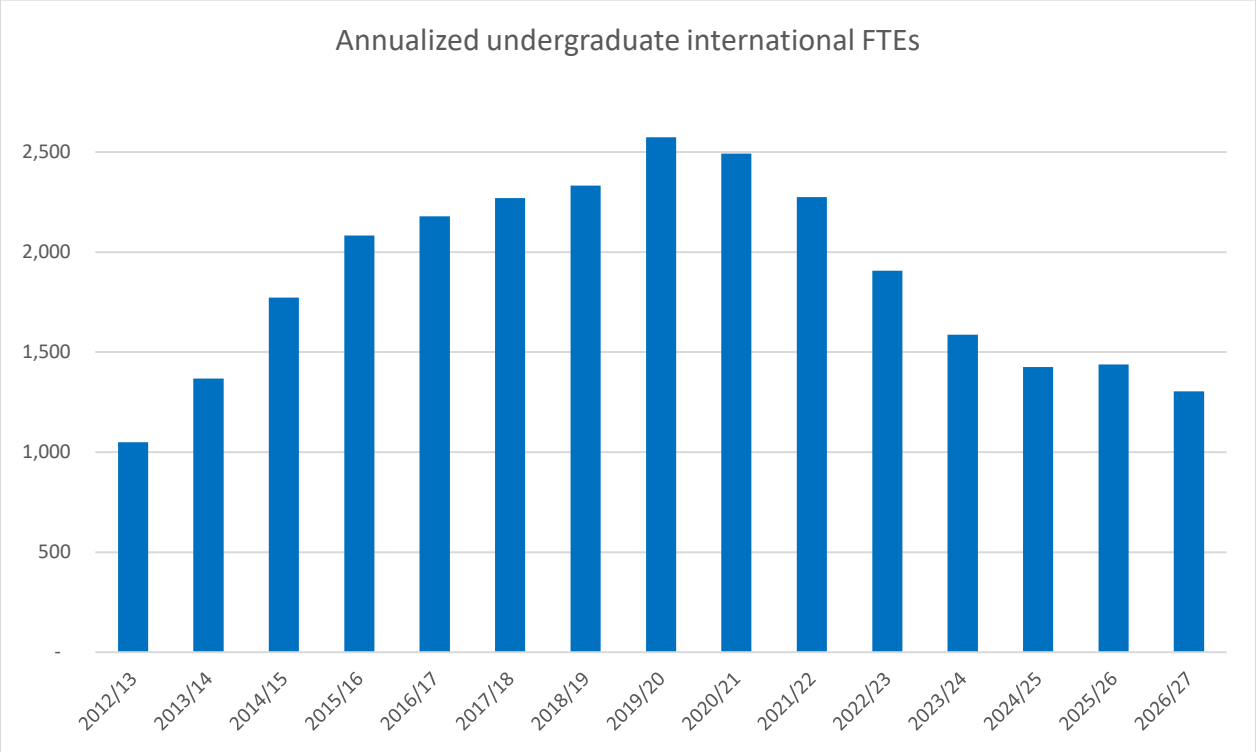


Figure 2: Annualized undergraduate international FTEs over time.

The Office of the Vice-President Academic and Provost works with Deans to set Faculty-specific undergraduate and graduate enrolment targets, and Faculties are resourced to meet those targets. Deans subsequently set enrolment expectations within their Faculties. There is no mechanical formula for per-student funding in the Faculties since costs and resources vary substantially, depending on factors such as the nature of the pedagogy, services, technologies, research equipment and related

personnel; labour market differences by discipline; the success of the Faculty in generating additional resources; and economies of scale.

The budget model initiative underway seeks to better align resourcing decisions with student demand, teaching and research, recognizing the differentiating abilities of units to generate revenue.

Ministry-funded program expansions

As noted elsewhere in this report, the provincial government—through the Ministry—funds up to a university's domestic and graduate enrolment targets, which they set. The provincial grant is provided to support education and contributes to the biggest portion of UVic's operating revenue. Any additional students enrolled provide only tuition revenue and do not grow the provincial grant. Together, the grant and tuition account for approximately 80% of UVic's operating revenue.

Through the leadership of the Vice-President Academic and Provost, and in coordination with Deans and Faculties, UVic works with the Ministry on targeted expansions of academic degree programs, which increases our enrolment target and thus provincial grant. Program expansion proposals take years to negotiate and must align with our academic plans, government priorities and student demand. These expansions are one of the few ways BC universities increase their provincial grant (the other being funding to cover negotiated compensation increases through BC's Public Sector Employers' Council).

Recently approved program expansions at UVic have been in engineering, computer science, health information science, and nursing, as shown below. Previous expansions have included engineering, computer science, social work, nursing, and the joint Indigenous laws programs.

Program	2024/25	2025/26	2026/27	2027/28	2028/29
Bachelor Software Engineering	60	60	-	-	-
Bachelor Computer Science	75	75	-	-	-
ENGR Additional Allocation			80	-	-
ENGR Economic Sector Alignment			50	25	25
Bachelor Health Information Science	10	10	10	10	-
Master Health Information Science	8	15	12	9	4
Nurse Practitioner	15	15	-	-	-
Accelerated Nursing	-	-	-	40	40
Total funded expansions	**168**	**175**	**152**	**84**	**69**

Table 3: Ministry-funded academic program expansions (by student FTEs) for 2024/25–2028/29.

Funding is provided by the province on a per-FTE basis and, along with increased tuition revenue, the expansions in 2024/25 through to 2026/27 are expected to generate an additional $13 million in operating revenue to the university. These new revenues help cover the costs of educating additional students through new faculty and staff positions, sessional and teaching assistant funding, and funding for associated supports and services.

Additionally, academic program expansions can result in significant equipment and capital funding, which contributes to our research mission. For example, the current engineering and computer science expansion includes funding for the creation of a $3.75 million computing cluster for software engineering. As well, the previous multi-year program expansion led to an addition to the Engineering

Computer Science Building and the construction of a new High Bay Research and Structures Lab currently underway.

HEADCOUNTS

Student enrolment is usually measured in two ways: as a full-time equivalent (FTE)—previously explained—or as a headcount. A headcount is an unweighted count of individuals, where part-time and full-time students contribute equally to the final tally. Headcount totals are always referenced to a particular date and term, such as November 1 in the fall term (i.e., after the course drop-date deadline for the term). Annualized headcounts represent unique individuals over the entire academic year.

Over the past seven years, overall headcount enrolment at UVic has been relatively stable, with an increase of 3.5%, including an 11% increase in graduate enrolments. Undergraduate enrolments within Faculties have also been mostly stable and within a range related to their enrolment targets. In this timeframe, we have seen notable headcount growth in the Peter B. Gustavson School of Business due to its curriculum revamp, in the Faculty of Law due to the launch and Ministry-funded growth of the joint Indigenous law JD/JID program, and in the Faculty of Engineering and Computer Science due to Ministry-funded program expansions.

Decreases in the Faculty of Humanities and Faculty of Fine Arts relate to broader national and international trends of fewer majors studying in those fields. However, course enrolments in those Faculties have been rising over the same period, with students from various disciplines taking electives.

Fall term student headcounts

Faculty/Division	2020	2021	2022	2023	2024	2025	2026	7-yr % chg
Business	1,193	1,366	1,293	1,207	1,364	1,439	1,544	29.4%
Education	943	942	905	868	970	977	977	3.6%
Engineering & Computer Science*	3,122	3,163	3,117	3,183	3,210	3,287	3,451	10.5%
Fine Arts	1,189	1,146	1,116	1,147	1,153	1,143	1,135	-4.5%
Health*	-	-	-	-	-	1,289	1,293	-
Human & Social Development*	1,281	1,206	1,123	1,143	1,151	-	-	-
Humanities	1,861	1,741	1,674	1,684	1,790	1,679	1,592	-14.5%
Law	396	439	449	460	460	472	471	18.9%
Science	3,026	3,193	3,020	2,886	2,799	2,770	2,917	-3.6%
Social Sciences	5,917	6,080	5,817	5,680	5,541	5,785	5,943	0.4%
Distributed programs**	127	130	127	133	143	146	160	26.0%
Total undergraduates	19,055	19,406	18,641	18,451	18,581	18,987	19,483	2.2%
Total graduates	3,008	3,214	3,279	3,346	3,342	3,294	3,342	11.1%
Total students	**22,063**	**22,620**	**21,920**	**21,737**	**21,923**	**22,281**	**22,825**	**3.5%**

Table 4: UVic's overall student headcounts have been stable.
**The Faculty of Health became operational in 2025, and the Faculty of Human and Social Development (HSD) was disestablished. **Distributed programs represent students in UBC's Faculty of Medicine, as part of our distributed*

education partnership. Growth is due to the recent expansion of the Island Medical Program and new spaces for Speech-Language Pathology and Physical Therapy graduate programs.

INDIGENOUS ENROLMENT

As per our SEM Plan, we are committed to doubling Indigenous enrolment across all Faculties by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic. Currently, Indigenous students comprise about 7.7% of the overall student population.

This year, Indigenous enrolment was higher than last, with an overall increase of 7.3% (+10% for undergraduate programs and -3.8% for graduate programs). The Faculty of Education has experienced notable growth in Indigenous enrolment, including through programming in their Department of Indigenous Education. The Faculty of Law's Indigenous enrolment growth in recent years can be attributed to the JD/JID program.

Faculties continue to strengthen their Indigenous-focused academic programming, courses and field schools, including land- and water-based learning opportunities. LE,NONET and the Office of Indigenous Academic and Community Engagement provide a suite of programs designed to welcome and support Indigenous students throughout their university journeys. To support access and affordability, Student Affairs offers a robust suite of financial aid resources for Indigenous students.

Indigenous students by faculty

Faculty/Division	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	7-yr % chg
Business	33	33	39	34	39	55	59	78.8%
Education	129	135	117	110	117	133	240	86.0%
Engineering & Computer Science	121	114	105	97	94	96	107	-11.6%
Fine Arts	87	88	99	104	114	117	116	33.3%
Health	-	-	-	-	-	-	171	-
Human & Social Development	194	202	183	158	182	203	-	-
Humanities	175	181	186	207	198	246	237	35.4%
Law	51	55	56	57	66	61	65	27.5%
Science	159	160	160	149	152	139	151	-5.0%
Social Sciences	302	343	353	322	316	339	386	27.8%
Distributed programs*	13	16	17	18	17	15	12	-7.7%
Total undergraduates	1,264	1,327	1,315	1,256	1,295	1,404	1,544	22.2%
Total graduates	242	254	272	290	322	346	333	37.6%
University total	1,506	1,581	1,587	1,546	1,617	1,750	1,877	24.6%

Table 5: Most faculties have seen a growth in the number of Indigenous students over a seven-year period. The numbers reflect individual students registered, rather than FTEs, for the most recent full academic year.
**Represents students in UBC's Faculty of Medicine, as previously noted.*

Over the last seven years, the overall trend for Indigenous undergraduate enrolment at UVic is +22.2% and the trend for graduate enrolment is +37.6%.

Growth in Indigenous student enrolment at UVic

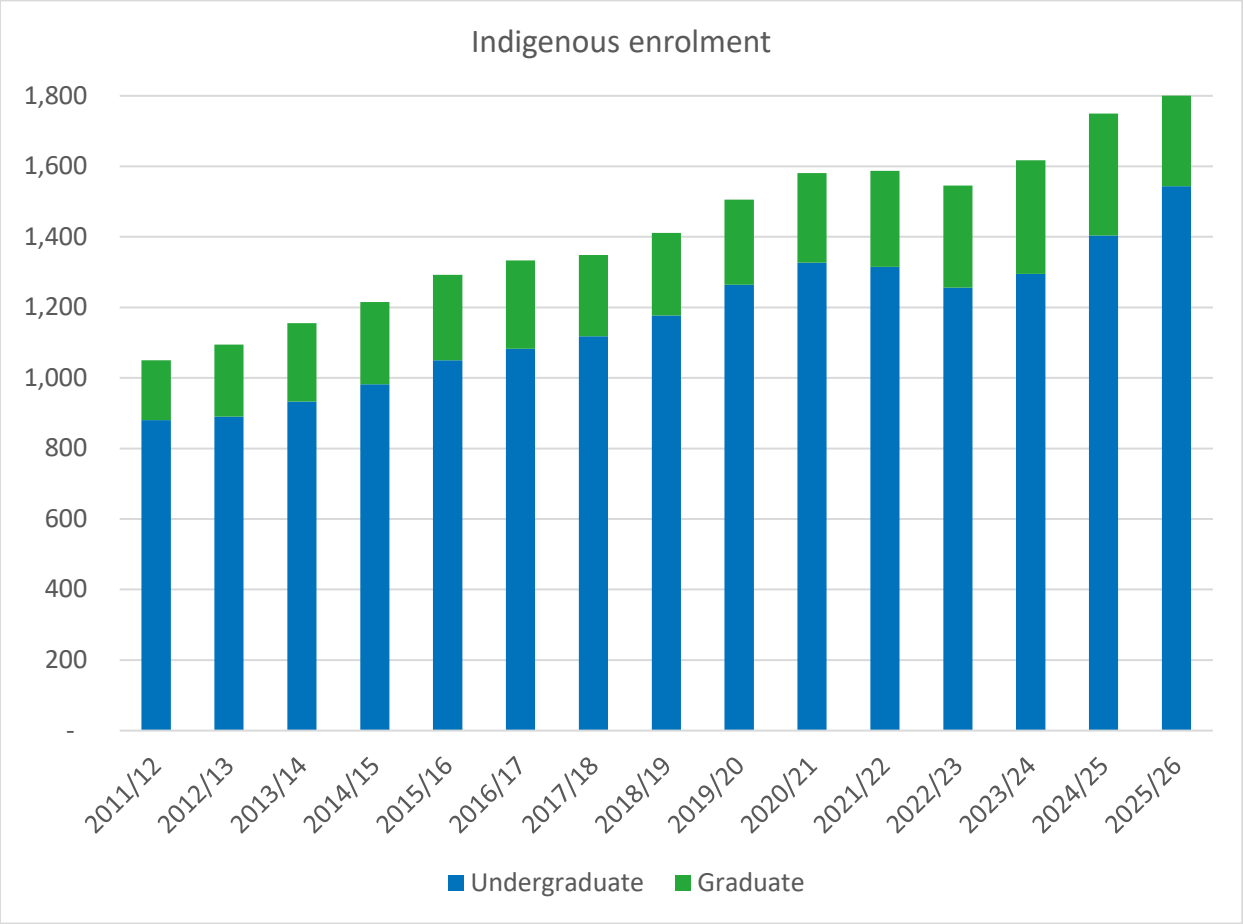


Figure 3: Currently, there are 1,544 Indigenous undergraduate and 333 Indigenous graduate students registered at UVic. The numbers reflect individual students, rather than FTEs, for the most recent full academic year.

