



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 7, 2025 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre and [via Zoom](#).

AGENDA as reviewed by the Senate Committee on Agenda and Governance.

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. February 7, 2025 (**SEN-MAR 7/25-1**)

Motion: That the minutes of the open session of the meeting of the Senate held on February 7, 2025 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

a. President's Report INFORMATION

b. Presentation - an update on University Rankings INFORMATION

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards – Maureen Ryan, Chair

i. New and Revised Awards (**SEN-MAR 7/25-2**) ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- All Our Relations Award* (Revised)
- Birdwood Fund Award* (Revised)

- CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health* (Revised)
- Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
- Dr. Stephen Anthony Welch Art History Scholarship* (Revised)
- Federation of Asian Canadian Lawyers Award (Revised)
- Harambee Refugee Award (New)
- Jane Zhu Entrepreneurship Scholarship (New)
- Joseph Arvay Social Justice Award (Revised)
- Joshua M. Prowse Prize in Refugee Law (New)
- Maclean Annual Award in Economics (Revised)
- Mairi Riddel Memorial Book Prize* (Revised)
- Allan and Rosamund Russell Award in Civil Engineering (New)
- Doug Koch Memorial Scholarship (New)
- Law Class of 1994 Prize in Indigenous Field Study (New)
- Alexandra Pollock UVic Cheer Award (Revised)
- Denis & Pat Protti-Award* (Revised)
- Roberta Evelyn Milnes Scholarship* (Revised)
- Ross & Stephanie Bailey Undergraduate Award* (New)

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- ii. Revisions to the Entrance Scholarship Regulations **(SEN-MAR 7/25-3)** **ACTION**

Motion: That Senate approve the revisions to the Athletic awards eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS.

- b. Senate Committee on Planning – Elizabeth Adjin-Tettey, Chair

- i. Proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) **(SEN-MAR 7/25-4)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2025 – March 31, 2030, as described in the memorandum dated January 22, 2025.

- | | | |
|------|---|---------------|
| ii. | Proposed changes to the Master of Engineering in Biomedical Systems program (SEN-MAR 7/25-5) | ACTION |
| | <u>Motion:</u> That Senate approve the proposed changes to the Master of Engineering in Biomedical Systems program, as described in the document "Master of Engineering – Biomedical Systems: Program Change". | |
| iii. | Proposed changes to the Bachelor of Commerce program (SEN-MAR 7/25-6) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Bachelor of Commerce program, as described in the document "Bachelor of Commerce – Gustavson School of Business". | |
| iv. | Proposed changes to the Master in Management program (SEN-MAR 7/25-7) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master in Management program, as described in the document "Master in Management". | |
| v. | Proposed changes to the Master of Business Administration in Sustainable Innovation program (SEN-MAR 7/25-8) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Business Administration in Sustainable Innovation, as described in the document "MBA-BUSI – Sustainable Innovation Proposal". | |
| vi. | Proposed changes to the Economics PhD program (SEN-MAR 7/25-9) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Economics PhD program, as described in the document "Economics PhD Program Revisions". | |
| vii. | Proposed changes to the Minor in Economics program (SEN-MAR 7/25-10) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Minor in Economics program, as described in the document "Economics Minor". | |

- viii. Proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies **(SEN-MAR 7/25-11)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies, as described in the memorandum dated January 24, 2025.

- ix. Proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies **(SEN-MAR 7/25-12)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies, as described in the memorandum dated January 24, 2025.

- x. Proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program **(SEN-MAR 7/25-13)** **ACTION**

Motion: That Senate approve the proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program, as described in the document "Holocaust Studies stream of MA in Germanic & Slavic Studies".

- xi. Proposed changes to the Minor in European Studies program **(SEN-MAR 7/25-14)** **ACTION**

Motion: That Senate approve the proposed changes to the Minor in European Studies program, as described in the document "Minor in European Studies (MNR-EURO)".

- xii. Proposed changes to the Graduate Certificate and Master's programs in Indigenous Language Revitalization **(SEN-MAR 7/25-15)** **ACTION**

Motion: That Senate approve the proposed changes to the Graduate Certificate in Indigenous Language Revitalization, as described in the document "Graduate Certificate and Masters Programs in Indigenous Language Revitalization".

And

Motion: That Senate approve the proposed changes to the Master's programs in Indigenous Language Revitalization, as described in the

document “Graduate Certificate and Masters Programs in Indigenous Language Revitalization”.

c. Senate Committee on Academic Standards – Danu Stinson, Chair

- i. Proposed changes to the Bachelor of Commerce Admission and Transfer Criteria and Program Requirements for Cycle 2, Sep 2025 **(SEN-MAR 7/25-16)** **ACTION**

Motion: That Senate approve the revisions to the Bachelor of Commerce Admission and Transfer criteria and Program requirements, effective September 2025.

- ii. Proposed changes to MBA in Sustainable Innovation admission requirements for Cycle 2, Sep 2025 **(SEN-MAR 7/25-17)** **ACTION**

Motion: That Senate approve the revisions to the admission requirements for the MBA in Sustainable Innovation, effective September 2025.

- iii. Proposal to update the identification requirements in the exam regulations in the academic calendar **(SEN-MAR 7/25-18)** **ACTION**

Motion: That Senate approve the change to the examination regulations in the Undergraduate Academic Calendar, effective September 2025.

AND

Motion: That Senate approve the addition of the amended regulations governing administration of examinations to the Graduate Academic Calendar, effective September 2025.

- iv. Proposal to change the Faculty of Science graduation requirements for BSc programs combined with other Faculties **(SEN-MAR 7/25-19)** **ACTION**

Motion: That Senate approve the revisions to the Faculty of Science graduation requirements for BSc programs combined with other Faculties, effective September 2025.

7. PROPOSALS AND REPORTS FROM FACULTIES

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

- a. Office of the Vice-President Academic and Provost Update **INFORMATION**

- b. Enrolment projections for 2025/26 **(SEN-MAR 7/25-20)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 19,879 FTE for the 2025/26 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

- c. Interim Governance Structure – Faculty of Health **(SEN-MAR 7/25-21)** **ACTION**

Motion: That Senate approve the proposed membership in the Faculty of Health, to be used 1) to govern the first meeting of the Faculty and 2) to vote on an updated Faculty governance structure as the first order of business at the second meeting of the Faculty.

- d. Revisions to the Policy GV0640, Procedures for the Appointment of the Associate Dean Human and Social Development **(SEN-MAR 7/25-22)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, revisions to policy GV0640, *Procedures for the Appointment of the Associate Dean Human and Social Development* with a mandated review date of March 2026, and that the title of the policy be updated to *Interim Procedures for the Appointment of the Associate Dean of Health*.

9. OTHER BUSINESS

- a. University Parchment **(SEN-MAR 7/25-23)** **ACTION**
- b. Notice of Petition: Proposed changes to the 36.00 in Procedures of Senate **(SEN-MAR 7/25-24)** **INFORMATION**

10. ADJOURNMENT



Meeting of Senate
February 7, 2025

MINUTES

A meeting of the Senate of the University of Victoria was held on February 7, 2025 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

Kevin Hall called the meeting to order and offered a territorial acknowledgement.

1. APPROVAL OF THE AGENDA

The agenda was declared approved as circulated.

2. MINUTES

a. January 3, 2025

Motion: (A. Lepp/K. Diether)

That the minutes of the open session of the meeting of the Senate held on January 3, 2025 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

a. Rankings

It was noted that the Vice-President Research and Innovation would present at the next meeting, an update to the presentation from January.

4. REMARKS FROM THE CHAIR

a. President's Report

K. Hall thanked members of Senate who were attending the meeting in-person for braving the cold weather.

K. Hall reported on this week's visit to campus by Her Excellency, the Right Honourable Mary Simon, Governor General of Canada. He commented on the panel discussion with Ry Moran, Carey Newman, Andrea Walsh, and John Borrows and thanked all those who worked to make the event. K. Hall reported that the event was recorded and available on the university [website](#).

K. Hall noted that February was Black History Month in Canada. He acknowledged there was much more work to be done to support racial equity, diversity, inclusion, and belonging. K. Hall reported that through the work of groups like UVic's Scarborough Charter Steering Committee, the Faculty Associations' BPOC Caucus, and the BC Black History Awareness Society, momentum could be built in celebrating Black

inclusion, joy and achievements in the UVic community. He encouraged members of Senate to explore the many events and activities listed on the university [website](#).

K. Hall reported that the university would offer courses at the West Shore Campus, in partnership with Royal Roads University and Camosun College. He noted that the campus had a specialized curriculum focused on core courses in computer science, software engineering, and data science.

K. Hall said that he hoped members of Senate would be able to join members of the Board of Governors to cheer on the Women's and Men's Basketball games against Thompson River University this evening. He also reported that the next Campus Kudos was coming up in March and directed members of Senate to the [website](#) for more information and to nominate individuals or teams who have made a significant or creative contribution to fostering a globally engaged campus community.

Finally, K. Hall reported on a few awards:

- Ryan Rhodes, professor in the department of Exercise Science, Physical & Health Education, received the King Charles III Medal – a Canadian honour that recognizes those who have made a significant contribution to Canada, a particular province, territory or region, or abroad.
- Xuebin Zhang, director of the Pacific Climate Impacts Consortium was inducted as a Fellow of the American Meteorological Society.
- Julia Baum, professor in the department of Biology, is the 48th recipient of the Rosenstiel Award from the Rosenstiel School of Marine, Atmospheric, and Earth Science of the University of Miami.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Grading Report for 2023/2024

In the absence of the Chair of the Senate Committee on Academic Standards, Rob Hancock introduced the report for Senate's information.

A member of Senate noted that, while the report is presented annually to Senate, there did not seem to be any accountability regarding grade inflation. The Senator noted this created a disadvantage for faculties and students trying to adhere to academic standards thus creating inequalities. R. Hancock advised the Senator that the committee has had substantial conversations and engagement on the information collected through the reporting process, and suggested members of Senate take concerns to their faculty representatives on the committee for further discussion.

In response to a member of Senate's question on the mechanism a Senator had in order to raise concerns, Ada Saab, Associate University Secretary, explained that the committee discusses the report annually, but that changes to grading within faculty programs were held in the Provost office.

ii. Admission to the Financial Mathematics and Economics combined Honours program

R. Hancock introduced the proposal. There were no questions.

Motion: (R. Hancock/C. Eagle)

That Senate approve the admission requirements to the Financial Mathematics and Economics combined Honours program in the Undergraduate Academic Calendar.