Because Indigenous students may self-identify at any point in their education, there is some uncertainty as to actual enrolment numbers, which may be higher than indicated. The Better Data Project—aimed at enhancing the collection of information to inform inclusive action—provides for more inclusive and expansive options for individuals to self-identify.

ATTRACTING NEW STUDENTS

Annually, UVic sets enrolment targets for our incoming classes to ensure overall enrolment levels are met and that we achieve goals associated with new and growing programs (e.g., technology- and health-related expansions) as well as our SEM Plan goals. Through the application and admission cycle, we work with each Faculty to set enrolment targets and admission cut-offs to meet those enrolment levels.

About 77% of UVic students come from outside of the Greater Victoria Area—one of the highest of any Canadian university west of Quebec. In terms of geographic distribution, the greatest number of undergraduate registrants has consistently been from Vancouver Island, followed by the Lower Mainland.

The overall number of applicants has increased by 6% in five years, in large part due to new scholarships and increased recruitment efforts led by the Division of Student Affairs. Our partnership with Kaplan has also yielded new international applicants for our admission officers to review. Thanks to significant efforts within Student Affairs and the Faculties, including direct outreach and opening waitlists, we have been able to successfully progress students from applicants to registrants. Progression efforts are particularly important as competition for top students intensifies.

Fall undergraduate applicants, admits and registrants

	2022	2023	2024	2025	2026	5-yr % chg
Total applicants	18,952	17,458	17,974	18,333	20,018	6%
Total admits	11,565	12,115	12,809	13,286	14,669	27%
Registrants						
Vancouver Island	1,250	1,210	1,446	1,545	1,581	26%
Lower Mainland BC	920	1,065	1,137	1,223	1,393	51%
Rest Southern BC	315	304	312	362	391	24%
Other BC	107	101	125	103	98	-8%
Rest of Canada	1,058	1,100	988	1,109	1,239	17%
Outside Canada	425	435	392	415	454	7%
Total registrants	4,075	4,215	4,400	4,757	5,156	27%

Table 6: New registrants have increased over the past five years.

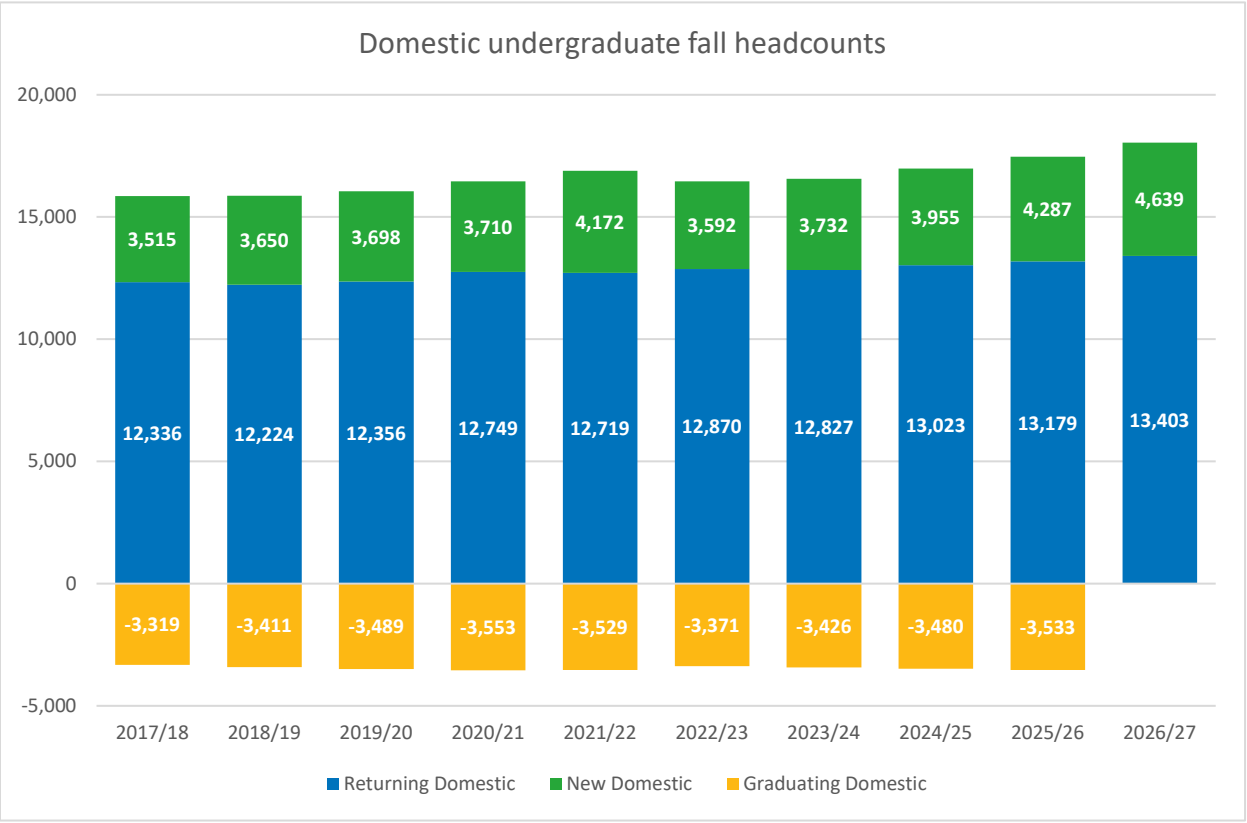


Figure 4: New intake targets consider the expected number of returning students and the expected number of graduating students each year.

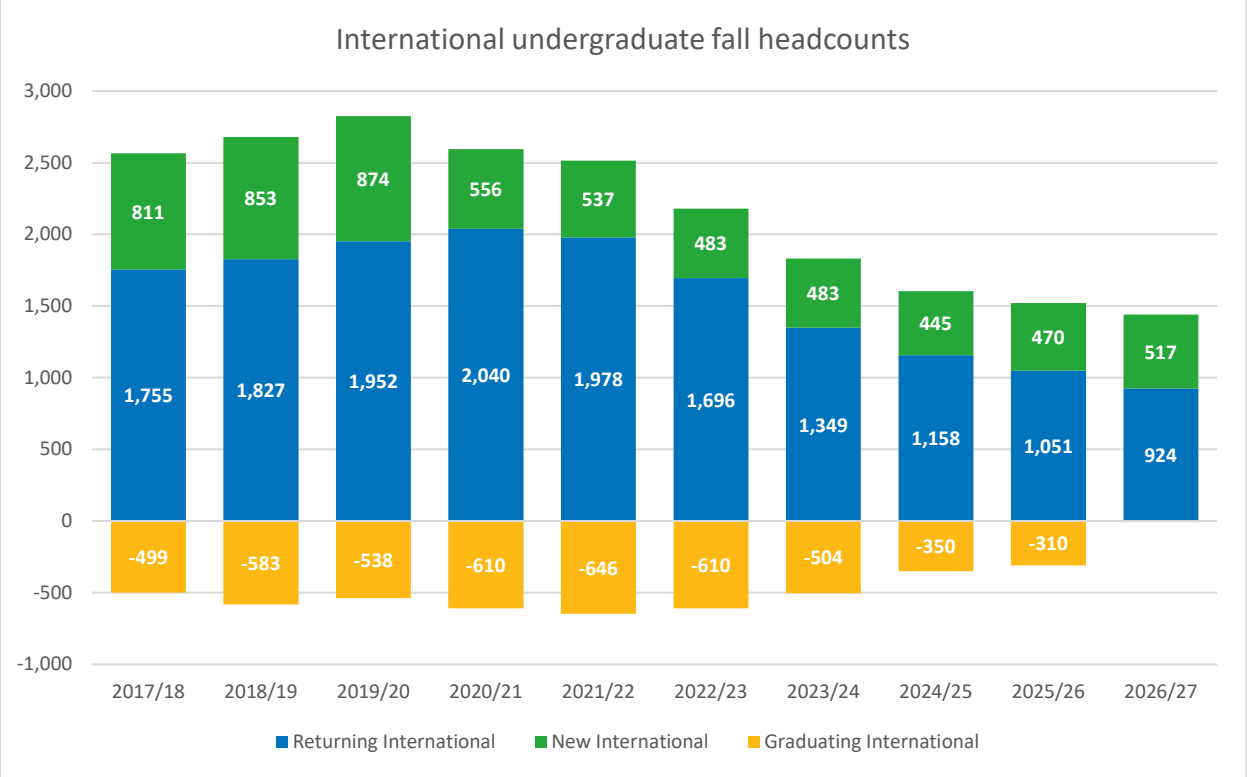


Figure 5: New intake targets consider the expected number of returning students and the expected number of graduating students. For international students, this includes degree-seeking students and excludes those on international exchange.

The largest group of new undergraduate students has historically been BC high school students, and this year is no exception. Although we have seen a decrease in students coming from BC colleges, they continue to play an important role due to strong partnerships and pathway agreements. UVic and Camosun College have the single biggest transfer pathway in BC, with over 300 students transferring from Camosun to UVic in a typical year. About 1,500 students registered at UVic previously attended Camosun, with many transferring to UVic through the engineering bridge program.

Undergraduate registrants by previous institution type

	2021	2022	2023	2024	2025	5-yr % chg
BC high schools	2,126	2,257	2,533	2,711	2,958	39%
BC colleges	406	379	401	450	408	0%
Total BC	2,532	2,636	2,934	3,161	3,366	33%
All high school	3,087	3,192	3,402	3,625	4,040	31%
All post-secondary	988	1,023	998	1,132	1,116	13%
Total registrants	**4,075**	**4,215**	**4,400**	**4,757**	**5,156**	**27%**

Table 7: Most UVic students enter UVic from high school.

UVic currently has students from 113 countries. After Canada, the primary country of origin is China, with the United States and India as second and third. The proportion of students from China has declined over five years, from 43% to 19% of the overall international student population. In the same timeframe, we have seen an increase in students from Iran, Vietnam, Nigeria, Pakistan, Philippines, Mexico and Bangladesh, among other countries.

International headcounts by country (fall 2026)

Country	Graduate		Undergraduate		Total	
	Headcount	Percent	Headcount	Percent	Headcount	Percent
People's Republic of China	180	19%	188	13%	368	15%
USA	130	13%	235	16%	365	15%
India	118	12%	164	11%	282	12%
Iran	116	12%	40	3%	156	6%
Mexico	19	2%	58	4%	77	3%
Vietnam	20	2%	49	3%	69	3%
Nigeria	33	3%	33	2%	66	3%
Japan	10	1%	51	4%	61	3%
Republic of Korea	17	2%	31	2%	48	2%
Brazil	25	3%	22	2%	47	2%
Other	300	31%	570	40%	870	36%
Total	**968**		**1,441**		**2,409**	

Table 8: Most international students at UVic are from China, the USA, India and Iran.

We continue diversifying the international student population by country and implementing international recruitment strategies, including the strengthening of our recruitment network. This year, our partnership with Kaplan has been responsible for the recruitment of 96 international students; of those students, 45 are enrolled in undergraduate programs and 51 in professional graduate programs. This is an increase of 68 registered students over the previous year.

Challenges, strategies and new initiatives

As our overall domestic enrolments are strong, our focus going forward will be on international undergraduate recruitment and further diversification, guided by our SEM Plan and internal targets set with the Board. We also continue to prioritize the retention and success of all students, including by offering culturally appropriate supports. The recruitment and success of graduate students across all Faculties is central to our mission as a research-intensive university.