CARRIED

iii. Removal of the minimum grade requirement for the Business Minor

R. Hancock introduced the proposal.

Members of Senate discussed the unintended consequences of the removal of the minimum grade requirement, and the assumption that the understanding of a course was not improved by repeating the material. A concern was also raised on what was considered meaningful improvement when a course was repeated. It was noted that the removal of the requirement was recommended to align with other programs across campus.

Motion: (R. Hancock/B. Smith)

That Senate approve the removal of the minimum grade requirement for the Business Minor in the Undergraduate Academic Calendar.

CARRIED

iv. Change to the Master of Engineering in Applied Data Science Admission Requirements

R. Hancock introduced the proposal. There were no questions.

Motion: (R. Hancock/S. Minshall)

That Senate approve the revisions to the admission requirement for the Master of Engineering, Applied Data Science program in the Graduate Academic Calendar.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointment to the 2024/2025 Senate Committee on Admission Re-registration and Transfer Appeals

K. Hall introduced the recommendation for the appointment to the Senate Committee on Admission, Re-registration and Transfer Appeals. There were no questions.

Motion: (A. Prest/A. Lepp)

That Senate approve the appointment of Claudia Smith (Peter B. Gustavson School of Business) to the 2024/2025 Senate Committee on Admission, Re-registration and Transfer Appeals effective immediately, and ending June 30, 2026.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

In the absence of the Chair of the Senate Committee on Awards, K. Hall introduced the new and revised awards. There were no questions.

Motion: (R. Gupta/F. Kodar)

That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Dennis, Jerome, and Peter Zachary Award in Ukrainian Studies* (Revised)
- Emil and Lynette Hain Scholarship in Ukrainian Studies* (Revised)
- Kari Moore Award (Revised)
- Langford-Seaborne Scholarship* (Revised)
- Pearson Family Award* (Revised)
- Peter Zachary Graduate Scholarship in Ukrainian Studies* (Revised)
- Vikes Recreation Student Leadership Award* (Revised)
- William & Amelia Kushniryk Memorial Award* (Revised)

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CARRIED

d. Senate Committee on Curriculum

i. 2025/2026 Cycle 1 Curriculum Submissions

David Scoones, Chair of the Senate Committee on Curriculum, introduced the curriculum submissions. There were no questions.

Motion: (M. Laidlaw/J. Colby)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the May 2025 academic calendars.

CARRIED

Motion: (F. Kodar/C. Eagle)

That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

CARRIED

e. Senate Committee on Planning

i. Proposal to establish a Business Minor in Entrepreneurship

Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, introduced the proposal. There were no questions.

Motion: (A. Bhappu/B. Smith)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Business Minor in Entrepreneurship, as described in the document “Business Minor in Entrepreneurship”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

f. Senate Committee on University Budget

i. Budget Model Update

In the absence of the Chair of the Senate Committee on University Budget, David Scoones provided members of Senate with a brief introduction to the budget model update.

Helga Hallgrímsdóttir, Deputy Provost, and Andrew Coward, Associate Vice-President Financial Planning, presented on a principles-based budget model. H. Hallgrímsdóttir reminded members of Senate of [the budget model review website](#) which contains more detailed information about moving to the new model and background on the work done to date. Highlights of the presentation included:

- review of the intended outcomes of the model
- overview of the new principles-based hybrid model
- outline of the distribution areas
- overview of the phases of implementation; current, next, and future
- overview of the strategic-decision making supports; improve acumen, central and local supports, and tools
- outline of next steps

During a discussion after the presentation, H. Hallgrímsdóttir and A. Coward responded to questions from members of Senate on the actions to be taken if a unit was deemed to be underperforming, and what safeguards were in place to protect any essential yet underperforming units. A. Coward referred to the principles underpinning the model and how this would inform decision-making. He noted how one safeguard would be the long timeline planned for implementation to avoid quick and drastic changes. Senate members discussed how ‘underperforming’ would be defined, the lack of expressed values in the budget model documentation, and the need to balance efficiency and values.

Senators also commented on scenarios where reality would be in opposition to the values of the university due to changing circumstances which would affect performance, and how the model would be built to respond to these changes. H. Hallgrímsdóttir replied that this was a question about enrollment targets, and how those targets influenced incentivization approaches. She noted that these discussions would also include how the university manages the domestic/international balance and how the university approaches government expectations.

Observations were made on the change management involved with adopting a revised budget model, and the reliance on lessons learned from data from other institutions. It was noted that a hybrid roll-out allowed for adjustments as the model was adopted and that fluctuation within units could be analyzed and mined for data points to inform decisions.

In response to a question on disincentivized activities and decision-making authority, A. Coward referred to the contribution rate as determined by the faculty's ability to generate revenue. H. Hallgrímsdóttir added that the new model was decentralized and referred to an annual budget retreat.

Finally, comments were made about the need for a broader definition of values and priorities. A. Coward responded on how targets would be used in the distribution process to adjust for these definitions.

K. Hall encouraged members of Senate that if there were any additional questions, they should be submitted to the Budget Design Working Group.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

a. Office of the Vice-President Academic and Provost Update

i. Academic Accommodations

E. Croft updated members of Senate on the development and implementation of new academic accommodation strategies, noting that the central exam supports in the Office of the Registrar and Enrolment Management would be maintained. She also spoke of the resources directed to the Centre for Accessible Learning (CAL) to address and support complex accommodation requests. E. Croft acknowledged the faculty and staff contributions in moving the university to a more access-centred approach.

Members of Senate discussed universal extended time for exams and the evaluation of the success of these accommodations. E. Croft responded to Senators' questions regarding a review of existing policies, the adoption of universal design for learning, and the impact of the new budget mode on academic accommodation.

9. OTHER BUSINESS

a. 10-Year Sessional Calendar

A. Saab presented the updates to the 10-Year Sessional Calendar. There were no questions.

Motion: (J. Colby/R. Hancock)

That Senate approve the 2024/2025 to 2033/2034 10-Year Sessional Calendar.

CARRIED

b. Academic Important Dates

A. Saab presented the revisions to the Academic Important Dates. There were no questions.

Motion: (S. Minshall/A. Wang)

That Senate approve the Academic Important Dates for the period May 2026 through December 2026 for submission to the May 2025 Undergraduate and Graduate Academic Calendar publications.

CARRIED

b. 2025/2026 Senate Meeting Dates

A. Saab presented the Senate meeting dates for the coming year, noting a few instances where the meetings did not fall on the first Friday of the month given recent revisions to the Senate Rules and Procedures.

Motion: (R. Gupta/M. Laidlaw)

That Senate approve the 2025/2026 Meeting Dates and Other Important Dates.

CARRIED

There being no other business the meeting was adjourned at 5:31 p.m.

Senate Meeting February 7, 2025				SEN-MAR 7/25-1
Name	In Attendance	Regrets		Page 8 of 9 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hōkūlani	X		Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bacchus, Chantal			Student Senator	Elected from the Student Societies
Bengtson, Jonathan	X		University Librarian	Ex officio
Bhappu, Anita	X		Dean, Peter B. Gustavson School of Business	Ex officio
Buller, Marion			Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Caruncho, Hector	X		Acting Head, Division of Medical Sciences	Additional Member
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Colby, Jason	X		Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Cowen, Laura	X		Acting Dean, Faculty of Science	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah	X		Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the Convocation
Donovan, Kate	X		Convocation Senator	Elected by the Convocation
Dudley, Dennine	X		Faculty of Fine Arts	Elected by the Faculty
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the Faculty Members
Foss, Sonja			Student Senator	Elected from the Student Societies
Gaudet, Loren	X		Faculty of Humanities	Elected by the Faculty
Goodman, Emily	X		Student Senator	Elected from the Student Societies
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	X		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faculty of Fine Arts	Elected by the Faculty
Harris, Moronke	X		Student Senator	Elected from the Student Societies
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hodge, Jenn			Student Senator	Elected from the Student Societies
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	Ex officio
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kaminski, Norman	X		Student Senator	Elected from the Student Societies
Kehoe, Inba	X		Librarian, McPherson Library	Elected by Professional Librarians
Kennedy, Cole	X		Student Senator	Elected from the Student Societies
Kodar, Freya	X		Dean, Faculty of Law	Ex officio
Kuklev, Artem			Student Senator	Elected from the Student Societies
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lawrence, Brenna	X		Faculty of Education	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana			Dean, Faculty of Fine Arts	Ex officio
Maher, Evan	X		Student Senator	Elected from the Student Societies
Mallidou, Anastasia			Faculty of Human and Social Development	Elected by the Faculty Members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Milford, Todd	X		Acting Dean, Faculty of Education	Ex officio
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Morrissey, Isabella	X		Student Senator	Elected from the Student Societies
Mukhopadhyaya, Phalguni		X	Faculty of Engineering and Computer Science	Elected by the Faculty Members
Nair, Sudhir	X		Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Nowell, April	X		Faculty of Social Sciences	Elected by the Faculty
Prest, Anita	X		Faculty of Education	Elected by the Faculty
Prince, Michael			A/Dean, Faculty of Human and Social Development	Ex officio
Rose-Redwood, CindyAnn	X		Faculty of Social Sciences	Elected by the Faculty
Ryan, Anthony			Student Senator	Elected from the Student Societies
Ryan, Maureen		X	Faculty of Human and Social Development	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Salinas, Justin		X	Student Senator	Elected from the Student Societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Starkey, Ayla			Student Senator	Elected from the Student Societies
Stinson, Danu			Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Stuart, Thomas	X		Continuing Sessional	Elected by the Continuing Sessionals
Taylor, Wendy	X		Acting Registrar	By Invitation
Walshaw, Jill	X		Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia	X		Convocation Senator	Elected by the Convocation
Weaver, Andrew	X		Faculty of Science	Elected by the Faculty Members
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective January 1, 2025EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/27)
 President and Vice-Chancellor: Kevin Hall (Chair)
 Vice-President Academic and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Acting Dean of Education: Todd Milford
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks
 Dean of Humanities: Annalee Lepp (Vice-Chair)
 Acting Dean of HSD: Michael Prince
 Dean of Law: Freya Kodar
 Acting Dean of Science: Laura Cowen
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/27)
 EDUC: Breanna Lawrence (30/6/25)
 Anita Prest (30/6/26)
 ENGR: Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Dennine Dudley (30/6/27)
 Catherine Harding (30/6/25)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/27)
 Simon Minshall (30/6/25)
 HUMS: Loren Gaudet (30/6/25)
 Lynne Marks (30/6/27)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: April Nowell (30/6/27)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Jason Colby (HUMS) (30/6/27)
 Adam Con (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Rob Hancock (SOSC) (30/6/27)
 Sara Humphreys (HUMS) (30/6/26)
 Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Maureen Ryan (HSD) (30/6/27)
 Jill Walshaw (HUMS) (30/6/25)
 Andrew Weaver (SCIE) (30/6/27)
 Lina Zhou (ENGR) (30/6/26)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Chantal Bacchus (LAW) (30/6/25)
 Sonja Foss (SOSC) “
 Emily Goodman (SOSC) “
 Moronke Harris (GRAD) “
 Jenn Hodge (HUMS) “
 Norman Kaminski (BUSI) “
 Cole Kennedy (GRAD) “
 Artem Kuklev (SOSC) “
 Evan Maher (ENGR) “
 Isabella Morrissey (SCIE) “
 Anthony Ryan (FINE) “
 Justin Salinas (HUMS) “
 Ayla Starkey (SOSC) “
 Vacancy (GRAD) “
 Vacancy (EDUC) “
 Vacancy (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/27)
 Kate Donovan (30/06/27)
 Alivia Wang (30/06/27)
 Victoria Wyatt (30/06/27)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Acting Head, Division of Medical Sciences:

Hector Caruncho

Member elected by the Professional Librarians:

Inba Kehoe (30/06/27)

Continuing Sessional: Thomas Stuart (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

AVP Student Affairs: Jim Dunsdon

AVP Academic Programs: Elizabeth Adjin-Tettey

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab



Date: February 25, 2025

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on February 12, 2025 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

That the Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- All Our Relations Award* (Revised)
- Birdwood Fund Award* (Revised)
- CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health* (Revised)
- Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
- Dr. Stephen Anthony Welch Art History Scholarship* (Revised)
- Federation of Asian Canadian Lawyers Award (Revised)
- Harambee Refugee Award (New)
- Jane Zhu Entrepreneurship Scholarship (New)
- Joseph Arvay Social Justice Award (Revised)
- Joshua M. Prowse Prize in Refugee Law (New)
- Maclean Annual Award in Economics (Revised)
- Mairi Riddel Memorial Book Prize* (Revised)
- Allan and Rosamund Russell Award in Civil Engineering (New)
- Doug Koch Memorial Scholarship (New)
- Law Class of 1994 Prize in Indigenous Field Study (New)
- Alexandra Pollock UVic Cheer Award (Revised)
- Denis & Pat Protti-Award* (Revised)
- Roberta Evelyn Milnes Scholarship* (Revised)
- Ross & Stephanie Bailey Undergraduate Award* (New)

** Administered by the University of Victoria Foundation*

Respectfully submitted,

2024/2025 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social Development

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Education

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Student Awards and Financial Aid

Alyssa Manankil-Lakusta, Alumni Association Representative

Donja Roberts, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Thomas Stewart, President's Nominee

Wendy Taylor, Office of the Registrar and Enrolment Management

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

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 criteria 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. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year 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~~

All Our Relations Award* (Revised)

One or more awards are given to ~~Indigenous, Métis or Inuit~~ First Nations, Inuit or Métis undergraduate students in the ~~Faculty of Human and Social Development~~ entering the final year of their undergraduate program in Public Administration, Nursing, Public Health & Social Policy, Social Work, Health and Information Science or Child and Youth Care who demonstrate meaningful contributions to the well-being and resurgence of Indigenous Peoples during their academic program. These contributions may occur during community service with a particular First Nation ~~or with Indigenous, Métis or Inuit~~ or Métis peoples in an urban setting, ~~or~~ during fieldwork, co-op, practica, community-engaged research, or other experiential learning. Applicants must provide a letter outlining a) their reasons for taking their chosen ~~HSD~~ program, and b) their connections with and contributions to the well-being and resurgence of Indigenous Peoples during the course of their academic program. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of ~~IACE the Office of Indigenous Academic and Community Engagement the Faculty of Human and Social Development~~. The awards will rotate from year to year, in this order, between the following ~~HSD~~ Schools/Departments: Public Administration, Nursing, Public Health & Social Policy, Social Work, Health and Information Science, ~~and~~ or Child and Youth Care.

Birdwood Fund Award* (Revised)

One or more awards are given to Canadian-born Indigenous undergraduate students in the Faculty of Health ~~Human and Social Development~~ or the Faculty of Social Sciences who have demonstrated financial need. The award will be given on a rotating basis, beginning with the Faculty of Health, ~~Human and Social Development~~. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Health, ~~Human and Social Development~~ or the Faculty of Social Sciences.

CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health (Revised)

One or more scholarships are awarded to academically outstanding undergraduate Indigenous women students in the Faculty of Health. ~~Human and Social Development~~.

Cora Arenas and Carol Artemiw Award for ~~Second Year Women Students in Engineering and Computer Science~~ Second Year Retention Award * (Revised)

Up to forty one or more awards of ~~\$10,000~~ \$2,000 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 students and second preference is for 2SLGBTQI students. Applicants must submit a cover letter (max 400 words) reflecting on their first year in UVic Engineering and Computer Science, in response to just one each of these the following questions:

1. ~~What did you experience in your first year that you would like to continue experiencing next year?~~

- ~~2. What would you like to experience next year that you did not get to experience this year?~~
- ~~3. What part of the first year UVic Engineering experience do you think could be improved?~~

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

~~Preference is for women students who are members of groups with historical and/or current barriers to equity in the Faculty of Engineering and Computer Science. Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible for this award.~~

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

Dr. Stephen Anthony Welch Art History Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students continuing in the Department of Art History and Visual Studies pursuing art history in Islamic, Asian or Indigenous Studies. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Art History and Visual Studies.

Federation of Asian Canadian Lawyers Award (Revised)

One or more awards are given to undergraduate students entering or continuing in the Faculty of Law who are Asian Canadian*. Preference will be given to students who demonstrate financial need and further preference is for students who are the first in their immediate family to attend a law school. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Faculty of Law. Current or past Federation of Asian Canadian Lawyers BC board members and staff members are not eligible for this award.

*Asian Canadian is defined as a Canadian student of some Asian descent.

Harambee Refugee Award (New)

One award of at least \$5,000 and to a maximum of \$10,000 is given to an entering or continuing undergraduate student with protected person or refugee status (including refugees who have been granted permanent resident status) and who:

- Demonstrates financial need
- Identifies as a woman student
- Is from an African country, or who have immigrated to Canada from an African country
- Demonstrates involvement in university or community activities, with a preference for Varsity athletics. Applicants must submit a 100 word statement explaining their involvement in university or community activities.

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

Jane Zhu Entrepreneurship Scholarship (New)

One scholarship of at least \$10,000 is awarded to a graduate student in either the MBA or the MGB program in the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business who wishes to start their own business. The award recipient will be selected based on entrepreneurial expertise and acuity as demonstrated and evaluated throughout their classes in the MBA or the MGB program and will have a strong business plan in place for their entrepreneurial venture. Preference is for MBA or MGB students who are also clients of the UVic Innovation Centre. Graduating students are eligible for this award.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business.

Joseph Arvay Social Justice Award (Revised)

One or more awards of at least \$1,000 each are given to Indigenous undergraduate students in the Faculty of Law with a demonstrated commitment to equality and human rights ~~and who self-identify as Black, Indigenous or a person of colour (BIPOC), with preference for Indigenous students.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Joshua M. Prowse Prize in Refugee Law (New)

One scholarship will be awarded to an academically outstanding undergraduate student in the Faculty of Law who has demonstrated excellence in LAW 323 Refugee Law. This award may be given to a graduating student. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Maclean Annual Award in Economics (Revised)

One or more awards of at least \$1,000 are given to transferring or continuing undergraduate students in the Department of Economics with demonstrated financial need. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Economics.

Mairi Riddell Memorial Book Prize (Revised)

A prize is awarded to a graduate student in the English department for the best seminar essay. Graduating students are eligible. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of English.

Allan and Rosamund Russell Award in Civil Engineering (New)

One or more awards of \$2,500 are given to undergraduate students in the Department of Civil Engineering who have demonstrated financial need and are members of groups with historical and/or current barriers to equity, including, but not limited to:

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

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Civil Engineering.

Doug Koch Memorial Scholarship (New)

One scholarship of \$3,000 is awarded to an entering undergraduate student, with preference for an Esquimalt High School graduate with demonstrated financial need.

Law Class of 1994 Prize in Indigenous Field Study (New)

One or more awards, of at least \$2,500 each, will be given to undergraduate students in the Faculty of Law who have demonstrated excellence in LAW 350I (Indigenous Field Study Level I) or LAW450I (Indigenous Field Study Level II). This award may be given to graduating students. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Alexandra Pollock UVic Cheer Award (Revised)

~~Two~~ At least two awards are given to undergraduate or graduate students who participate in the Cheer program at the University of Victoria. Part-time students are eligible (registered in a minimum of 6.0 units for credit in two terms for undergraduate students and minimum 1.5 units per term for graduate students). Preference is for students who are interested in pursuing a career in healthcare, including veterinary studies. Undergraduate students must apply via the online application between April 1st and May 31st. Award recipients will be selected on the basis of work ethic, team spirit and community involvement, by the ~~Director, Varsity Performance Sport in consultation with the Head Coaches~~ Varsity Director, Varsity Performance Sport in consultation with the Head Coach. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

Denis & Pat Protti ~~Bursary~~ Award* (Revised)

One or more ~~bursaries~~ awards are given to undergraduate or graduate students entering or continuing in the School of Health Information Science. Preference will be given to students with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the school of Health Information Science.

Roberta Evelyn Milnes Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students in the Faculty of ~~Human and Social Development~~ Health who volunteer in the community. Preference will be given to students with demonstrated financial need. ~~Nominations will be made by the Faculty of Health, Human and Social Development.~~ Approval of the recipient will be made by the Senate Awards Committee upon the recommendation of the Faculty of Health.

Ross & Stephanie Bailey Undergraduate Award* (New)

One or more awards, of a minimum of \$2,500 each, are given to undergraduate students in the Faculty of Engineering and Computer Science who identify as having a learning disability. Preference is for students in Mechanical Engineering working on projects associated with the Institute for Integrated Energy Systems (IESVic) or Accelerated Community Energy Transformation (ACET). Further preference is for students with financial need. Approval of the

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



**University
of Victoria**

Senate Committee on
Awards

MEMO

Date: February 25, 2025

To: Senate

From: Senate Committee on Awards

Re: Revisions to the Entrance Scholarship Regulations

At their meeting on February 12, 2025, the Senate Committee on Awards approved the attached proposed revisions to the Financial Aid and Undergraduate Scholarships, Awards, Medals and Prizes regulations. This includes revisions to the eligibility criteria section of the undergraduate Entrance, Transfer and In-Course Scholarships and Awards Regulations. These revisions reflect changes made to the U SPORTS regulations to expand the pool of eligible recipients.

Recommended Motion:

That Senate approve the revisions to the Athletic awards eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS.