Our strategies to maintain and recover international undergraduate enrolments within the context of a challenging post-secondary landscape have minimized the impact on our operating budget. Compared to many of our peer institutions across Canada, UVic did not experience as sharp a decline in international enrolment, in part because our overall percentage of international students was lower than our peers and larger universities. We will continue to look for growth opportunities within a competitive and constrained market but should be aware of risk and reward relative to opportunity and available investments in recruitment.

Strategies have included a strengthening of recruitment, networking and marketing efforts through Student Affairs, as well as entrance scholarships and earlier offers of admission. Our value proposition—which is reflected in our marketing campaign for key international markets—continues to be a high-quality, research-enriched education that includes significant experiential learning opportunities, including our highly successful co-op program. Our partnership with Kaplan continues to expand our international recruitment network and our ability to attract high achieving students from around the globe; it also allows for targeted marketing in China.

UVic annually reviews the size and scope of our scholarship programs to ensure we are competitive and successful in attracting and retaining top-performing students. We also continue to offer bursaries to improve access for equity-deserving groups and students who demonstrate financial need during their studies, for both domestic and international students. To remain competitive, attract high-quality students, and meet our enrolment targets, we will need to continue to prioritize entrance scholarships. The value of student financial aid is outlined in the Student Financial Aid Report submitted annually to the Board of Governors.

We will also look for opportunities to expand and strengthen our academic programming in key areas of growth—both in terms of provincial priorities and our own education and research strengths, informed by our strategic plans. For example, with provincial support we continue to expand enrolment in the Faculty of Engineering and Computer Science as well as through targeted health programs. The recent establishment of the Faculty of Health will further strengthen our ability to attract new learners and pave the way for new programs, including an accelerated nursing program.

Accelerated degree options, professional master's programs, and micro-credentials are other ways we can reach new learners, including adult learners, career professionals and international students. Through micro-credentials, learners can potentially stack or ladder credits into degree programs, certificates or diplomas. Our Division of Continuing Studies and the Faculty of Education continue to offer new courses and programming at the John Horgan Campus in the West Shore—a partnership

between UVic, Camosun College and Royal Roads University, and one that strategically leverages connections with local school districts.

Finally, and importantly, UVic will continue to prioritize opportunities for Indigenous students and support their success. In recent years, we have increased one-to-one supports and culturally relevant co-op opportunities, created new and expanded existing pathway opportunities, expanded financial supports, and increased community partnerships and outreach, working towards our goal of increasing Indigenous student recruitment and success.

Conclusion

UVic remains a sought-after university, and our domestic enrolment is very strong. We will once again achieve our Ministry-funded target, and we are well positioned to deliver on key enrolment goals articulated in our SEM Plan. With respect to international enrolment, we continue to plan prudently within the context of our evolving post-secondary environment, set realistic undergraduate targets, and focus on international recruitment and progression efforts to meet those targets and SEM Plan goals.

The university will continue to focus on delivering quality academic programs; ensuring our outreach activities and pathways resonate in the increasingly competitive post-secondary market; offering competitive scholarship and bursary programs aligned with our recruitment and retention goals; maximizing research opportunities for students; and ensuring that key university supports and services are responsive to students' needs.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Information

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Annual Report on Non-Academic Misconduct, Allegations and Resolutions

---

Background:
The Student Non-Academic Misconduct Policy (Policy AC1300) requires the Associate Vice-President Student Affairs to provide an annual report to Senate and the Board of Governors detailing the nature of non-academic misconduct allegations, types of non-academic misconduct, resolution process outcomes and actions taken under this policy. The annual report must not contain personal information about students or participants.

The Office of Student Life (OSL) administers Policy AC1300 on behalf of the Associate Vice-President Student Affairs (as Procedural Officer) and President and Vice-Chancellor (as Procedural Authority). OSL serves as a supportive resource to students, staff and faculty and works directly with the university community to review and help resolve non-academic student conduct concerns. OSL strives to implement fair and responsive processes for addressing concerns about the conduct of students on university property and/or when participating in a university activity. They apply these processes with the goal of promoting learning, personal responsibility and community wellbeing.

The Board of Governors, on the recommendation of Senate, approved revisions to Policy AC1300 in May 2026 following extensive consultations with students, faculty and staff. Since its implementation, OSL has worked to communicate Policy AC1300 and its updates to key stakeholders and the wider campus community.

Previous Consultation:
The annual report was shared with Senate at their November 6, 2026 meeting.

Planned Further Action:
The annual report contains information on how OSL plans to respond to the trends outlined in the report.

Basis for Jurisdiction: University Act (27)
Procedures of the Board of Governors (8.1)
Student Non-Academic Misconduct Policy (Policy AC1300)
Response to At-Risk Behaviour (Policy SS9125)

Attachment(s): Annual Report on Non-Academic Misconduct Allegations and Resolutions 2025–2026

2025-2026

ANNUAL REPORT ON NON-ACADEMIC MISCONDUCT ALLEGATIONS AND RESOLUTIONS

October 2026

Introduction

The Division of Student Affairs oversees the Student Non-Academic Misconduct Policy AC1300 (the Policy) through the Office of Student Life (OSL). Additionally, the OSL is closely linked to the administration of pan-institutional conduct policies involving students including the university's policy on Response to At-Risk Behaviour (Policy SS9125), among others.

The OSL led an extensive Policy review and renewal process during the September 2025-August 2026 year (herein referred to as the 2025-2026 reporting period). The revised Policy was approved by the Board of Governors and Senate in the Spring of this year and took effect on July 1, 2026.

Changes to the policy include:

- An expanded definition of "Student" to include Continuing Studies students
- Clarity about the Policy's application to Student Society clubs and events
- Developed descriptions of the multiple resolution pathways in which the OSL addresses reported concerns according to the Policy
- The introduction of Provisional Administrative Measures as a tool to mitigate impacts during a Resolution Process
- More robust information about supports that are available to other departments on campus, including Academic Departments
- Changes already implemented in June 2025, which involved the introduction of Appendix "C," removing substance use as an example of non-academic misconduct and introduced the Good Samaritan clause

Since its implementation, the OSL has undertaken ongoing initiatives to communicate Policy AC1300 and its updates to key stakeholders and the wider campus community. These implementation efforts include messaging to students, updated online content, targeted outreach to stakeholder groups, and the development of a Staff and Faculty SharePoint site with policy and support resources, to be introduced after the 2026/2027 Academic year.

A requirement of the Policy is an annual for-information report to Senate and the Board outlining the nature of non-academic misconduct allegations, types of policy violations, sanctions assigned to students found responsible for violating the policy, and appeals. In addition to this information, the report summarizes trends identified over the 2025-2026 reporting period. During this time, the OSL adopted a more robust system for tracking conduct-related data and introduced a new database for

Policy AC1300 was designed to broadly address student conduct incidents that arise, such as:

(I) Theft, damage or destruction of property

(II) Unauthorized entry or presence on university property

(III) Fraud or impersonation

(IV) Disruptive behaviours that impact university spaces and activities

(V) Dangerous behaviours towards self or others

(VI) Assisting in non-academic misconduct

(VII) Failure to follow previous sanctions

(VIII) Illegal activities by a student occurring on university property or in connection with a university activity

September 2025. The purpose of this shift is to provide more meaningful statistics and reporting of trends that better reflect the depth and breadth of student conduct matters on campus.

Purpose and Scope of Policy AC1300

The Policy was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property, when the behaviour is directly connected to university operations, or where students are representing the university. The Policy does not govern issues of academic integrity or academic appeals, or issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or the Discrimination and Harassment Prevention and Response Policy (GV0205). Incidents of harassment or sexualized violence that do not fall within the scope of GV0245 and GV0205, or that are more appropriately responded to by the OSL, may be addressed by the Policy.

The Policy and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes student non-academic misconduct at the university. Further, the policy and associated procedures:

- Encourage the early and voluntary resolution of issues whenever appropriate and in collaboration with the student
- Provide clarity around referral processes, supports for departmental response, and thresholds for assessment.

- Describe how a member of the university community can submit an allegation.
- Set out investigative processes for formal allegations.
- Establish a process to apply Provisional Administrative Measures and outline the student's rights for review.
- Describe possible sanctions for confirmed misconduct.
- Provide criteria for determining any sanction(s) for confirmed misconduct (after investigation).
- Provide protocols for communicating decisions to the respondent and complainant.
- Provide processes to appeal decisions and sanctions.

Key Statistics – At a Glance

The following table provides a summary of key non-academic misconduct statistics over a three-year period. In addition to a general increase in the number of referrals the OSL has been receiving and responding to in recent years, the team has experienced an overall rise in statistics for a number of reasons, including but not limited to: the increase in involvement with Residence Conduct processes, an increase in the frequency of departmental consultations, and improvements to data collection and management practices. The OSL continues to develop ways to accurately and efficiently manage case data, including the implementation of a case management database software.

	2023-2024	2024-2025	2025-2026
Allegations Reviewed	89	390	468
Files Proceeded to Resolution Processes	59	73	78
Interim Measures	16	10	14
Formal Investigations	9	12	9
SSC Pairings	21	28	44
Outcomes/Sanctions	44	60	102
Appeals	0	0	0

Table 1: Summary of Key Statistics over a Three-Year Period.

Allegations Submitted and Reviewed Under the Policy

During the 2025-2026 reporting period the OSL received and reviewed **468 unique reports** regarding concerns related to Policy AC1300.

Of the 468 reviewed files, over 80% were referred by Campus Security (CSEC). The balance of files received included those from Residence Services, online report

submissions, and referrals from academic units. In small numbers, additional files were referred from a range of campus services, including Equity and Human Rights and the Office of the Registrar and Enrolment Management, as well as self-referrals. (Note: some concerns may be submitted by two or more units; for example, an academic unit and CSEC may send accompanying reports regarding the same incident and/or individual.)

Nature of Allegations

The following table illustrates the type and number of allegations or concerns reviewed by the OSL during the 2025-2026 reporting period. Before a resolution process is initiated to respond to allegations, several case factors are confirmed through comprehensive file review. Subsequently, the review may reveal the matter is best addressed under another policy on campus, and files are referred correspondingly. The review process, though not reflected in the data, accounts for a significant proportion of time dedicated to managing the Policy. At times, files may be returned to the referring unit for early resolution supported by the OSL (e.g. letters of expectation sent by the referring unit to the student or follow up under their unit, based on procedures).

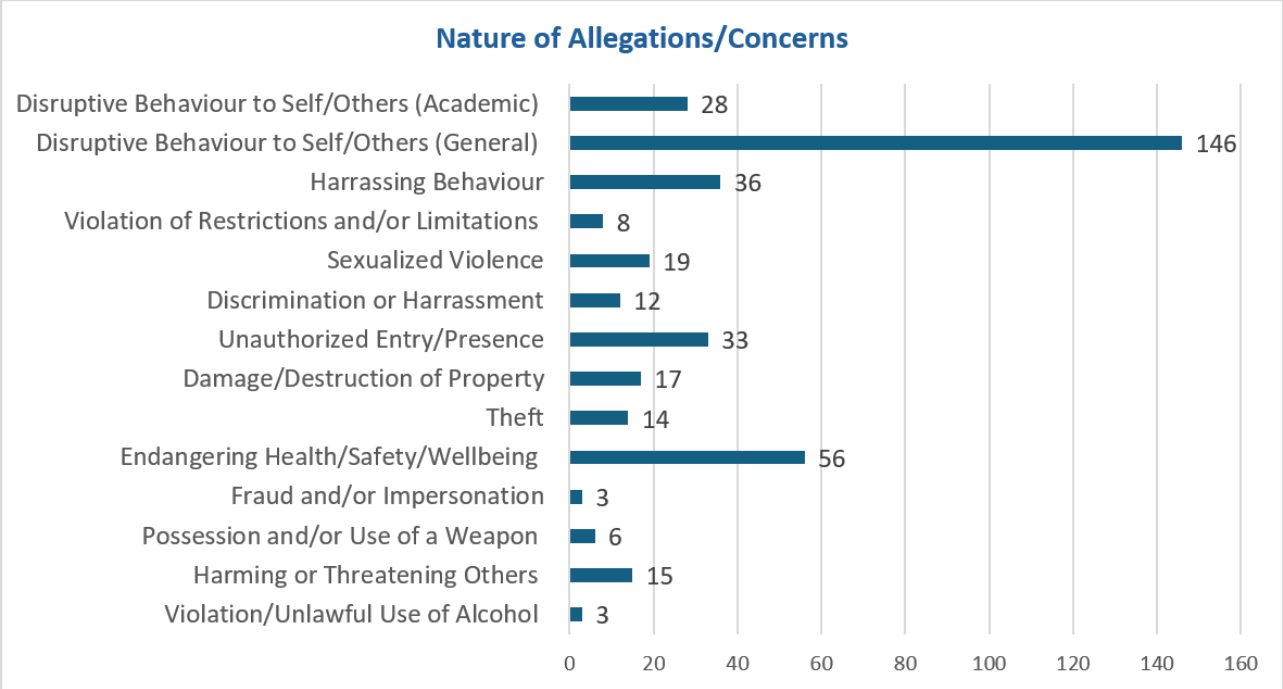


Table 1: Nature of Reported Allegations/Concerns.