Respectfully submitted,

2024/2025 Senate Committee on Awards

Maureen Ryan (Chair), Human and Social Development

Justin Salinas, Student Senator

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Graduate Studies

Rishi Gupta, Faculty of Engineering

Thomas Stewart, President's Nominee

Alyssa Manankil-Lakusta, Alumni Association Representative

Lori Hunter, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Sarah Roberts, GSS Representative

Wendy Taylor, Office of the Registrar

CindyAnn Rose-Redwood, Faculty of Social Sciences

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Proposed Regulations for Athletic Awards

Additions are underlined

Deletions are ~~struck through~~

Athletic Awards

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.

- ~~Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.~~
- According to USPORTS regulations, 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 admission average.
- Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.00, in the preceding ~~academic year~~ 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 academic year in which they receive the funding.

Proposed Regulations for Athletic Awards

Clean Version

Athletic Awards

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.

- According to USPORTS regulations, 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 admission average.
- Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.00, 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 academic year in which they receive the funding.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS)**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS).

The Pacific Institute for Climate Solutions (PICS) underwent its third external review in 2024, with a comprehensive evaluation of its operations, programs, and strategic focus between 2017 and 2024. The review panel commended PICS for its strong contributions to interdisciplinary research, capacity building, and knowledge mobilization while recommending areas for enhancement to align with evolving climate challenges.

PICS has demonstrated its capacity to deliver impactful, interdisciplinary research aligned with its foundational mandate. The external review's recommendations, coupled with the Executive Director's proactive response, underscore PICS's commitment to continual growth as a responsive, effective research center.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2025 – March 31, 2030, as described in the memorandum dated January 22, 2025.

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Alexandrine Boudreault-Fournier, Faculty of Social Sciences
Alexandre Brolo, Faculty of Science
Adam Con, Faculty of Fine Arts
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Associate Vice-President Research and Innovation designate
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



Office of the Vice-President, Research & Innovation
Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7973 | vpr@uvic.ca | uvic.ca/research

Date: January 22, 2025

To: Dr. Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

From: Dr. Fraser Hof, Associate Vice-President Research

Re: Renewal of The Pacific Institute for Climate Solutions (PICS) as an approved UVic Inter-institutional research centre

Background

In accordance with policy RH8300, on behalf of the Vice President Research and Innovation, I recommend the continuation of The Pacific Institute for Climate Solutions (PICS) as an approved Inter-institutional research centre for a further five-year term. PICS was publicly announced on January 25, 2008, and formalized in a letter, dated March 31, 2008, from British Columbia's Minister of Environment (MOE) to the President and Vice-Chancellor of the University of Victoria (UVic). The letter was in response to a proposal submitted by UVic to the provincial government to establish an independent research agency. PICS is a UVic-led collaboration with SFU, UBC and UNBC. It is housed in University House 1 on our campus and is under the direction of Dr. Ian Mauro.

The Pacific Institute for Climate Solutions (PICS) underwent its third external review in 2024, with a comprehensive evaluation of its operations, programs, and strategic focus between 2017 and 2024. The review panel commended PICS for its strong contributions to interdisciplinary research, capacity building, and knowledge mobilization while recommending areas for enhancement to align with evolving climate challenges. This memo summarizes key observations and recommendations from the external review and incorporates relevant responses from the Executive Director, Dr. Ian Mauro.

The appended External Review report, dated December 16, 2024, was written by the review team, which included:

- Dr. Jean Andrey, Professor Emeritus, Geography and Environmental Management, University of Waterloo (Chair and External Member)
- Dr. Geoff McCarney, Associate Professor, Senior Research Director, Smart Prosperity Institute, University of Ottawa (External Member)
- Dr. Jürgen Ehrling, Associate Professor, Biology, and Director of the Centre for Forest Biology, UVic (Internal Member)

Key Observations from the External Review

1. Alignment with Founding Mandate:

- PICS has effectively adhered to its founding mandate, fostering interdisciplinary research and actionable climate solutions.

- The review highlighted a need to ensure continued balance between knowledge creation and mobilization, as per its founding letter.
2. **Strategic Focus and Program Impact:**
 - The thematic and opportunity project approaches have yielded significant research outputs, including over 170 academic articles, 53 theses, and extensive student support initiatives.
 - Transitioning from open calls to more targeted thematic funding has improved focus and impact but requires ongoing evaluation to maintain responsiveness to emerging issues.
 3. **Knowledge Mobilization:**
 - While significant strides have been made, the review identified gaps in ensuring research outputs translate into actionable outcomes.
 - The review noted recent improvements in communications, including the revamped PICS website and strategic engagement with policymakers, Indigenous leaders, and community organizations.
 4. **Indigenous Collaboration:**
 - PICS's commitment to Indigenous-led research is commendable, marked by initiatives such as the Indigenous Climate Fellows program and partnerships with the First Nations Leadership Council.
 5. **Governance and Financial Stewardship:**
 - The governance structure requires optimization, particularly in separating advisory and executive functions.
 - PICS's endowment remains robust, with recommendations to increase spending on impact-driven initiatives while preserving the inflation-adjusted value.

Recommendations from the Review

The recommendations from the review team can be summarized in themes as follows:

1. **Strategic Plan Alignment:** Ensure the 2024 strategic plan fully reflects PICS's founding mandate, maintaining a balance between research creation and mobilization. This has been affirmed by Dr. Mauro, who emphasized the alignment of the new strategic plan with foundational goals.
2. **Targeted and Open-Call Funding:** Continue to prioritize thematic research while incorporating periodic open calls to foster innovation. PICS has shifted to a relational, proactive funding approach, drawing inspiration from philanthropic models.
3. **Enhanced Knowledge Mobilization:** Expand knowledge mobilization efforts by:
 - Increasing capacity-building initiatives within partner institutions.
 - Leveraging digital tools, such as storytelling videos and policy-focused communications.
 - Encouraging actionable implementation of research outputs.
4. **Indigenous Engagement:**
 - Strengthen Indigenous collaboration by scaling successful initiatives like the Relationship Protocol with the First Nations Leadership Council.
 - Support Indigenous-led climate strategies and expand the Indigenous Climate Fellows program.
5. **Governance and Efficiency:**
 - Develop a distinct advisory board separate from the executive committee.
 - Enhance operational efficiencies through streamlined funding processes and institutional partnerships.

6. Leveraging Resources:

- Diversify funding sources to supplement the endowment, including private sector and government partnerships.
- Over the past 24 months, PICS has secured \$1.5M in additional funding and leveraged \$4.5M for partner universities.

7. Internships and Events:

- Expand and refine the Climate Internships and Climate Action Events programs to increase reach and impact. Funding for internships has already been raised to reflect inflationary pressures.

PICS is well on its way to addressing the recommendations, some of which are highlighted here. In particular, I agree with the panel on recommendation on alignment of strategic plan and in response will highlight that the 2024 strategic plan has been designed to explicitly align with the founding mandate, ensuring balance between research creation and mobilization. The recommendations on Indigenous engagement align with UVic's strategic plan, Distinctly UVic. Dr. Mauro highlights that strong steps have already been taken, such as the creation of the Indigenous Climate Fellows program and the co-development of a Relationship Protocol, to demonstrate alignment with this recommendation. I support the recommendation to leverage resources and note that PICS have made efforts in diversifying funding, such as securing \$1.5M in additional funding and leveraging \$4.5M for partner universities over the past two years. In another example, I endorse recommendation on expanding internships and event reach and note that efforts are already underway, such as increasing funding for internships and refining program processes, demonstrating PICS's commitment to this recommendation.

Conclusion and Recommendation

Dr. Mauro has acknowledged the review's constructive feedback and outlined actionable responses in the PICS 2024 Strategic Plan. Notable advancements include:

- Renewed focus on collaboration, equity, and justice in research partnerships.
- Introduction of innovative funding streams tailored to decision-makers and community needs.
- Enhanced efforts to integrate Indigenous knowledge and methodologies.

These measures, alongside the ongoing implementation of review recommendations, position PICS to continue as a global leader in climate solutions research.

PICS has demonstrated its capacity to deliver impactful, interdisciplinary research aligned with its foundational mandate. The external review's recommendations, coupled with the Executive Director's proactive response, underscore PICS's commitment to continual growth as a responsive, effective research center. Continued support from UVic is essential to enable PICS to address critical climate challenges in B.C. and beyond.

I therefore recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2025, through March 31, 2030. This recommendation is not contingent upon the suggestions in the external review report, which are advice only to the Vice-President Research and Innovation.

Review of the Pacific Institute for Climate Solutions, University of Victoria

Submitted by

Dr. Jean Andrey, University of Waterloo; Dr. Geoff McCarney, University of Ottawa;

and Dr. Jürgen Ehling, University of Victoria

December 16, 2024

1. Executive Summary

Formed in 2008 as a “collaborative project”, involving four research-intensive universities in British Columbia (B.C.), the Pacific Institute for Climate Solutions (PICS) exists as an inter-institutional research centre at UVic, and is governed by University Policy No: RH8300. This report is the culmination of the third review associated with this policy. The review was conducted by three members of the university sector and provides both an assessment of performance from September 2017 to March 2024, as well as recommendations for the future.

First, the review team considered PICS’ performance relative to the 10 recommendations made in the 2017 review. Eight of the 10 recommendations were fully embraced and are evident in the substantial changes in focus and procedure that followed. Two recommendations dealing with governance were not adopted, with explanations provided. It is the position of the review team that PICS was ambitious and thoughtful in addressing the recommendations.

Second, the review team considered PICS’ performance relative to the six purposes/objectives of research centers as identified in UVic University Policy No: RH8300. It is the position of the review team that PICS fully meets these stated purposes/objectives. PICS’ strong contributions to collaborative and interdisciplinary research; student capacity building; and knowledge mobilization are particularly noteworthy.

Third, the review team considered the ways and extent to which PICS met its own goals as stated in its 2017-2022 Strategic Plan. It is the position of the review team that PICS’ research programs have resulted in a large volume of original, high-quality, co-designed, climate-solutions research, aligned with Goal 1. There is some evidence that this research is being actively used by decision makers to develop effective mitigation and adaptation policies and actions, but there is a need for PICS to more carefully and skillfully mobilize knowledge to ensure that output/evidence is not only actionable but also acted on, as per Goal 2. Also, there is a need to continue to focus on optimizing PICS governance, on the usage of the significant but still limited resource base of PICS, and on network expansion, all related to Goal 3.

Thirteen recommendations are offered.

- Six pertain to PICS’ mandate. They encourage PICS to intentionally align its strategic plan with its founding letter; concentrate much (but not all of) its programming on a small number of high-impact areas that confront B.C.’s greatest needs/opportunities; and focus more on knowledge mobilization. Also, PICS should seize the opportunity to become a global leader in working in good ways with Indigenous Nations, Peoples and knowledge systems in addressing climate change.
- Three pertain to finances. They encourage PICS to increase spending, while still protecting the inflation-adjusted value of the endowment; do a better job at leveraging resources; and expand its Internship and Climate Action Events programming.

- Four pertain to governance. They encourage PICS to reflect on executive versus expert advisory bodies' functions; to clarify and advocate for institutional efficiencies at the host institution; to explore alternate governance structures/partners only where a strategic goal cannot be achieved otherwise; and assess the capacity of other post-secondary institutions in B.C. to contribute to the PICS collaboration.

2. PICS: A Brief History

The Pacific Institute for Climate Solutions (PICS) was publicly announced on January 25, 2008 and formalized in a letter, dated March 31, 2008, from British Columbia's Minister of Environment (MOE) to the President and Vice-Chancellor of the University of Victoria (UVic). The letter was in response to a proposal submitted by UVic to the provincial government to establish an independent research agency. The letter provided start-up funds and also mandated UVic to "establish and manage a \$90 million endowment fund in a financially prudent way", stating that "[T]he revenue generated by the endowment will be used [...] to provide for ongoing activity at PICS [...] and the Pacific Climate Impacts Consortium (PCIC)". MOE described PICS "as a collaborative project, hosted by UVIC, which will involve the ongoing consultation and participation of all four research intensive universities", i.e., University of British Columbia (UBC), University of Northern British Columbia (UNBC), Simon Fraser University (SFU), and University of Victoria.

The letter clarifies that the MOE "will assist government in meeting current and future GHG targets by engaging in research on climate change impacts; assessment of mitigation and adaptation options, including technology development; education and capacity building; and outreach through knowledge management and technology transfer." It goes on to state that it is understood that PICS would communicate "research outcomes with all sectors to ensure that this research is optimally distributed and used effectively".

The letter further clarified some aspects of the governance of PICS noting that an Executive Committee would be established to provide guidance and approval of the funding of PICS' activities from the endowment and that an Advisory Board would be established, "comprising mutually satisfactory representatives from academia, the private sector and minority representation from the provincial government".

PICS began operations as a UVic inter-institutional research centre/institute on April 1, 2008, co-located with PCIC on UVic's campus. There have been three Executive Directors (ED):

- Dr. Tom Pederson September, appointed September 2009
- Dr. Sybil Seitzinger, appointed November 2015
- Dr. Ian Mauro, appointed November 2022

3. The Review Process

At UVic, the establishment, approval, review, and closure of all Research Centres is governed by University Policy No: RH8300. Research Centres are approved for a term of normally five years. Continuance of a Research Centre is subject to a review, focused on the ongoing purpose for the Centre, and funding arrangements.

The current review, conducted in 2024, is its third review, and covers the period from September 2017 to March 2024.

The 2024 review is being conducted by the following team:

- Dr. Jean Andrey, Professor Emeritus, Geography and Environmental Management, University of Waterloo (Chair and External Member)
- Dr. Geoff McCarney, Associate Professor, Senior Research Director, Smart Prosperity Institute, University of Ottawa (External Member)
- Dr. Jürgen Ehling, Associate Professor, Biology, and Director of the Center for Forest Biology, UVic (Internal Member)

The review involved reading materials that were provided or available online, most notably:

- PICS External Reviewers' Report from the 2017 review
- PICS Self-Assessment Report: 2017-2024, 35 pp. + Appendices
- PICS 2024 and Beyond Strategic Plan
- The funding letter between the British Columbia MOE and UVic, dated March 31 2008
- PICS Annual Report: 2022-2024 (draft)
- PICS Website

As well, the reviewers participated in a two-day site visit, the agenda for which follows.

Day 1	
Theme: Orientation and PICS Governance	
8:30-9:00	Welcome and orientation from University of Victoria https://uvic.zoom.us/j/83722530819?pwd=NPrOU3EF31UhB0G8easEKTaDa3x1p.1&from=addon Dr. Fraser Hof (Associate VP Research, UVic) Dr. Helga Kristin Hallgrimsdottir (Deputy Provost, UVic)
9:00-10:00	Meeting with PICS Executive Committee members (Drop-in style: some participants may arrive late or depart early due to other commitments) https://uvic.zoom.us/j/87862440922?pwd=0aJrPnzhl2GsOh8M36rrJ4AToYYmfs.1&from=addon Marc D'lorio (ADM, Science and Policy, Environment & Climate Change Canada) Dr. Rachel Fernandez (AVP Research & Innovation, UBC) Dr. Lois Harder (Dean, Faculty of Social Sciences, UVic) Dr. Fraser Hof (Associate VP Research, UVic) Dr. Robina Thomas (VP Indigenous, UVic) Dr. Paula Wood-Adams (VP Research & Innovation, UNBC)
Theme: History and Context	
10:30-11:00	Background and history with Climate Action Secretariat, BC Government https://uvic.zoom.us/j/88260002808?pwd=t6WYShsq02tM9EC8iUkl6jEoyZAhPG.1&from=addon

	Jeremy Hewitt (former ADM, Climate Action Secretariat; PICS Executive Committee member, 2017- 2024)
11:00-12:00	Background and history with PICS “elders” https://uvic.zoom.us/j/82698023299?pwd=QhZzfZCtPGlpfHR06i10MugMX8L57V.1&from=addon Dr. Ged McLean (former Associate Director, PICS, 2017-2020; former Executive Director, BC Centre for Innovation & Clean Energy) Dr. Nancy Olewiler (PICS Program Committee member 2008-2012, current PICS Themes Partnership Project PI, and Co-Chair, BC government’s Climate Solutions Council) Peter Robinson (PICs Advisory Board member 2008-2017, former CEO, David Suzuki Foundation & MEC.)
1:00-1:30	Key Themes from self-assessment and orientation to 2024 strategic plan https://uvic.zoom.us/j/84543025402?pwd=IWYz7Y99YRoavNMU8tq53pcvENqJ.1&from=addon Dr. Ian Mauro (Executive Director, PICS)
Theme: Finances, Accounting, and Human Resources	
1:30-2:15	Working with UVic Financial, Accounting, and Human Resource Systems (I) https://uvic.zoom.us/j/81743517547?pwd=mqsRFxLEyOARyubTB4wxd65Jw52qt.1&from=addon Andrew Coward (AVP Financial Planning and Operations, UVic) Melissa Joyce (Director, Research Accounting, UVic) Lynn Meyers (Human Resources Consultant, UVic)
2:30-3:30	Working with UVic Financial, Accounting, and Human Resource Systems (II) https://uvic.zoom.us/j/89723418629?pwd=oGVxKT68NLi4h7b4rat8KnLh3gfRSO.1&from=addon Dylan Clark (Director, Research Mobilization and former Associate Director, Research and Operations, PICS) Edna Jack (Finance Assistant, PICS) Kathleen Laird (Assistant to the Executive Director, PICS), Jeremy Riishede (Administrative Manager, PICS)
Theme: Wholistic and high impact networks and codesigned projects: <i>sunsetting programs</i>	
3:30-4:00	Collaborative Research and Partnerships: History and Future Approaches https://uvic.zoom.us/j/89276913810?pwd=uavLQvZ6taU2I4KZWQIFBSKcnkTfmS.1&from=addon Dr. Vanessa Lueck (Researcher in Residence, <i>Living With Water Theme Partnership Project</i> , PICS) Emily MacNair (Director of Programs and Partnerships, PICS)
4:00-4:30	Theme Partnership Project (I): Wildfire and Carbon 2019-2024 https://uvic.zoom.us/j/85678739000?pwd=5cyoeZY29A0Wbsb2A0mS7QzAtmoR7.1&from=addon Dr. Werner Kurtz (PI; former Senior Research Scientist, Canada Forest Service, Natural Resources Canada) Dr. Carly Phillips (former PICS Researcher in Residence; Research Scientist, Union of Concerned Scientists) Dr. Dominik Roeser (PI; Associate Dean, Research Forests & Community. Engagement, UBC)
4:30-5:00	Theme Partnership Project (II): Living with Water 2020-ongoing https://uvic.zoom.us/j/88396137135?pwd=dtP0xPpKFPi7UlbgiiaZEhM1AzovrB.1&from=addon Dr. Kees Lokman (PI; Associate Professor, School of Architecture & Landscape Architecture, UBC) Charlotte Milne (Ph.D. student, Institute for Resources, Environment and Sustainability, UBC) Ben Cross (Ph.D. student, Geography and Environmental Management, University of Waterloo)
6:30-8:30	Dinner Discussion Dr. Ian Mauro (Executive Director, PICS) Stephanie Cairns (Senior Director, Strategy and Foresight, PICS)
Day 2	
Theme: Wholistic and high impact networks and codesigned projects: <i>sunsetting and renewed programs</i>	
8:30-9:00	Climate Internship and Climate Action Events Programs https://uvic.zoom.us/j/81613136410?pwd=kuwr6dEksJH0K5kltXki8u9oL8nL3.1&from=addon Daniel Arbour (Partnerships and Grants Specialist, PICS)