Of the reported allegations, the OSL engaged in Resolution Processes for **78 unique cases** in the 2025-2026 reporting period. The allegations reviewed that did not proceed to a resolution process under Policy AC1300 were referred to appropriate

units for response under relevant policies or referred to the appropriate unit for early intervention or response with support from the OSL.

For the 2026-2027 reporting period, the OSL intends to incorporate mechanisms for reporting on the frequency and nature of early intervention and departmental support.

Resolution Processes

The following table contains information on the processes used to respond to the 78 cases of allegations and concerns under the Policy.

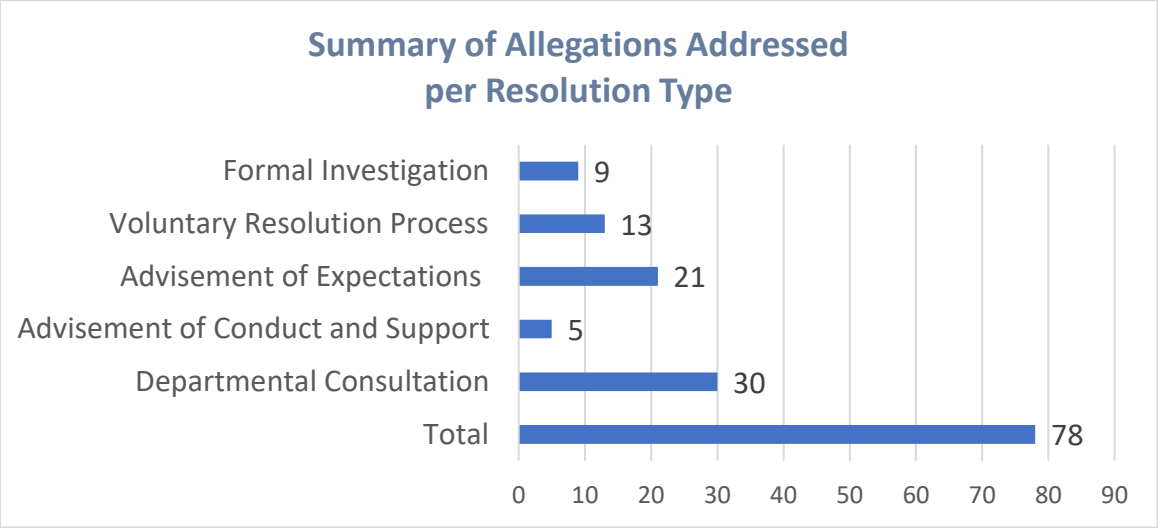


Table 2: Summary of Non-Academic Misconduct Allegations per Resolution Processes. Note: A Resolution process may address more than one reported violation of the policy.

Advisement of Conduct Expectations and Support: Where behaviours are clearly linked to unmet support needs or impactful barriers and student experiences, the OSL may prioritize a connection to support and wellness resourcing to resolve the concerns. This approach is paired with clear communication about behavioural and community expectations in a manner that considers underlying support needs.

Advisement of Expectations: To address low-impact behaviours, or those already addressed under a different process, the OSL may choose to remind students of community expectations and discuss the concerns in a manner that does not require further process or outcomes.

Voluntary Resolution Process: Where possible and appropriate, and where the student has taken accountability for their actions, the OSL may engage a voluntary process to arrive at agreed-upon sanctions under the policy.

Formal Investigation: When appropriate, the OSL will initiate a formal investigation into a student's alleged conduct. Based on the findings and decision, the OSL may apply minor sanctions or make a recommendation for major sanctions.

Departmental Consultation: The OSL supports early intervention and guidance to academic and other university units by providing education, consultation, and support to address non-academic conduct concerns. This approach serves to resolve concerns through early intervention strategies such as expectation-setting and connecting students to appropriate supports and resources.

Notes regarding allegations and resolution processes:

- In 2025-2026, the OSL initiated 78 Resolution Processes which reflects an increase from 73 during the 2024-2025 reporting period.
- Advisement of Expectations processes decreased from 44 in the 2024-2025 year to 26 in the current reporting year. Departmental Consultations (not previously tracked prior this year) accounted for 30 resolution processes.
    - These shifts reflect a changing emphasis in Resolution Processes towards early intervention and departmental collaboration to address concerns at an early stage.
- A student may be investigated under the Policy for multiple allegations.
- Both formal investigations and voluntary resolution processes most often involve allegations of disruptive behaviour. This behaviour predominantly included concerns related to threats of harm to self or others, possession of weapons, theft, and unauthorized access.
- Most formal investigations and robust voluntary resolution processes involve students who require complex support and intervention. As a result, many of these cases require significant resourcing, collaboration across campus partners, and time to reach a resolution.
- The reported number does not adequately reflect the progressive disciplinary nature of some of these files, whereby a student may interact with multiple processes under the Policy.

Process Findings

The primary function of resolution processes is to determine whether a student is responsible for the alleged behaviours. Formal processes make this determination through a thorough investigation of the facts, while voluntary processes use dialogue with students to assess accountability, insight, and personal responsibility.

The table below outlines instances in which responsibility for non-academic misconduct behaviours was confirmed through either formal or voluntary processes. In addition to cases where responsibility is confirmed, there are also advisement processes and departmental consultations, which support early resolution without a formal determination of responsibility.

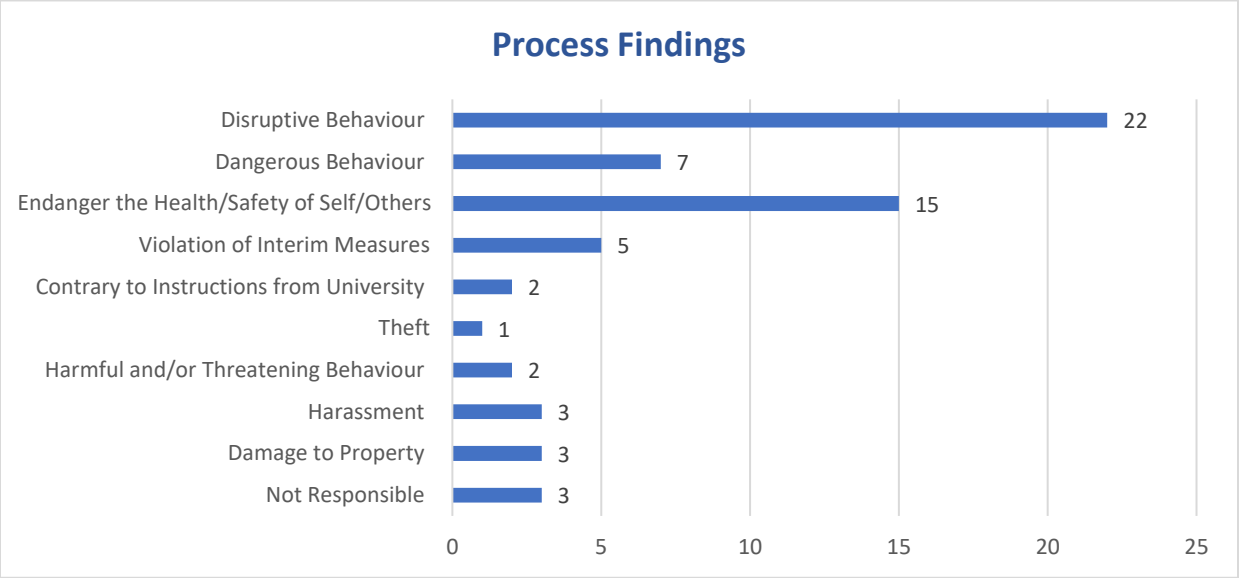


Table 3: Summary of formal and voluntary resolution process findings. Note: A resolution process may result in more than one finding. This summary does not include processes that were initiated in this reporting period but have not yet concluded.

Consultation and Collaboration

The following table demonstrates the frequency with which the OSL consulted and collaborated with various campus departments to resolve non-academic conduct matters.

Consultation includes reviewing reports of student conduct concerns, assessing the Policy/contract options for response, and determining the most appropriate resolution pathway. The OSL plays a key role in evaluating process options and making recommendations on the preferred approach to support student and community wellbeing, appropriate outcomes, and alignment with policies and best practice. Academic and non-academic units across campus are invited and encouraged to seek consultation from the OSL when concerns arise in a particular context including classroom and academic settings, residence, athletics, or social spaces.

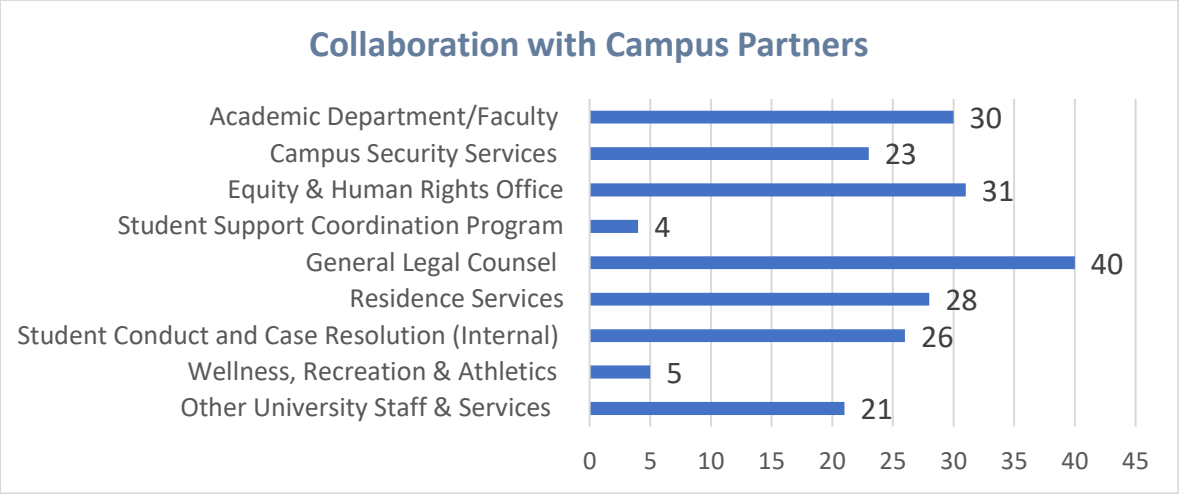


Table 4: Collaboration with Campus Partners.

Interim Measures

Non-academic misconduct processes under Policy AC1300 operate in accordance with the university's Response to At-Risk Behaviour (Policy SS9125), which provides a framework for the university to respond immediately to at-risk behaviour.

Students demonstrating high-risk behaviour, including risk to individuals or property, may have interim measures imposed to mitigate the associated risks and impact to community while the matter is being addressed. Examples of interim measures include restrictions to university spaces, expectations of no contact, and behavioural expectations. Interim measures typically remain in place throughout the duration of a non-academic misconduct process, or other resolution process, until such time that they are replaced or removed by process outcomes. Cases with interim measures tend to be complex, as they can require extensive and time-sensitive coordination with campus and community partners, responses to unexpected circumstances, and management of interim measure breaches.

During the 2025-2026 reporting period, the Student Conduct and Case Resolution team applied interim measures in **14 cases, under AC1300 and other policies including GV0245 and GV0205**. *Appendix A* includes further information about Policy SS9125 and trends and statistics as it relates to the OSL's application of interim measures.

Student Support Pairings

The OSL offers students participating in non-academic misconduct processes opportunities to be paired with Student Support Coordinators (SSC) from the OSL's Student Support Coordination Program. SSCs can provide help with navigating conduct policies and procedures, assist students to bring forward questions or concerns to the appropriate contact, act as a liaison with investigators, offer emotional and practical support during conduct meetings, and offer referrals to other university and community-based resources.

During the 2025-2026 reporting period, **44 students** opted to work with Student Support Coordinators throughout their process. This is an increase of **57%** from the 2024-2025 reporting period.

Outcomes and Sanctions

Decisions on appropriate sanctions for confirmed misconduct are based on numerous considerations, including:

- The seriousness and impact of the respondent's conduct on the university community, a university activity or the university's reputation or property
- Whether the incident is isolated
- Whether the incident was inadvertent or deliberate
- Whether other university policies were violated
- Related financial costs
- Other mitigating factors

In the 2025-2026 reporting period, a total of **102 outcomes and sanctions** were applied as a result of conduct resolution processes.

In acknowledgement of emerging trends, the OSL has applied behavioural expectations in many cases. This approach allows for dialogue, coaching, and clear instruction related to appropriate behaviour on campus in a manner that can respond to specific circumstances and the different stages of student development.