	Emily McNair (Director of Programs and Partnerships, PICS)
9:00-9:30	Opportunity Project Program illustrative projects (I) https://uvic.zoom.us/j/83428513369?pwd=4Pgo6yOxGDSb6bEf6n44mYyr4HuPjx.1&from=addon Dr. Jian Liu (PI, OPP completed Project ‘Solid-state lithium tellurium-sulfur battery for clean transportation’, Assistant Professor, Clean Energy Research Centre, UBC – Okanagan) Dr. Tristan Pearce (Researcher, OPP ongoing Project “Community resilience and adaptation to changing mountain snowpacks and geohazards in the Robson Valley”, Associate Professor Geography, and CRC in Cumulative Impacts of Environmental Change, UNBC)
9:30-10:00	Opportunity Project Program (illustrative projects (II)) https://uvic.zoom.us/j/83428513369?pwd=4Pgo6yOxGDSb6bEf6n44mYyr4HuPjx.1&from=addon Dr. Anne Solomon (PI, OPP completed Project “Designing solutions to the hidden impacts of climate change on undersea forests”, Professor, Resource and Env. Management, SFU) Dr. Caterina Valeo (PI, OPP ongoing Project ‘Urban tree solutions for tempering climate extremes’, Professor, Mechanical Engineering, UVic)
Theme: Wholistic and high impact networks and codesigned projects: new programs	
10:30-11:15	BC First Nations Climate Strategy and Action Plan: Relationship Protocol with BC First Nations Leadership Council https://uvic.zoom.us/j/82302239492?pwd=Aj1bDzKU8lykpHCmC4ttKDPSk8hed.1&from=addon Frank Brown (Heiltsuk Hereditary Chief, Sr. Advisor to Indigenous Leadership Initiative) Dr. Graeme Reed (Strategic Advisor, Assembly of First Nations), Patricia Rojas (Regional Climate Change Coordinator, BC Assembly of First Nations) Janna Wale (Indigenous Research and Partnerships Lead, PICS).
Theme: Enhancing Impact and Knowledge mobilization	
11:15-12:00	Supporting BC decision-makers with knowledge, analysis, and training (I) https://uvic.zoom.us/j/85732122715?pwd=ruiBkKXabQoKdTwNbhXPE29MkJvWz.1&from=addon Dylan Clark (Director Research Mobilization, PICS) Dr. Vanessa Lueck (co-author, PICS Climate Insights Course and Researcher in Residence, <i>Living with Water Theme Partnership Project</i> , PICS) Caroline Merner (Project Manager, PICS)
Noon to 1:00 Working Lunch with Ian Mauro (Executive Director, PICS) Stephanie Cairns (Senior Director, Strategy and Foresight, PICS)	
1:00-1:30	New directions in Communications https://uvic.zoom.us/j/85647846642?pwd=cKrNI6gXN9Mu24ukff8Rk8Fpv421Ym.1&from=addon Dr. Ian Mauro (Executive Director, PICS) Cindy MacDougall (Communications Manager, PICS)
1:30-2:30	Supporting BC decision-makers with knowledge, analysis, and training (II) https://uvic.zoom.us/j/84971728285?pwd=6l5C8w5jS2MWbBmyZllxrb4RIpq5Ep.1&from=addon Elaine Cross (Exec. Director, Climate Partnerships and Engagement Branch, BC Climate Action Secretariat) Tina Neale (Exec. Director, Disaster Mitigation & Adaptation, BC Emergency Management & Climate Readiness) Kelly Sims (Director, Flood Policy, BC Water, Land, and Resource Stewardship)
Theme: PICS as a ‘network of networks’	
3:00-4:00	Growing relationships with our university partners at a strategic level https://uvic.zoom.us/j/87642681768?pwd=hTNoDVaKUtgsgqmqFKB5dMalBtq3vb.1&from=addon Dr. Julia Baum (Special Advisor Climate, UVic) Dr. Simon Donner (Director, Climate Solutions Research Collective, UBC) Dr. Nicola Koper (Dean, Faculty of Environment, UNBC) Alison Shaw (Executive Director, Community-centred Climate Innovation, SFU)

4:00-4:30	Concluding questions and initial observations https://uvic.zoom.us/j/83727950067?pwd=boLOXQGNbU4Z9jRQuiKai6sdVhxyGt.1&from=addon Dr. Fraser Hof (Associate VP Research, UVic) (online)
4:30-5:30	Wrap up meeting for Reviewers https://uvic.zoom.us/j/82720550077?pwd=5Eaw5UjIOksvA4QuX0ekaqC2hNDw7m.1&from=addon

4. Review Findings

This report provides an assessment of PICS' performance from September 2017 to March 2024, based on three sets of criteria.

1. The recommendations of the previous review conducted in 2017
2. The six purposes/objectives of research centres, as stated in UVic Policy No. RH8300
3. PICS' self-stated goals in its 2017-2022 Strategic Plan

4.1 Summary of the 2017 review and PICS response to its recommendations

Consistent with UVic Policy RH8300, the external review completed in 2017 focused on the degree to which the Institute met the purposes of a research centre through its objectives and goals. It concluded:

"In the close to 10 years since PICS came into existence, the Institute has done a first-rate job of establishing itself in British Columbia as a centre of excellence for climate change response activities, especially on the mitigation side. It has carried out innovative research programs, and become an important source of funding for early career researchers, internships and Masters and PhD studentships. With its secure and long-term funding, PICS now needs to take the next step to establish itself more security as the go-to Canadian centre for climate change mitigation and adaptation, making a significant contribution to activities in both areas at the national level. By so doing, it will help to build the profile of all activities, governmental and non-governmental, being undertaken in British Columbia to reduce emissions and manage climate change impacts." (page 11 of the Second Review of PICS, 2017).

The 2017 review report listed 10 recommendations. PICS Self-Assessment Report: 2017-2024 provides responses to these, as summarized in Table 1. Eight of the 10 recommendations were fully embraced as reflected by substantial and concrete changes in focus and procedure. Two recommendations (#8 and #10), which deal with governance, were not adopted, with explanations provided. **While many of the programs and practices associated with the 2017 recommendations have been or will be sunset, several elements remain that will guide its future programming. These include embedding co-design (Recommendation 1) and consultation (Recommendations 2 and 4); programming on adaptation (Recommendation 3), a commitment to student support and HQP; and a focus on communications (Recommendation 7).**

Table 1: PICS 2017-2022 Review Recommendations and Responses

	Recommendation	Response by PICS
1	PICS should prepare and publish on the website a Board-approved implementation Plan to accompany the strategic plan ...	A work plan was presented to and approved by the PICS Executive Committee in 2017.

2	There will need to be an open and transparent process to identify the next round of research priorities. This should involve researchers, practitioners, and institutions already working at this interface (including policy-makers, business, etc.) drawn from across Canada and more widely.	The two research programs established in 2018 (Themes Partnership Program and Opportunity Projects Program) included co-design, co-production, and co-delivery of projects, involving researchers and “solution seekers”. PICS used open and transparent processes to identify research priorities.
4	The next round of research projects should be identified through an unbiased, transparent and objective process addressing knowledge gaps identified through consultation amongst the research and practice communities. The process can build PICS reputation and visibility through widespread consultation to identify knowledge gaps and by using national and international experts in proposal evaluation panels.	PICS incorporated external review of proposals by experts, similar to CIHR Peer Review. The Self-Assessment Report outlines challenges associated with the implementation of these recommendations.
3	PICS should give thought and direct specific efforts on how it can grow its research portfolio in adaptation, thus providing support for adaptation planning and implementation at provincial, national and international levels.	PICS broadened its research portfolio, achieving more balance between mitigation and adaptation.
5	PICS should continue to provide fellowships, studentships and internships and may wish to explore whether these programs should be enhanced, e.g., by providing career-development seminars and more networking events.	Building on PICS longstanding commitment to students and training, the two major research funding programs from 2017 onward required that 50% of expenditures be on HQP.
6	In addition to longer term multi-centre interdisciplinary research projects and teams, which have been the mainstay of PICS research to date, a process should be set up to identify and fund short projects responsive to current challenges, with the expectation of rapid publication in the peer-reviewed literature. Investigators working on PICS projects should be required to list PICS as their affiliation in publications.	A ‘fast-track’ program was established, funding 21 projects plus 6 special reports over the 2020-2023 period. Beginning in 2018, all PICS funding agreements required that such affiliation be included in publications.
7	In order to enhance its profile and ensure it is responsive to user needs, PICS needs to build its own channels of communication with stakeholders, in all tiers of government and in the private sector.	Engagement with governments, the private sector and the academic community has been actively pursued from 2018 onward.
8	The PICS Board should have an independent Chair, drawn from government or the private sector ... The role of this individual will be to provide support and advice to the Director on the direction of research, and engagement with the adaptation and mitigation practice communities.	UVic operates under the authority of the University Act and is governed by a Board of Governors and a Senate. In accordance with the Act, the Board of Governors is responsible for the management, administration and control of the property, revenue, business and affairs of the university.

9	The PICS Board, including the Chair, should be provided with clear terms of reference. The membership of the Board and the terms of reference should be published on the PICS website.	PICS is governed by an Executive Committee. In Fall 2023, a Terms of Reference was adopted, and membership is posted on the PICS web site.
10	PICS needs to consider the role of the International Advisory Team, in particular whether ad hoc groups to address specific needs might not deliver more effectively to PICS objectives.	A Terms of Reference for an International Advisory Team was approved in 2019 with the intention that it would supersede the Program Committee and Advisory Committees that had previously existed. Implementation was delayed during covid. PICS current leadership has renounced this plan.

4.2 PICS performance relative to the purposes of research centres at UVic

University Policy No: RH8300 (section 10; UVic Policy) identifies six purposes/objectives of research centres. **It is the position of the 2024 review team that PICS fully meets these stated purposes/objectives.** Rather than restating the specifics here, a high-level summary of evidence is provided.

Table 2 Purpose/Objectives of Research Centres

	Purpose/Objective	Evidence of Achievement
a	Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.	There is strong evidence of projects being co-designed, co-produced, and co-delivered by interdisciplinary teams.
b	Increase and effectively manage the resources and research support for its members and the wider university community.	PICS operates with an endowment from the BC government that is managed by the UVic Foundation. Making full use of the resources from the endowment proved to be a challenge over the past decade, for various reasons. A plan is now in place to spend down the carry forward.
c	Provide education and training in research and related skills, especially for graduate and undergrad students, and thereby enhance the academic programs of their constituent academic units.	PICS projects and programming have provided extensive and formative student training and support throughout the review period.
d	Contribute to the university's strategic educational and research missions and to support synergies between research, teaching, and learning.	In the Self-Assessment Report, PICS elaborates nine ways in which it supports the institutional priorities of partner universities. These relate to values (e.g., respect and reciprocity, equity and belonging), practices (e.g., interdisciplinary integration, community participation, integrating Indigenous knowledge systems and methodologies), and substantive focus (e.g., sustainability and resilience).
e	Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.	PICS prioritizes knowledge mobilization in its research programs/projects and also through its events and climate-change course.

f	Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.	PICS elaborates six metrics that demonstrate related achievements: scale of networking and collaboration, direct deliverables for project partners, development of HQPs, scholarly publications, presence in media, and policy impact as indicated by engagements with external decision-making bodies.
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4.3 PICS performance relative to its goals/objectives as stated in its 2017-2022 strategic plan

A critical aspect of this is its performance relative to its own goals. Here, we focus on the goals stated in 2017-2022 Strategic Plan, which arose out of this process: In October 2016, PICS “initiated a comprehensive review of its operational structures, processes, and outcomes, to identify not only its successes and limitations, but also to assess how it can be more impactful in the future. Then, in the spring of 2017, an independent task force comprising representatives from the four PICS universities and several external organizations was asked to advise on the development of a Strategic Plan”. The resulting 2017-2022 Strategic Plan then guided the activities of PICS for most of the review period.

The review team’s assessment of achievements focuses on the three high-level goals of the 2017-2022 Plan.

4.3.1 Goal 1

Goal 1 is to produce leading climate solutions research that is actively used by decision makers to develop effective mitigation and adaptation policies and actions. Table 3 provides a high-level summary of the associated programs, **along with our observations about good practice.**

Table 3: Summary of Programs/Activities associated with Goal 1

RESEARCH GOAL	Description and funding	PICS funding provided	Evidence of Good Practice	Going forward
Themes Partnerships Projects	4 projects with different foci and lead institutions 2 projects on mitigation and 2 on adaptation Inter/multi-disciplinary Requirement that 50% of budget be for students or HQP (n=71 students)	\$4M over 3 calls	Competitive (44 LOIs out of which 3 were funded) Requirements for co-design, co-production and co-delivery Transparent multi-stage review process (for 3 of the 4 projects) 2 of the 4 projects embedded decolonization and justice Some attention to measuring impact	Being sunset, last 2 projects end March 2025 & 2027
Opportunity Projects	19 projects since 2019, dealing with various themes Requirement that 50% of budget be spent on students/HQP	\$3M over 5 calls	Co-design between academics and external partners Multi-stage and transparent process	Being sunset but lessons learned being embedded in future programming
Fast Track Projects	27 Short-term, self-contained projects	\$405K over 3 years	Nimble approach	Suspended in Fall 2023, although

				demand continues
Climate Internships	98 student internships over 4 years; applications from host organizations	\$1.12M from 2019-2024	Open call, Competitive hiring, Distinctive program	Has operated since 2010; continuing with revision
Event Partnership Program → Climate Action Events Program	54 events from 2019 to 2023 26 events in 2023	\$100K in 2023	Diverse themes and organizations The re-launch has more fully engaged community groups	Long history; continuing with more structure
Climate Insights Course	On-line course for external audiences Launched in spring 2024 as resource for 30,000 public servants	Re-design funded by B.C. Ministry of Forests	Re-developed with external stakeholders/intended audiences	Long history; re-designed
Integrating Climate Change into Risk Assessments in B.C.	Commissioned in 2023 by B.C. Ministry of Emergency Management and Climate Readiness		Guided by expert advisory team Draws on and integrates academics, practitioners and Indigenous knowledge holders.	Pilot for the Decision Impact Program* that is part of the 2024 Strategic Plan

* The “Wildfire Resilience Contribution Program”, which is discussed on pp. 18-29 of PICS Self-Assessment Report, falls outside the review period for this assessment.

Themes Partnership

Extensive information was provided on the Themes Partnership program:

- Appendix 12 provides an inventory of research outputs from the various research programs. These include ~ 200 academic publications as well as 32 reports and numerous student theses.
- A report associated with an external review, dated August 2024, concluded that the program “... has achieved impressive levels of original research, partnership, and network building, and is driving the potential, and practical tools, for beneficial climate action across both adaptation and mitigation. This review summarized extensive knowledge outputs; media mentions; student/HQP training; and articulated varied project impact areas including co-benefits (Appendix 4 in the Self-Assessment Report).
- The Self-Assessment Report (p. 13) noted that Themes Partnership Projects supported the development of climate solutions that address complex problems, are timely and groundbreaking, and address climate solutions knowledge gaps, with a focus on B.C. but potential for impact nationally and internationally.
- Interviews with researchers from two of the projects indicate that the research is addressing important knowledge gaps, would not likely have happened without PICS’ funding, provides meaningful and sustained engagement (and engagement models) between university researchers and external partners, and is having impacts that go beyond academic publications.

It is the position of the review team that the research conducted under the Themes Partnership program has produced a large volume of original, high-quality climate-solutions research, aligned with Goal 1. There is some evidence that this research is being actively used by decision makers to develop effective mitigation and adaptation policies and actions.

The Opportunity Projects

The Opportunity Projects Program, which supported 19 projects over three years, involved co-design between academics and external partners with a focus on active knowledge exchange/translation. The projects include a wide range of topics and partners. An independent review report that was done in Fall 2023 (Appendix 5 in the Self-Assessment Report) highlights the breadth/diversity of the program (in topics, participants, audiences, benefit areas, and outputs), and the high potential for scalability. It also made three recommendations related to the need to (1) design programs that are coordinated and create lasting impact; (2) expand and embed support for under-served groups and impact areas; and (3) become a leader in Western Canada on knowledge mobilization.

Interviews conducted during the site-visit in October 2024 provided additional evidence of success. Two aspects of this success that stood out include (1) PICS support for early-stage work that led to strong partnerships and future proposals for larger-scale research, (2) acting as a catalyst for cultural change within academia, e.g., by encouraging scientists and social scientists to work together; by supporting partnerships between academics and ‘solutions seekers’, and by helping academics develop knowledge mobilization skills.

It is the position of the review team that the research conducted under the Opportunity Projects program has produced high-quality, co-designed, climate-solutions research, consistent with Goal 1, and also has had other benefits to the research community in B.C.’s universities. There is some evidence that this research is being actively used by decision makers to develop effective mitigation and adaptation policies and actions.

Fast Track

A third program provided funding for 27 short-term, stand-alone, solutions-oriented, ‘Fast Track’ projects. Appendix 7 of the Self-Assessment Report shows that, in most cases, the proponent of the project was one of the four partner universities, even though others were able to apply. This was the program most actively used by UNBC, the smallest of the four universities involved in PICS.

The review team notes that it is difficult to assess the impact of this program, since details on impact are not available. Of note is the fact that the program has already been suspended, notwithstanding ongoing demand for small-scale initiatives and limited opportunities to obtain such funding from academic granting councils.

Climate Internships

Climate Internships constitute the fourth program focused on Goal 1. This program was introduced in 2010, and supports organizations in B.C. to reach their climate goals while giving students a chance to use their skills and acquire relevant work experience. Demand is high. Over the 2019-2023 period, 314 applications from host organizations were received, and 98 internships funded. In the spring of 2023, a five-year (2019-2023) review of the internship program was conducted. It applauded the program for both its high value to hosts and breadth of opportunities for students; and it provided feedback on how the program could be improved. In response, PICS has been proactive in refining the program mechanics and processes (application, adjudication, reporting, tracking), developing selection criteria that reflect the new Strategic Plan (approved June 2024) and providing better support for participating organizations and students. Of note is the greater focus on knowledge mobilization.

It is the position of the review team that the PICS Internship Program is highly valuable. In its focus on partner organizations, part of its value is in contributing to policy/action. In its focus on students, it builds capacity in the province to address climate change. The internship program complements other programs that are more focused on knowledge creation. The review team is supportive of the various modifications that are being made to improve this important program.

Climate Action Event Program

PICS has a long history of providing funding for events. Prior to 2023, the event program had little structure, and most events were led by one of the university partners. **The relaunch in 2023 has a greater focus on community benefits and on climate action, which makes it better aligned with Goal 1 of the 2017 to 2024 Strategic Plan, and indeed with the new Strategic Plan, 2024 and Beyond.**

Integrating Climate Risk into Risk Assessment in B.C.

This initiative reflects a departure from the longstanding approach to research at PICS. More specifically, in this case, PICS is responding to a provincial government need rather than issuing an open call for research to the academic community. PICS also is playing an active convening role. A large advisory team is guiding the work. The initiative is presented in Appendix 7 of the Self-Assessment Report as an example of work conducted under the “Decision Impact stream” of the new Strategic Plan, 2024 and Beyond.

4.3.2 Goal 2

The second goal of the 2017-2022 Strategic Plan is for PICS to mobilize engagement and action on a diverse range of climate change solutions. In the Self-Assessment Report, this is referred to as “communicating climate change solutions”.

We begin by considering how the programming discussed above contributes to this goal. **It is the position of the review team that both the Themes Partnership and Opportunity Project programs are based on co-design of research, largely to ensure relevance and thus catalyze/facilitate action on diverse climate change solutions. Also, the climate internships and climate insights course have design features (both in their original formats and especially since their modification/redesign) that connect with the goal of knowledge mobilization.**

With specific reference to PICS’ communications, we note that both the strategy and practices have evolved considerably from 2017 to 2024. In 2017, PICS created a five-year communications strategy that shifted focus to ‘brand promotion’ and it reduced internal staffing. During the period that followed, there were large engagement spikes, especially through social media, coincident with major announcements/project milestones, but limited interaction with those outside of academia. In this respect, **it is the position of the review team that PICS’ only partially achieved Goal 2 in the 2017-2022 period. That said, significant changes have been made recently—in alignment with the new Strategic Plan, 2024 and Beyond. These changes led to the creation of a new website; but also an intentional novel focus on policy makers, Indigenous leadership, community organizations, and local government, i.e., those who “can use evidence-based information and recommendations flowing from PICS work and funded projects” (Appendix 10) to support climate action.**

4.3.3 Goal 3

The third goal of the 2017-2022 Strategic Plan PICS is to streamline and improve the efficiency of its organizational structure, while strengthening its resource base and capacity, and expanding its research networks.

The 2017 to 2022 Strategic Plan proposed a new governance structure that would, among other things, incorporate more climate change expertise into key committees. While things did not unfold as articulated in the plan, it is observed that the Executive Committee, which governs PICS at UVic, has been expanded to include representation from the federal government and Indigenous Peoples. **It is unclear to the review committee whether this did indeed streamline and improve the efficiency of its organizational structure. That said, it is the position of the review team that the focus needs to be on effectiveness first, and efficiency second. On the latter point, it is clear that the processes that support university researchers are not always a good fit for PICS, which has an external mandate.**

The review team also heard, however, that some steps are being taken to circumvent or reduce the administrative complexities imposed by specific practices.

Goal 3 also discusses PICS' resource base. Until very recently, most PICS activities were fully funded by PICS, drawing on the revenue generated by the original endowment. In today's academic research environment, where matching funds are often required and broader collaborations encouraged, **there is an opportunity for PICS to increase the impacts of its resource base by carefully leveraging funding for critical areas of enquiry.** The review team notes that these opportunities are now reflected in new programming under the Strategic Plan, 2024 and Beyond.

Goal 3 also raises the issue of PICS' expanding its research network. Opportunities exist in and beyond B.C. While the 2017 to 2022 Strategic Plan encouraged networking, there was very limited engagement with Indigenous Peoples and their ways of knowing, and also with the private sector. This signals the need to focus attention in these areas in the coming years. **In summary, it is the position of the review team that PICS was only partially successful in achieving Goal 3, but notes that steps have already been taken to better address achieving this goal.**

4.3.4 Overall Assessment of PICS Achievement of its 2017 to 2022 Strategic Plan

It is the position of the review team that PICS has clearly met the first and primary goal of its 2017-2022 Strategic Plan, which pertains to the production of leading climate solutions research and that there is some evidence that research results are actively used by decision makers to develop effective mitigation and adaptation policies and actions. PICS' research programs have connected researchers from all four partner universities partner with external organizations to co-create/co-design research that both addresses knowledge gaps and is actionable. Output has been substantial.