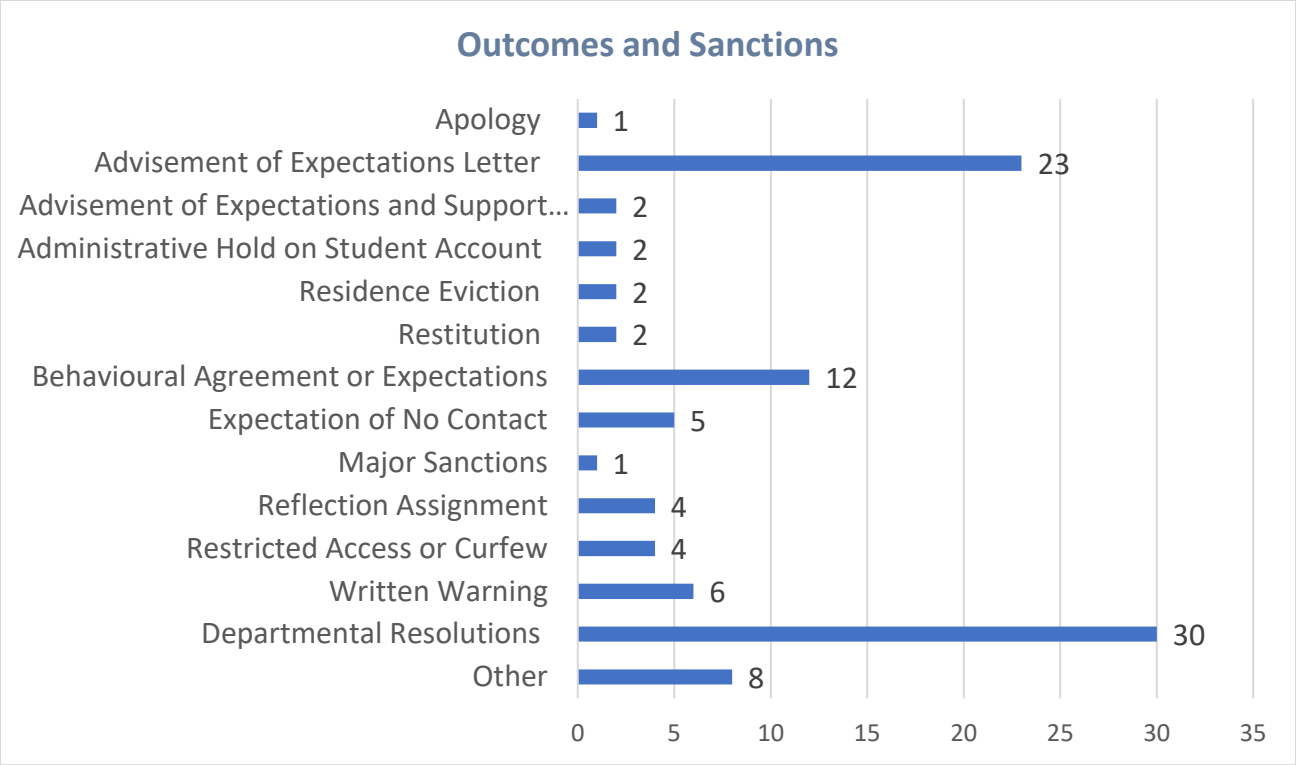


Table 5: Summary of Conduct Process Outcomes and Sanctions.

Based on the timing of when this report was prepared, not all cases included in this report have reached a resolution and, as such, no information on the outcome is available.

Appeals

A Respondent may appeal a decision or action taken by the university under Policy AC1300, provided that sufficient grounds exist in accordance with formal appeal procedures.

No appeals of decisions under AC1300 were submitted during the 2025-2026 reporting period.

2025-2026 Trends

Conduct trends observed by the OSL during the 2025-2026 reporting period reflect a continuation of the trends from the previous reporting period. These trends have resulted in increased focus and outcomes in the following areas:

Voluntary Resolution Processes: The OSL continues to prioritize engaging students in Voluntary Resolution processes to address non-academic misconduct concerns

whenever possible and appropriate given the nature of the concerns. Students continue to demonstrate a high degree of engagement and willingness to work directly with the OSL to navigate student conduct matters even where concerns, and subsequent outcomes, may be significant. To arrive at mutually agreed upon outcomes, this process includes engaging students in dialogue related to their behaviour and impacts, support needs, and expectations for participation in university life. This typically includes a combination of outcomes aligned with what would be considered minor sanctions under Policy AC1300. This approach allows for a more student-centred process and outcomes that promotes meaningful engagement and accountability from the student wherever possible. This approach has also been found to be most appropriate for students whose behaviour may result from complex circumstances, mental health considerations, disability-related barriers, or stressors that can be navigated with support and carefully designed dialogue. For the most complex files involving disability-related behaviours, in the 2025-2026 year the OSL contracted the support of a Behavioural Interventionist to provide specialized support and consultation.

Online Activity

In recent years, the OSL has received an increasing number of complaints involving online behaviour that is not captured within the scope of Policy AC1300. The updated Policy includes more explicit language regarding scope related to online activity with the goal of clarifying the expectations regarding response options by the university. Online behaviours of concern include harmful or racist messages, posts causing reputational harm, and messages that cause concern for safety. In response to this trend, the OSL continues to encourage community members to use UVic-supported platforms for online engagement related to university activities (for example, for class group chats) to ensure that a UVic policy response may be possible. The OSL has also consulted with other units to begin exploring options for response to community concerns that can provide meaningful support and guidance where a policy response is not available.

Faculty and Department Consultation: The OSL continues to see a significant number of referrals and requests for consultation from faculties and departments across campus for student conduct concerns within their context. This often includes discussing strategies for responding to disruptive behaviours impacting the learning environment and/or a student's ability to progress in their program. These matters may be addressed under the Policy and, often, the OSL provides support, information, and language to assist departments to respond under the Academic Calendar (i.e. classroom management) or the unit's respective policies.

Complex Student Considerations: The OSL works with a significant proportion of students with complex support needs resulting in ongoing disruptive or dangerous behaviours. This leads to case files that are longer term in nature, require more resourcing and support and have more complex pathways to resolution. These students often demonstrate ongoing behaviours, paired with reduced insight and awareness, driven by underlying support needs such as complex mental health issues. These students require processes and response models that are accessible, supportive, and interdisciplinary. This trend results in an increasing number of files that take many months before reaching a resolution. Additionally, the OSL has noted an increase in students whose behaviour is reported by multiple units due to the impact in a variety of academic and non-academic spaces. This requires extensive inter-departmental collaboration to achieve positive and sustainable outcomes.

As a result of this trend, the OSL has been working to develop strategies to support these students, including one on one coaching, behavioural intervention and behavioural coaching frameworks, individualized action plans, and working with academic units to ensure expectations are consistently applied. Moving forward, the OSL will continue to build strategies and frameworks for responding to complex behavioural concerns in collaboration with campus partners.

Impactful Global and Local Context: Similar to the 2024-2025 reporting period, the OSL reviewed concerns and worked with several students to navigate impacts and circumstances related to challenging geo-political global events and stressors. The collective impacts of global events and tensions were apparent in reports referred for review, challenges faced by campus partners and academic units, and collaborations across campus. Further, the OSL noted a significant number of students who shared perspectives and impacts related to financial stressors, changes to immigration policy, racial considerations, housing scarcity, and other systemic concerns during their engagement in conduct processes. These needs are evidenced by the 57% increase of students requesting to work with a Student Support Coordinator during their conduct process from the 2024-2025 to 2025-2026 reporting periods. As a result, the OSL continues to identify the need for a robust and integrated support model for students engaging in the conduct system.

Response to Trends

In response to the identified trends, the OSL plans to:

- Research, develop, and propose structures and strategies for addressing

complex behaviours that may be rooted in mental health or personal barriers that would benefit from robust intervention strategies as an alternative/complement to disciplinary action. This includes proposed development of behavioural intervention frameworks, a diversified port folio with dedicated staffing, and the integration of structured assessment tools.
- Continue working with key campus partners, including Campus Security, Residence Services, and Student Wellness Centre, to identify and implement opportunities for procedural updates and opportunities for addressing complex student matters and sharing of resourcing.
- Develop further relationships with faculty and departments to respond to non-academic behavioural concerns occurring in the academic environment.
- Introduce a resource and information site for faculty and staff to support capacity-building and early intervention.
- Continue to expand resourcing options as well as learning and accountability resources for students related to the outcomes of resolution processes under the Policy.
- Build capacity in the OSL, to the extent possible, to have deeper capacity for supporting students and their families as well as the university community when navigating conflicts and impactful circumstances.

Appendix A: Response to At-Risk Behaviour (Policy SS9125)

The university's Response to At-Risk Behaviour (Policy SS9125) is intended to provide a framework for the institution to respond immediately to at-risk behaviour. In general, Policy SS9125 may be applied where any community member is exhibiting high-risk behaviour that requires an institutional response with leadership from Campus Security. Several units may be involved in the application and administration of the policy, and a list of administrative authorities is contained within the policy.

Student Affairs, and the OSL as the primary delegate, is the administrative authority under Policy SS9125 for responding to students registered or actively participating in degree-seeking programs for behaviours occurring outside the classroom environment. The OSL plays a key role in determining appropriate interventions and applying interim measures in response to the at-risk behaviour, managing the interim measures, and consulting with Campus Security to address ongoing safety needs for the student and broader community. These behaviours often also fall under Policy AC1300 and the OSL is also often involved in the long-term resolution process to address the concerns.

In recent years, the OSL has witnessed an increase in the complexity and risk associated with concerning student behaviours. As such, a significant amount of resourcing and consultation is required to appropriately manage students exhibiting at-risk behaviour. The OSL continues to focus on establishing pathways under Policy SS9125 to introduce health-based interventions where behaviours may be resulting from underlying mental health concerns.

Additionally, the updated Policy AC1300 has introduced Provisional Administrative Measures that may be applied to manage interactions between parties to a process, mitigate risk of ongoing behavioural concern, and preserve the integrity of a Resolution Process. Though Provisional Administrative Measures do not replace the need for Interim Measures where there is an identified safety risk, this introduction will provide the university with more depth of options in responding to ongoing concerns. The 2026-2027 report will include data regarding Provisional Administrative Measures and any impacts or considerations related to Interim Measures.

According to Policy SS9125, at-risk behaviour is behaviour that:

- involves unlawful, dangerous, or violent conduct
- leads to a reasonable belief that the safety or security of any person(s) is threatened, whether or not the threat was communicated to such person(s)
- leads to a reasonable belief that the individual engaging in the behaviour is at imminent risk of harm or self-harm
- leads to a reasonable belief that the safety of property is threatened

Interim Measures

Interim measures, applied under Policy SS9125, means restrictions on a student's ability to enter upon or to carry out activities upon university premises, or their ability to exercise university privileges. Interim measures are not intended to be disciplinary in nature and are instead focused on addressing concerns to safety and well-being. When applying interim measures, the OSL aims to balance a student's access to learning and community spaces while also addressing risks to self, others, and property. To determine the appropriate measures, and potential impacts, the OSL consults with campus partners including Campus Security and General Counsel.

In the 2025-2026 reporting period, the OSL was involved in administering

interim measures for 14 students who were reportedly engaging in at-risk behaviour. These behaviours were alleged to be dangerous and presented a risk to the safety and well-being of community members.

Interim measures applied during 2025-2026:

- 12 cases involved restricted access to areas or all of university property
- 7 files involved a relocation from the Residence Complex
- 11 cases involved an Expectation of No Contact with another community member
- 14 files involved Behavioural Expectations

Interim Measures applied under Policy SS9125 are designed to address safety concerns and may include the following:

(IX) Restriction from accessing all or parts of campus (for example, the Residence Complex, CARSA, or specific buildings)

(X) Expectations of No Contact

(XI) Residence Room Relocation or Removal from on-campus Residence

(XII) Behavioural Expectations

(XIII) Requirement for online learning

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

Date: November 16, 2026

To: Operations and Facilities Committee

For: Information

From: Carrie Andersen, University Secretary

cc: President and Vice-Chancellor

Meeting Date: December 1, 2026

Subject: Equity and Human Rights Annual Report 2025/26

Background:
The Equity and Human Rights (EQHR) annual report informs the Board of Governors and university community of the annual activities of EQHR. The report summarizes the work of EQHR to advance the mandate of the office, in supporting the institutional Strategic Plan, Indigenous Plan, the Equity Action Plan, and the implementation of university policies. The report also responds to the legislative requirement that the university president of a post-secondary intuition report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy (Sexual Violence and Misconduct Policy Act, section 6.2).

Executive summary:
The report covers a summary of work by EQHR from September 1, 2025 to August 31, 2026. In this time, EQHR expanded foundational education, strengthened policy implementation, and institution-wide equity initiatives.

Key achievements included developing UVic's Framework for Relational Practice, releasing the first Equity Action Plan progress report (Snapshot 2025), adding the Indigenous Standards of Practice to the Discrimination and Harassment Prevention and Response Policy, streamlining equity review processes, and advancing initiatives related to Black inclusion and flourishing, and 2SLGBTQIA+ inclusion.

The reporting year also saw increased demand for EQHR services, with more Disclosures of Discrimination, Harassment, and Sexualized Violence, reflecting both growing awareness of supports and increasingly complex community concerns. In response, EQHR continued to

prioritize expanding foundational education as prevention, restorative approaches, and coordinated institutional responses. EQHR delivered about 110 training sessions reaching ~3,100 participants, supported 154 consultations, and increased awareness of Discrimination, Harassment, and Sexualized Violence prevention and response resources across UVic.

Looking ahead, EQHR will focus on implementing the updated Equity Action Plan, developing of a Black Inclusion Implementation Plan, strengthening policy processes, expanding online courses, and using Better Data insights to support evidence-informed decision-making across the university.

Planned Further Action:
To post publicly on the Equity and Human Rights website

Basis for Jurisdiction:
University Act, s. 27
Board procedures, s. 8.1
University of Victoria's Strategic Plan | Sʔeyəɬenxʷ | S,ÁEŁA'NW̱ | When things are in harmony
University of Victoria's Equity Action Plan
British Columbia Sexual Violence and Misconduct Policy Act

Attachment(s): EQHR Annual Report 2025-2026.pdf



EQUITY AND HUMAN RIGHTS ANNUAL REPORT 2025/26

This report provides an overview of Equity and Human Rights' (EQHR) operational work between September 1, 2025 to August 31, 2026.

UVIC | Equity and Human Rights

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Table of contents

Table of contents **1**

What we do **3**

Culture building 4

Institutional navigation 4

Coordinated policy response 4

Institutional equity and systems change 4

Culture building **5**

Leading institutional efforts to build an inclusive culture 5

UVic's Framework for Relational Practice 5

Anti-oppression education 6

Equity Lens ABCs 6

Increasing Equity in Decision Processes 7

Discrimination and harassment education and prevention strategies 7

Sexualized violence education and prevention strategies 8

5 Days of Action: 365 Days of Commitment 10

Institutional navigation **11**

Coordinated policy response **11**

Discrimination and Harassment Prevention and Response Policy (GV0205) 11

Sexualized Violence Prevention and Response Policy (GV0245) 16

Institutional equity and systems change **19**

The Equity Action Plan 19

The Better Data Project 19

Employment equity—Revised goal setting process 20

Equity Reviews 20

Supporting equity committees 21

Black inclusion and flourishing at UVic 21

Working Group on Islamophobia, anti-Palestinian racism and related forms of discrimination 22

2SLGBTQIA+ inclusion on campus 23
Partnering with the Vice-President Research and Innovation portfolio 24
Looking ahead 25

What we do

Equity and Human Rights (EQHR) at the University of Victoria (UVic) is the strategic unit for advancing human rights, equity, and building a campus culture grounded in consent, respect and UVic's shared values and commitments as set out in the Strategic Plan and the Indigenous Plan. Our work is a core component of UVic's academic mission, advancing the learning and working environment for students, staff and faculty. The EQHR team designs, implements, and coordinates institutional policies, plans and practices that embed human rights, equity, and anti-oppressive practice across the university's academic and administrative contexts. This work is carried out by a multidisciplinary team with expertise in human rights, sexualized violence prevention and response, policy design, research excellence, data analytics, communications, and case management.



Photo 1: 5 Days of Action Keynote with Angela Sterritt

Our work operates across four interconnected areas, each essential to an inclusive university where everyone feels a sense of belonging.

Culture building

Creating a supportive teaching and learning environment, partnering with our communities, and translating research into knowledge and action all begin with how we relate with one another. Through foundational initiatives and timely educational sessions, EQHR creates the foundation for equitable learning, respectful collaboration, and community wellbeing across the university.

Institutional navigation

EQHR provides accessible information and support to help community members understand their rights, options, and the processes available to them. We provide confidential advice, support coaching and early resolution, assist with safety planning, and connect people with the on and off campus services and resources that best meet their needs.

Coordinated policy response

When concerns require a policy response, EQHR provides fair, timely, and coordinated case management. We assess concerns, explain and facilitate resolution pathways, and coordinate appropriate institutional responses where appropriate. EQHR oversees voluntary and formal processes under the Discrimination Harassment Prevention and Response Policy and the Sexualized Violence Prevention and Response Policy for all members of the university community.

Institutional equity and systems change

UVic requires equitable systems to fulfill its academic mission fairly and with the full participation of all members of the university community. EQHR leads the implementation of the institutional Equity Action Plan, working with units and leaders to shift their practices to align with institutional commitments. We design equitable approaches to recruitment and retention and identify and remove systemic barriers. EQHR helps units assess patterns and make informed decisions, identifying opportunities for improvement. By integrating equity considerations into governance, planning, and everyday practice, EQHR advances UVic's ability to fulfill its academic mission.

Culture building

Leading institutional efforts to build an inclusive culture

In 2025/26, EQHR staff facilitated approximately 110 training sessions, reaching nearly 3,100 participants across the university. These sessions included anti-oppression education, anti-racism foundations, discrimination and harassment prevention, sexualized violence prevention, and inclusive practices. EQHR is also expanding online learning modules to community members who are traditionally harder to engage, such as sessional instructors, grant-funded employees, graduate students, and others whose roles or schedules make in-person training less accessible.

UVic's Framework for Relational Practice

In 2025, EQHR and Office of the Vice-President Indigenous' Director of Institutional Capacity Building, alongside the Culture Change Advisory Council, made up of academic and non-academic leaders, created and are advancing UVic's Framework for Relational Practice. The Framework is comprised of 21 core values and aims to:

- Clarify what UVic's values are when it comes to relationality and collegiality.
- Actively engage community members in creating a culture where we meet our collective pledge to ʔetalnəw̓əl̓ | ÁTOL,NEUEL — respect the rights of one another and be in right relationship.
- Foster open, respectful communication, where differences are approached with curiosity, not defensiveness.
- Build capacity and confidence to engage in honest, and at times uncomfortable, conversations about identity, privilege, power and equity.
- Increase transparency and build mutual trust to support stronger collaboration and meaningful accountability.
- Cultivate a culture of care and collegiality, where kindness, empathy and mutual support are valued and practiced.
- Create space for compassion in our daily interactions.

The values in the Framework come from the teachings shared by local Elders and outlined in the Indigenous Plan, as well as the objectives articulated in UVic's Strategic Plan. Building a shared understanding of these relational values and actively carrying them into our daily interactions with one another strengthens relationships and creates the conditions for more collaborative, effective, accountable, and meaningful work. These

values support the success of our academic programs, plans, projects, and goals, while helping us uphold our collective commitments.

We spent 2025 socializing the idea of the Framework to UVic academic and non-academic leaders. There is now considerable uptake with many implementation sessions planned across the campus in the 2026/27 school year. A website providing information about, and tools for the implementation of the Framework will launch in September 2026.

Anti-oppression education

In 2025/26, EQHR completed a significant redesign of its anti-oppression education program. Drawing on participant feedback and lessons learned from previous offerings, the program was restructured into a three-workshop series, launching October 2026.

1. Kil Daagwiiyaay – "Strong Voice": Rematriation as Resistance
2. Kil Kaahl$_{G}$alangdal – "Hear Someone's Voice Before You See Them": Anti-Oppression Key Principles, Knowledges, and Equity-Focused Action-Based Frameworks
3. Xidsii, K'iiwaat'as, Tlay.yad – "Under, Over, Everywhere": Centering 2LSGBTQIA+ Knowledges in Anti-Oppression Work

Together, the workshops explore anti-oppression principles, Indigenous knowledges, rematriation, decolonization, anti-racism, accountability, and 2SLGBTQIA+ inclusion. The program is designed for students, staff and faculty and can be tailored to meet the needs of specific audiences.

Nanaay Gyaatl'l dii ga ("Grandmother is Sewing") has become an annual offering connected to Orange Shirt Day and the National Day for Truth and Reconciliation and continues to support learning related to colonialism, reconciliation, and the Truth and Reconciliation Commission Calls to Action.

During 2025/26, EQHR also piloted Digging up the Invasive Roots of Racism: Foundational Knowledges. The workshop was developed as foundational anti-racism education and will relaunch in fall 2026 in both in-person and asynchronous formats.

Equity Lens ABCs

The Equity Lens ABCs is a tool designed to support individuals, units and teams in the intentional thinking and action required to apply equity considerations to their everyday work.

In addition to sessions listed on learning central each semester, this year, EQHR facilitated tailored sessions for two Senate committees, the Faculty of Education, the Division of Continuing Studies, the Department of Chemistry and the researchers working on

Accelerating Community Energy Transformation (ACET). EQHR also provided education and coaching for the Presidential Search Committee based on the Equity Lens ABCs.

Building on participant feedback and growing interest across campus, EQHR has begun updating the Equity Lens ABCs resources and web content to enhance accessibility, relevance, and usability for a broader range of audiences. This work aims to expand the tool's reach and support its application across diverse campus contexts, helping to strengthen equity-informed practices throughout the university.

Increasing Equity in Decision Processes

EQHR is nearing six years of offering the online course, Increasing Equity in Decision Processes, which is required for all who serve on Faculty Appointment, Reappointment, Promotion, and Tenure (ARPT) committees.

The course is now complemented by the *ARPT Committee Support Workbook*, a OneNote downloadable document that walks through the requirements—both related to equity integration and administrative deadlines—at each stage of ARPT processes. Developed in collaboration with Faculty Relations, this document enables committee members and chairs to track their progress through ARPT processes, acting as a checklist to ensure the principles taught in the course are embedded into practice. The Workbook is paired with the Guide to Faculty and Librarian Recruitment, now available in this format as well, for easy access to both essential documents.

Together with support for Faculty Relations and individual faculty members, EQHR has continued work on a second course for ARPT committees which is currently in development. The new course will address equity considerations at specific stages in ARPT processes as well as consider emergent issues for committees. Once complete in 2027, this course will be available as a recertification option for committee members.

Discrimination and harassment education and prevention strategies

As 2025/26 was the first full year following implementation of the revised Discrimination and Harassment Prevention and Response Policy, EQHR prioritized developing and piloting updated training materials to support consistent policy application across the university.

The education and training has been designed to help University Community Members understand their rights and responsibilities, recognize discrimination and harassment, respond appropriately to disclosures and concerns, and understand available resolution

and support options. This training included information on significant updates to the policy, such as the inclusion of Systemic Discrimination.

In 2025/26 EQHR delivered 8 trainings for faculty and staff, totaling 115 participants. These trainings were delivered in academic units. Staff and faculty shared that they leave the sessions feeling more confident identifying and responding to Discrimination and Harassment and more aware of the referral processes and supports available through EQHR.

Sexualized violence education and prevention strategies

EQHR provided a total of 66 in person sexualized violence prevention workshops reaching a cross section of 1357 UVic students, staff and faculty. Since the launch of the Sexualized Violence Prevention 101 asynchronous training in July 2025, 1169 students have completed the online program. The more recently launched, Let's Talk About Consent, reached an additional 484 students. The asynchronous version of Active Bystander Intervention will launch in fall 2026.

This past year, in partnership with Faculty Relations, EQHR launched a mandatory asynchronous course for all faculty and librarians, Professional Responsibilities in Power over Relationships. The course is open and available to all staff and sessional instructors as well.

Current tailored workshops for students, staff and faculty include:

- Sexualized Violence Foundations Series – a 3-part series covering definitions and root causes of Sexualized Violence, responding to disclosures, consent, and bystander intervention.
    - Part 1: Sexualized Violence Prevention 101 (available online)
    - Part 2: Let's Talk About Consent (available online)
    - Part 3: Active Bystander Intervention Training
- Sexualized Violence Prevention & Response Training (staff/faculty) – a session on responsibilities under UVic's policy, including how to receive disclosures and support survivors.
- Engaging Men Program – a 6-week leadership program supporting men in building healthy relationships, understanding consent and practicing accountability.
- Engaging in Trauma-Informed Practice (staff/faculty) – training on applying trauma-informed approaches to SV prevention and response.
- Spotlight on Inclusion – training for performing arts students (actors, stage crew, directors) on preventing and responding to sexualized violence, discrimination and harassment.
- Social and Professional Competency Training – for graduate students and teaching assistants, focusing on responsibilities under UVic's Sexualized Violence Prevention

and Response Policy and UVic's Discrimination and Harassment Prevention and Response Policy.
- Power, Privilege and Accountability – an interactive workshop for leaders and supervisors on the role of power and privilege in conflict and leadership.

Job specific training continued for key campus units like Campus Security and Residence Services.

Partnerships and engagement

This year, the Sexualized Violence Resource Office (SVRO) reformed the Sexualized Violence Advisory Council (SVAC), a group of undergraduate and graduate students, staff and faculty who provide feedback and consultation on programs, events and campaigns related to sexualized violence prevention at UVic. The SVAC meets quarterly and has discussed topics such as the Engaging Men Program, harm reduction and substance facilitated sexual assault, and responses to intimate partner violence.

The SVRO continued to work with offices and student advocacy groups, including the Anti-Violence Project, the Consent and Care Collective in the Office of Student Life, the Student Wellness Centre, Campus Cousins and the International Centre for Students, to promote awareness building events including Consent Awareness Week in September and Cultures of Care Week in February. Collaborative events included Community Day during Consent Awareness Week, where community organizations were invited on campus to raise awareness of resources available for students, and a resource fair during Cultures of Care Week to highlight resources on campus related to consent, self-care and healthy relationships. These partnerships provide greater awareness of resources and supports available for our campus community.

The Consent Coalition (composed of the groups mentioned above) continued to meet monthly to provide a community of practice space for student leaders and student-facing staff doing sexualized violence prevention work on campus.

Additionally, the SVRO worked with offices across campus to draft and publish an Intimate Partner Violence Statement of Commitment. An Intimate Partner Violence Coordinated Response Working Group has been formed to develop protocols for inter-departmental coordination and a shared risk screening tool over the next academic year.

5 Days of Action: 365 Days of Commitment



Photo 2: 5 Days of Action's number art display in front of Petch Fountain

UVic's 8th annual 5 Days of Action: 365 Days of Commitment took place on October 25-31, 2025. The free week-long event is a collaborative event to amplify the efforts of groups, units and organizations on and off-campus and come together in our shared commitment to a more diverse, inclusive and equitable campus 365 days of the year.

This past year's engagement strategy led to 24 UVic group sponsors and 27 organized events during the week. Collaborators included representation from Vice-President portfolios, faculties, employee union groups, administrative units, student unions, student clubs, affinity groups, and institutional working groups.

In addition to organizing the week, EQHR arranged:

- a keynote presentation with Angela Steritt in partnership with the Office of the Vice-President Indigenous. Angela is an award-winning investigative journalist and national bestselling author from the Gitxsan Nation.
- 'Equity in Action: Collaborate, Share, Grow' an internal networking event for equity leaders in departments and units to explore ways to support and strengthen collective efforts to dismantle barriers and make UVic a place where everyone can feel a sense of belonging.
- training sessions related to foundational knowledges to equity, diversity, and inclusion, and in understanding consent.

Thanks to collective effort, programming for 5 Days of Action covered themes of anti-oppression, systemic inequity, bystander intervention, gender expression and identity,

2SLGBTQIA+ history, achieving equity-related goals, collective care, disability and neurodiversity awareness, Indigeneity, Indigenous rights, reconciliation, Black flourishing, actions against Islamophobia, anti-racism, underrepresentation in music, sexualized violence prevention, consent, equitable hiring and retention, and international student supports.

Institutional navigation

EQHR serves as a central point of contact for University Community Members seeking information, support, or options related to discrimination and harassment or sexualized violence. University community members connect with EQHR for confidential advice, coaching, safety planning, referrals, and information about available university processes and supports. EQHR works closely with partners across the university, including Faculty Relations, Human Resources, Student Affairs, and staff and student unions, to help individuals access the resources most appropriate to their circumstances.

Consultations are the first point of contact with EQHR and provide an opportunity for individuals to better understand their options before deciding whether to pursue any further action. Many consultations result in referrals, coaching, support, or information sharing, while others may lead to disclosures or policy-based processes. Individuals may also make a disclosure and choose not to pursue any further action at that time.

In 2025/26, EQHR conducted 154 consultations. These consultations reflected a range of needs, including information about university policies, support navigating workplace or learning concerns, referrals to campus and community resources and assistance exploring possible resolution pathways.

Coordinated policy response

Note: terms used in direct reference to the definitions in their respective policies are capitalized.

Discrimination and Harassment Prevention and Response Policy (GV0205)

The statistics cited below reflect Disclosures received by EQHR under the Discrimination and Harassment Prevention and Response Policy (D&H Policy) in 2025/26 and the process options engaged.

Processes under the D&H Policy in 2025/26

Process options	Count
First-person Disclosures	91
Third-party Disclosures	12

Engaged in an informal process (record only)	72
Requested a Voluntary Process	16
Reports received (to initiate investigation; unique)	5
Reports accepted for investigation	2

Overall, there was an increase in the number of Disclosures under the D&H Policy from the previous year. There was also an increase in Consultations without a Disclosure, as we have supported several community members in learning more about the policy options and supports through EQHR before supporting others in making a Disclosure. Notably, EQHR observed an increase in Disclosures from units where training has been conducted on the D&H Policy.

This year saw a decrease in the number of Reports received to initiate an investigation. However, due to the amount and the complexity of formal cases carried over from the previous year, the overall number of ongoing investigations was similar.

Types of incidents

As indicated in the table below, most Disclosures involved Personal Harassment (43) and Discriminatory Harassment (34), with recurring themes of bullying, exclusion, and hostile communications, across multiple units and levels of power. Allegations of discriminatory behaviour were present in 69 of the 91 Disclosures, comprised of Discriminatory Harassment (34), Personal Discrimination (31), and Systemic Discrimination (4).

Types of Disclosures in 2025/26

Category*	Count	% of total Disclosures
Personal Harassment	43	48
Discriminatory Harassment	34	37
Personal Discrimination	31	34
Systemic Discrimination	4	4

*Categories are not mutually exclusive and Disclosures may include allegations in multiple categories.

Systemic Discrimination

Following the inclusion of Systemic Discrimination in the revised Policy, the University established processes to receive and respond to reports of Systemic Discrimination. In 2025/26, the President appointed an Assessment Team to evaluate and lead Systemic Discrimination Review Processes. During the reporting period, the Assessment Team received one Report of Systemic Discrimination. The Review is ongoing.

Protected Characteristics

The Protected Characteristics identified in the policy are based on the personal characteristics protected under the British Columbia Human Rights Code and Canadian Human Rights Act and include, among others, race, Indigeneity, disability, religion, sex, sexual orientation, gender identity or expression, and age.

Because of intersecting identities and experiences, files can cite multiple grounds; as a result, counts exceed the total number of Discrimination-related Disclosures.

Discrimination-related Disclosures in 2025/26

Protected Characteristic	Count	% of Discrimination-related Disclosures (n = 69)	% of all Disclosures (n = 91)
Gender	22	32	24
Disability	21	30	23
Race	19	28	21
Indigeneity	5	7	5
Religion	5	7	5
Other	17	25	16

The “other” category (17) captures additional Protected Characteristics where counts were too small to report separately.

Impacted parties

Faculty and librarians continue to be the most common group to make a Disclosure to EQHR, and they also make up the largest group of respondents. This demonstrates the need for continued support and training around conflict resolution and respectful communication for faculty and librarians. Yet, this year saw a significant increase in student Disclosures, particularly in undergraduate students, more than doubling from last year (8/20). EQHR continued to receive a substantial volume of third-party Consultations from university community members, often unit leaders, seeking guidance

on how to support those affected and to clarify their responsibilities under UVic policies and procedures.

Impacted party affiliation in 2025/26

Impacted party affiliation	Count	% of total
Undergraduate students	20	22
Graduate students	16	18
Faculty & librarians	20	22
Staff	32	35
Other	3	3

Note 1: Some individuals hold more than one role at UVic, and incidents may be relevant to both of their roles.

New policy addition: Indigenous Standards of Practice (ISP)

In August 2026, the first Indigenous Standards of Practice (ISP) for the D&H Policy was approved. The ISP was developed by a committee of Indigenous staff and faculty, supported by EQHR staff, and informed by engagement with Indigenous students, staff, and faculty at UVic.

The ISP establishes specific considerations, expectations, and practices to guide the application of the Policy when working with Indigenous University Community Members. The Standards reflect UVic's commitment to ensuring that Policy processes meaningfully respond to the experiences of Indigenous Peoples and support a distinctions-based approach.

With approval complete, implementation planning is underway, and training on the ISP will begin in 2026/27.

Observed trends

Types of cases

This year we saw an increase in complex cases related to Discrimination and Harassment. The complexity was the result of multiple factors, including, but not limited to: longstanding concerns, entrenched interpersonal or unit dynamics, complaints directed to a unit/office rather than an individual and jurisdictionally ambiguous concerns. To resolve these concerns, EQHR consulted with the relevant departments, leadership and policies.

Types of complaints

EQHR saw an increase in concerns of Hostile Working or Learning Environments. Hostile Working or Learning Environments occur when inappropriate behaviours are normalized

and/or tolerated and/or where a leader fails to acknowledge and respond. Individuals brought forward complaints around toxicity, gossip, and strained collegial relationships as well as concerns about perceived bias in administrative processes. EQHR resolves these concerns by working with affected individuals, leaders, relevant University partners, including Human Resources, Faculty Relations and Student Affairs, as well as engaging external consultants when necessary.

EQHR received several Disclosures regarding Microaggressions, particularly from racialized and Indigenous staff and faculty. This reflects a greater need for support in identifying and responding to behaviours before escalation to the environment level and for exploring tools for accountability and relationality. Many impacted parties also expressed a desire for educational opportunities for their units or leaders, indicating a need for continued training and education on topics of equity, diversity and inclusion.

EQHR also noted an increase in overt discriminatory behaviour, including the use of slurs, hateful language and bullying, particularly among undergraduate students. We have observed this behaviour tending to include the use of racist rhetoric and actions and occurring within social groups, particularly in substance-facilitated contexts.

While generally out of jurisdiction of the D&H policy, EQHR received a significant number of Disclosures related to digital harassment. EQHR approaches these cases in close collaboration with the Office of Student Life, with both their student conduct and support teams.

Concerns

EQHR has observed an increase in cases where concerns were raised about procedural bias and Retaliation. Many individuals who made complaints to EQHR expressed concerns of Retaliation and reputational harm for having brought concerns forward. This often impacted the D&H Policy process individuals chose, as many did not want the Person Alleged to Have Caused Harm to be aware that they had consulted with EQHR or made a Disclosure. To address these concerns, EQHR follows the lead of the impacted party, while providing information and education around the University's stance on Retaliation/Policy commitments. This trend indicates an increased need for support around developing frameworks for accountability and conflict resolution that address power.

Types of outcomes

In contrast to last year, EQHR observed a decrease in interest in disciplinary outcomes, instead seeing an increase in informal resolution processes. In many cases, the impacted party expressed a desire for restorative and educational opportunities for the Person Alleged to Cause Harm. Conversely, many community members expressed a reluctance to engage in formal processes due to perceived risk of Retaliation or other negative impacts.

In particular, graduate students tended to express concerns about risks to their academic, financial, and professional futures. The case management team works with individuals to identify approaches that respect their autonomy while addressing safety and accountability concerns.

These themes reinforce the importance of maintaining accessible entry points to EQHR, providing clear information about policy options, and supporting early and coordinated responses. They also highlight opportunities for continued education and capacity building across the University, particularly around accountability, respectful communication, conflict resolution, and responding to Discrimination and Harassment.

Sexualized Violence Prevention and Response Policy (GV0245)

EQHR is committed to providing transparent information around the number of Disclosures and Reports made each year as part of the Sexualized Violence Prevention and Response Policy (SVPR Policy), as well as trends on the types of Sexualized Violence being reported. The Sexualized Violence Resource Office (SVRO), situated in EQHR, is the official office of record for Sexualized Violence at UVic.

UVic counts Disclosures of Sexualized Violence received through the SVRO, Campus Security, the Office of Student Life and Residence Services, as these offices are the primary intervention points for Students impacted by Sexualized Violence at UVic. The SVRO also works closely with Human Resources and Faculty Relations to collect Disclosures made by staff, faculty and librarians. This approach ensures the data collected is consistent, rigorous, and only counted once.

Types of incidents

Many Disclosures of Sexualized Violence included unwanted sexualized attention, sexual harassment, substance-facilitated sexual assault, and harassment following the breakdown of a relationship.

Impacted parties

Disclosures rose from 56 in 2024/25 to 64 in 2025/2026, with the most significant increase in Student Disclosures from 32 to 53 Disclosures. It is not surprising that more Students are aware of the SVRO and seeking support this past year as we have increased education through workshops and asynchronous online training. As in previous years, most Disclosures were made by UVic Students. The profile of the Person Alleged to Have Caused Harm is more varied.

Profiles of Disclosures of Sexualized Violence in 2025/26

Profile	Student	Staff	Faculty and Librarians	Community Members/ Alumni	Other	Total
Survivors	53	4	2	5	0	64
Person Alleged to Have Caused Harm	16	5	3	20	20	64

We use the category "Other" when the information is not shared with University staff.

In 2025/2026, we started collecting anonymous demographic data from students, staff, and faculty through the Better Data Project. Of the 64 disclosures received, we had a 38% response rate. Approximately 65% of disclosures self-identified as women (cis or trans), 15% self-identified as men (cis or trans), 10% self-identify as non-binary or gender-queer and 10% prefer not to answer. The SVRO continues to evaluate the collection of demographic data to improve response rates through the Better Data Project, alongside our self-reported data.

Policy jurisdiction

The SVPR Policy and its procedures apply to all members of the University community. UVic has jurisdiction when the incident occurred in one or more of the following circumstances:

- On property controlled by UVic;
- When the Respondent is/was in a position of power or influence over the Survivor's academic or employment status at UVic;
- At an event or activity sponsored by, or under the auspices of, UVic.

Below we identify, of the 64 Disclosures received, how many occurred within our jurisdiction ("yes") and how many did not ("no"). All Survivors, regardless of whether there is policy jurisdiction for the purposes of an investigation, are offered information, advice and support. In those instances where the Survivor does not share information about the identity or position of a Person Alleged to Have Caused Harm, we use the category "Unknown".

Disclosures found to be within Policy jurisdiction in 2025/26

Jurisdiction	Yes	No	Unknown	Total
In jurisdiction	33	22	9	64
Historical*	3	56	5	64

* A historical Disclosure is one that happened more than two years ago. In those cases where we did not know the date of the incident they are listed as unknown as to whether they are historical.

Voluntary Process

A Voluntary Process (VP) includes any process, agreed upon by all the parties, that will bring about accountability and/or closure for the parties. This may include anything from awareness and education for the Person Alleged to Have Caused Harm, to mediation, healing circles, or written behavioural or communication agreements. This year, 8% of Survivors requested a VP, with most resulting in education for the Person Alleged to Have Caused Harm and/or behavioural agreements including voluntary no-contact agreements

Core Program

In September 2025, following an increase in requests for education for the Person Alleged to Have Caused Harm, the SVRO launched the CORE Program. This violence prevention program involves an assessment of consent knowledge gaps and 1:1 educational meetings with a facilitator over 3-6 weeks covering topics such as, consent communication, the impact of sexualized violence, and taking accountability and repairing harm.

Formal Report

We received 1 formal report this year and the investigation is ongoing. The SVPR Policy website provides further information on Voluntary Processes and Reports can be found under resolution options.

Observed trends

Every person who made a Disclosure was provided information about available supports and Policy resolution options. The majority of Survivors sought support beyond recording a Disclosure, including safety planning, referrals to medical, mental health, and legal resources, and assistance with academic concessions or accommodations.

Disclosures of Sexualized Violence often involved power dynamics, coercion, and/or alcohol affecting Consent. Consistent with previous years, many survivors sought information, support, and accountability options while considering whether to pursue a Policy process.

These trends reinforce the importance of maintaining accessible support services, prevention education, and flexible resolution pathways that respond to the diverse needs and circumstances of survivors.

Institutional equity and systems change

The Equity Action Plan

The Equity Action Plan (EAP) is UVic's institutional roadmap for advancing equity across campus. In the fourth year since its launch, EQHR is focused on sharing the plan's first ever institutional report as well as reengaging our campus community on an update.

Snapshot 2025

In fall 2025, EQHR released Snapshot 2025, the first institutional report on the EAP. Using information collected in March 2025 from leaders across UVic, the report includes high-level summaries of action status by goal. Specifically, how many actions are being implemented university-wide, portfolio-wide, and at the unit level.

11 actions in the plan were marked as 'fully achieved' meaning that those actions have been fully implemented and are either complete or have sustaining efforts underway. While Snapshopt 2025 showcased the important work that took place, this progress is balanced with an understanding that there is still much work to be done.

Updating the Equity Action Plan

Since the plan's launch in 2022, the context both on and off campus has shifted and since an equity plan is only useful if it responds to the barriers and needs of our community, this reporting cycle was accompanied by community engagement aimed at understanding how the barriers faced by UVic community members have changed over the last 3 years.

After an open survey in fall 2025 that garnered 251 responses by staff, faculty and students, we conducted an addition student specific survey to consult on the drafted actions that specially seek to improve student experiences which collected over 1100 responses. Consultations were also held with student and employee advocacy groups, unions, and relevant working groups and committees to ensure diverse perspectives and expertise inform the plan's update.

In the spring and summer of 2026, EQHR staff worked with senior UVic leadership to ensure that any updates to the plan are actionable and that accountabilities for progress are clear. The updated plan will be released in fall 2026.

The Better Data Project

EQHR is responsible for the Better Data Project, the central institutional process to for the collection, management, and use of self-identification demographic data across campus. The corresponding demographic questionnaire is available to all UVic employees and students to complete or change their responses.

UVic has approximately 6,900 employees (faculty, staff and librarians), roughly 3,400 of which are continuing. To date, 5,200 employees have completed their Better Data questionnaire, including 80% of all continuing employees. Likewise, of UVic's roughly 22,000 active students, 57% have completed their questionnaire. These engagement numbers represent continued progress towards maximizing response rates among both employees and students. Ongoing communication strategies, including a login reminder system and the integration of the questionnaire within employee onboarding and student orientation, have proven effective at promoting community engagement.

Having launched the project's public dashboards in July 2025, the Better Data Steering Committee has shifted focus to developing internal reporting tools that will help drive data-informed decision-making processes across the institution. This work has involved developing a data use application form, engagement with campus leaders on a revised goal setting program, and the use of Better Data in various mandated reporting initiatives (e.g., the Pay Transparency Report).

Employment equity—Revised goal setting process

EQHR and the Employment Equity Steering Committee engaged leaders across campus on a revised goal setting process, broadly aiming to leverage existing and new data sources from the Better Data Project to inform employment-related equity action in partnership with campus leaders. While de-emphasizing strictly representation as a means of achieving employment equity, the revised approach will also help to ensure the Preferential and Limited Hiring Policy is applied in more consistent and accountable ways by incorporating the more specific and targeted goals into unit hiring plans. Having completed consultation on the process, including gaining Executive support, meeting with Associate Vice Presidents, and engaging Dean's Council, we are now preparing a pilot implementation process with an academic unit and an administrative unit for fall 2026.

Equity Reviews

EQHR's Equity Review process is designed to provide units with a proactive assessment of their equity-related strengths, needs, and opportunities. During 2025/26, EQHR completed a substantial overhaul of the Equity Review process, with a focus on making participation easier and more accessible for units across campus. This work included redeveloping the Equity Review survey tool to enhance user experience while still generating meaningful information about the state of equity within a unit.

The process was piloted with the Department of Chemistry in Spring 2026 and received strong engagement from members of the department. The pilot also offered an opportunity to gather feedback on the revised process. Through this process, the leadership group from the Department of Chemistry indicated that the new approach was

a significant improvement over previous iteration. The streamlined implementation, shorter timeline, and high quality of the final report were highlighted as reasons why the process would be more sustainable and repeatable as a measure of progress over time.

Moving forward, EQHR will continue to promote the availability of the Equity Review process to campus leaders. This work will include engagement with Chairs and Directors, while highlighting the success of the Department of Chemistry pilot as an example of the process's potential impact and value.

Supporting equity committees

Building on EAP Goal #1, Action 10, EQHR continued to connect with and learn from equity committees across UVic. This year, we developed a program of activities to support relationship-building, shared learning and collaboration among those engaged in equity work across the university.

The "Equity in Action" networking session held during 5 Days of Action created space for participants to connect around shared visions and priorities. Throughout the year, EQHR also hosted a series of "Connect and Reflect" gatherings focused on topics such as equity committee activities, trauma-informed pedagogy, equity projects, and UVic's Framework for Relational Practice.

EQHR continued to gather feedback, respond to committee questions, and meet directly with committees to support their work. The year concluded with a survey to inform future programming and identify opportunities to further support committees in advancing systemic change and engaging with UVic's plans and policies.

Black inclusion and flourishing at UVic

EQHR continues to work with Black institutional leaders to advance UVic's commitments as a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. The Scarborough Charter Steering Committee (SCSC) is led by and composed of Black, African, and Caribbean members representing UVic faculty, staff, students, alumni, and community members. Guided by the principles of the Scarborough Charter, the committee works to identify and address barriers to Black flourishing, celebrate excellence, and centre the lived experiences of Black people at UVic.

Highlights for 2025–2026

- Creation of the inaugural Advisor, Black Inclusion Initiatives role
- Continued engagement as a signatory to the Scarborough Charter
- Development of UVic's Black Inclusion Implementation Plan
- Expansion of Black inclusion resources, partnerships, and engagement opportunities



Photo 3: B(l)ack to School event with Scarborough Charter Steering Committee members celebrating with a door prize winner.

Advisor, Black Inclusion Initiatives

In February 2026, EQHR established the inaugural Advisor, Black Inclusion Initiatives role. The Advisor works closely with the Scarborough Charter Steering Committee and plays a key role in advancing UVic's commitments to addressing anti-Black racism, supporting Black inclusion, and upholding the principles of the Scarborough Charter. The role supports education, policy development, relationship-building, and culturally responsive advising while helping strengthen coordination of Black inclusion initiatives across the university.

Black Inclusion Implementation Plan

During 2025/26, EQHR, the Advisor, Black Inclusion Initiatives, and the Scarborough Charter Steering Committee began development of UVic's Black Inclusion Implementation Plan. Key campus groups and partners were engaged to help identify priorities and inform the plan's direction. The Implementation Plan is intended to support a coordinated and sustainable approach to advancing Black inclusion and flourishing at UVic.

Working Group on Islamophobia, anti-Palestinian racism and related forms of discrimination

The Working Group on Islamophobia, anti-Palestinian racism and related forms of discrimination (WGIAPR) continued to work on cultivating a campus where Muslim,

Muslim-perceived, and Palestinian students, faculty, and staff experience true belonging, safety, and dignity. In 2026, the focus of the WGIAPR was to develop a current state analysis of being Muslim at UVic. This work is in partnership with the Critical Muslim Studies Hub (CMS) and is underway.

2SLGBTQIA+ inclusion on campus

A UVic Pride Caucus has formed for staff, faculty and students, which reports to the Associate-Vice President of EQHR. This has led to centrally organized events during Victoria Pride Month including a Pride flag raising ceremony with local drag queens, a drag bingo night, and UVic & CUPE 917 representation at the Victoria Pride Parade. More work is underway to create additional 2SLGBTQIA+ centred events throughout the year, such as hosting a community movie and social night.

EQHR, in partnership with the Vice-President Finance and Operations and the Division of Student Affairs, has established UVic's new pride crosswalk between Cheko'nien House and the Mearns-McPherson Library. The crosswalk was designed by Margaret August, a Two-Spirit, Coast Salish artist from shíshálh Nation. EQHR led the organization of a pride crosswalk celebration to officially open the crosswalk in July 2026.



Photo 4: Many people gathered in a photo across from the new Pride Crosswalk.

The 2SLGBTQIA+ resources and initiatives page continues to be maintained by updates from staff at EQHR and University Relations with strategic communications pointing to it throughout the year.

Partnering with the Vice-President Research and Innovation portfolio

Through a shared position and ongoing partnership with the Vice-President Research and Innovation (VPRI) portfolio, EQHR contributes equity expertise to research initiatives, recruitment processes, and institutional research priorities.

In summer 2025, the Indigenous Storyteller in Residence (ISIR) initiative received the Robbins-Ollivier Award for Excellence in Equity. The nomination was coordinated jointly by EQHR and VPRI, and UVic was one of three institutions selected for the award across Canada.

EQHR supported multiple research chair search committees to ensure equitable practices were implemented in alignment with the Tri-agency Institutional Programs Secretariat (TIPS) guidance. These searches included the following research chair programs, both of which support Canadian institutions in attracting world-leading researchers:

1. The Canada Excellence Research Chairs (CERC) program – nomination successfully submitted.
2. The Canada Impact Chair program – nomination successfully submitted.

For the Canada First Excellence Research Fund (CFREF) project, EQHR supported ACET's search for a Strategic Lead, People and Research Culture in fall 2025 and continued to assist onboarding activities to support ACET's reporting on equity, diversity, and inclusion-related actions during the CFREF mid-term review in spring 2026.

EQHR and VPRI also collaborated on professional development initiatives for research administrators during this reporting period, including Indigenous Cultural Safety in Research Administration: A Step Beyond Equity, Diversity and Inclusion in fall 2025 and the UVic Indigenous Citizenship Declaration Policy and Process in spring 2026.

As a signatory to the Declaration on Research Assessment (DORA), VPRI established a Responsible Research Assessment Task Force in spring 2026. Two EQHR staff members joined the task force and are contributing to discussions on advancing equitable and responsible research assessment practices at UVic.

Looking ahead

In the year ahead, EQHR will continue to strengthen the systems, practices, and relationships that support a more equitable and inclusive university. We will engage the UVic community in implementing the updated Equity Action Plan, building on feedback gathered through campus consultations and engagement activities. We will advance UVic's commitments under the Scarborough Charter through the development of a Black Inclusion Implementation Plan that moves the university from commitment setting to coordinated action.

We will advance policy development by implementing the Indigenous Standards of Practice under the D&H Policy and embedding intimate partner violence considerations across university policies and processes. We will review and strengthen EQHR's response processes while enhancing alignment and coordination with Human Resources, Faculty Relations, Student Affairs, Campus Security, and other key campus partners. This includes increasing capacity to support Voluntary Processes, investigations, and other resolution pathways in response to the growing complexity of cases and evolving community needs.

We will expand educational opportunities by launching online versions of Equity, Diversity and Inclusion 101 and Anti-Racism 101, increasing access to discrimination and harassment and sexualized violence education, and continuing development of a recertification pathway for Faculty Appointment, Reappointment, Promotion and Tenure committees. We will advance implementation of the Framework for Relational Practice through campus-wide engagement and the launch of supporting tools and resources.

To support evidence-informed decision-making, we will continue to evolve the Better Data Project and launch internal reporting tools that help leaders translate demographic data into meaningful action. We will also promote the renewed Equity Review process, support the development of an Equity Research Collective.

EQHR will continue working with institutional partners to align emerging university-wide initiatives and planning processes with the university's commitments to human rights and equity.

As always, our work will be shaped by the needs of the university community. We will continue to respond to concerns with care, strengthen institutional capacity, and advance a university where human rights and equity are embedded in everyday practice.