With respect to Goal 2, notwithstanding the inherent benefits of co-design, there is need for PICS to more carefully and skillfully mobilize knowledge to ensure that output/evidence is not only actionable but also acted on. It is encouraging that the new Strategic Plan, 2024 and Beyond, is embracing this opportunity for PICS to more effectively engage with external audiences in knowledge creation, carefully framed research syntheses/reviews/translations, and focused attention on knowledge mobilization.

With respect to Goal 3, there is a need to continue to focus on optimizing PICS governance, on making effective and efficient use of the significant but still limited resource base of PICS, and on network expansion.

5. Recommendations

With the appointment of Ian Mauro as PICS Executive Director in November 2022, a period of reflection and a series of 'listening workshops' occurred. PICS then developed and adopted its Strategic Plan, 2024 and Beyond, in June 2024. Because of the timing, this new strategic plan and associated programming are not part of this review. That said, the review team considered both PICS history and its current trajectory and plan in making the following recommendations.

Mandate

In the 2008 letter from the B.C. MoE to UVic, PICS was described "as a collaborative project, hosted by UVIC, which will involve the ongoing consultation and participation of all four research intensive universities", i.e., University of British Columbia (UBC), University of Northern British Columbia (UNBC), Simon Fraser University (SFU), and University of Victoria. The letter clarifies that the PICS "will assist government in meeting current and

future GHG targets by engaging in research on climate change impacts; assessment of mitigation and adaptation options, including technology development; education and capacity building; and outreach through knowledge management and technology transfer.” Further, it states that it is understood that PICS would communicate “research outcomes with all sectors to ensure that this research is optimally distributed and used effectively”. In light of this,

- 1. PICS should ensure that its strategic plan is fully aligned with its founding letter. This includes maintaining a balance between its support of knowledge creation (of different types and in different scholarly traditions) and knowledge mobilization.**
- 2. PICS is encouraged to focus most of its resources on dedicated themes/objectives (i.e., targeted research areas, integrated projects) in order to maximize impact, while still periodically doing open calls for research. The latter is seen as being important for tapping into new ideas in ways that mutually benefit innovative scholars and PICS’ collective understanding of a highly dynamic field. Such a call should be based on a clear and transparent process, but need not involve extensive external review.**
- 3. PICS should be open to addressing problems/questions posed (and possibly funded) by the government of B.C. or other ‘solution seekers’, but should be careful to avoid providing consultation services that may be perceived as being offered at a discount rate (unfair competition) or tackling research questions that go beyond the expertise of partner institutions and thus draw primarily on personnel/expertise that is outside the four-university collaboration.**
- 4. PICS should focus its energies primarily on climate change challenges and solutions that are of critical importance to the province of B.C. It is through a focused approach that PICS will build its reputation nationally and globally.**
- 5. PICS should seize the opportunity to become globally recognized for working in good ways with Indigenous Nations, Peoples and knowledge systems in addressing climate change.**
- 6. PICS should increase its focus on knowledge mobilization (including knowledge synthesis, translation, transfer, dissemination, and exchange) for specific audiences, including but not limited to the government of B.C.. Also, PICS should be more deliberate about building capacity for knowledge mobilization at its partner institutions and especially in its funded projects (e.g., ongoing engagement and re-engagement, extension of network, expansion of solution seekers, and public outreach).**

Financial Considerations

The \$90 million endowment that was used to create PICS and support its programming provides PICS with a unique opportunity to contribute to climate change solutions over the long term. The continuity of funding enables PICS to enter into trust relationships and take both a relational and a strategic approach to action. It also helps PICS to withstand any ‘headwinds’ that arise, essentially acting as a buffer against shocks. While action is urgent, the implications of climate change will continue to evolve over the next century. As a result,

- 7. PICS should make a case for increased impact-focused spending over the next 5 to 10 years (by spending down the surplus and by recapitalizing, as per Option 1 presented in the Self-Assessment Report, page 33). That said, the entire value of the endowment (adjusted for inflation) should be protected.**
- 8. PICS should do a better job at leveraging its resources (both financial and personnel) to attract additional financial support for PICS projects, for its university partners, and for capacity-building in the province of B.C.**

9. PICS should continue to improve and expand its Internship and Climate Action Events programming.

Governance

PICS has operated as the only inter-institutional research centre at UVic since its inception in 2008. The founding letter of 2008 specifies that an Executive Committee would be established to provide guidance and approval of the funding of PICS' activities from the endowment and that an Advisory Board would be established, "comprising mutually satisfactory representatives from academia, the private sector and minority representation from the provincial government". Questions exist as to the appropriate role for an Executive Committee (Terms of Reference updated October 2023) versus advisory boards/panels.

In addition, some of the university processes (especially those related to human resources, finances, and research partnerships) provide operational challenges to PICS. The site visit interviews indicate that understanding of mechanisms is improving and that some steps have been/are being taken to improve efficiency and flexibility. Still, PICS suggests that the current governance model is a challenge to achieving some of its ambitions under the Strategic Plan, 2024 and Beyond. Specific reference is made to the possibility of operating as a separate legal entity (such as PCIC); and advice is sought on a 'network of networks' model.

One further point, by way of background, is that the founding letter does comment on PCIC and its relationship to PICS in the following way: "Given the fundamental importance of the work of PCIC to the overall PICS initiative, we anticipate that the work of PCIC will be closely integrated with PICS and that over the coming years administrative integration of PICS and PCIC may occur."

- 10. The review committee observes that the Terms of Reference of the Executive Committee includes more than was articulated in the founding letter, with the Executive Committee assuming the role of both financial oversight and advisor on substantive matters. It is further noted that climate-focused research community representatives of the four partner universities are not explicitly included. PICS should monitor the success of this arrangement. It may be advisable to separate executive and advisory functions in the future.**
- 11. PICS should continue to clarify and advocate for institutional efficiencies and fairness at UVic, based on best practice in the post-secondary sector.**
- 12. PICS should explore alternate governance structures/partners only where an important strategic goal of PICS cannot be achieved by relying on university systems. If it is essential to work with an another legal entity (such as PCIC, which can leverage external funding sources such as MITACS) or create one that is external to the partner universities, PICS should ensure that the entity has a narrow and well-defined mandate and budget.**
- 13. PICS should assess the capacity of other post-secondary institutions in B.C. to contribute to the PICS collaboration and follow up with a discussion at the Executive Committee about the pros and cons of possibly expanding the educational partners involved in PICS.**



**Pacific Institute
for Climate Solutions**

Response to the 2024 External Review for PICS

Prepared by Dr. Ian Mauro,
PICS Executive Director
January 13, 2024

Overview

The Pacific Institute for Climate Solutions (PICS) is a unique organization within B.C., Canada, and the world that has made considerable contributions to advancing climate research and action. Our strength is rooted in our network and academic diversity, along with our depth in engaging with and advancing climate solutions with partners across governments, civil society, communities, industry, and other entities. We generate insights that support meaningful and ideally transformative change.

When PICS was created in 2008, it launched significant research momentum in B.C. through fellowships, internships, and programming. This evolved under its first executive director (Tom Pederson) into its first strategic plan to support a series of “Big 5” projects that focused on: Low-Carbon Pathways to 2060; B.C. Natural Gas Development; Energy Efficiency in the Built Environment; and Transportation Futures. The organization’s research portfolio was largely focused on emission reductions while also supporting events, networking, and media briefs.

In 2017, guided by its second executive director (Sybil Seitzinger), PICS developed another five-year strategic plan, underwent a second external review, and subsequently launched the *Theme Partnerships*, *Opportunity*, and *Fast Track* funding programs with a focus on collaborative research and engagement. These programs generated a new wave of partner engaged research. The impact and implications of this phase of PICS activities was the focus of our 2024 self-assessment and associated external review spanning September 2017 to March 2024. In this timeframe, PICS has achieved considerable impact:



- \$4 million to four Themes Projects funded with 32 partners (2019-2024)
- \$3 million to 19 Opportunity Projects funded with 47 partners (2019-2024)
- \$405,000 to 27 Fast Track Projects (2020-2023)
- 31 Postdoctoral fellows, 45 PhDs, 57 Masters’, and 44 Undergraduates supported, and another 42 students contributing to Themes Projects research (2018-2024)
- 53 student theses
- 98 PICS funded community-based internships (2018-2024)
- \$100,000 to 26 Climate Action Events (2023-2024)
- Development of a Climate Insights Course (2022-2023)
- 170 academic/journal articles, 32 scholarly reports, six guidance documents, 14 briefing notes, nine policy recommendations, 25 scholarly events, seven videos, seven tools, six technologies, 326 earned media mentions, 360 social media hits.

Despite this success, the pace and impact of the climate crisis has intensified, and so has the array of scholars working on climate solutions across the natural, social and health sciences as well as humanities and creative arts that are seeking resources, support, and networking opportunities. With ongoing input from our academic network, we developed the [2024 and Beyond PICS Strategic Plan](#), which further commits to a collaborative research approach that grows “our collective capacity to act” and renews our values, purpose, and focus on justice, equity, diversity and inclusion in programming, partnerships, governance, and knowledge mobilization and reconciliation efforts.

PICS’ third external review was an excellent opportunity to reflect on PICS activities and future direction and share this with impartial committee that engaged substantively with our community. PICS thanks the External

Review Committee for their excellent report and useful recommendations. As the Executive Director, I am very pleased with the Committee's report. They clearly understood the importance and impact of PICS and confirmed the rationale and value of our renewed strategic direction. This document contains my response to their recommendations.



Ian Mauro
Executive Director, Pacific Institute for Climate Solutions
Professor, Environmental Studies, University of Victoria

Response to the recommendations

Recommendation 1:

PICS should ensure that its strategic plan is fully aligned with its founding letter. This includes maintaining a balance between its support of knowledge creation (of different types and in different scholarly traditions) and knowledge mobilization

PICS fully agrees with this recommendation. Our new strategic plan [2024 and Beyond](#) was deeply informed by and designed around the founding letter and conversation with key partners regarding the original goals, intentions, and rationale for the government endowment support of PICS. The new strategic plan explicitly seeks to weave a “collaborative research” model of knowledge creation across different scholarly traditions with “knowledge mobilization” to achieve our intended impacts (see Figure 1).

The original founding letter explicitly states that the Government of B.C. “understands that PICS will assist government in meeting current and future greenhouse gas emission targets by engaging in research on climate change impacts; assessment of mitigation and adaptation options; including technology development; education and capacity building; and outreach through knowledge management and technology transfer.” PICS has increased government engagement and over the past two years collaborated on applied projects with numerous ministries, specifically Emergency Management and Climate Readiness and Forests.

In addition, to increase education and capacity building, PICS and the B.C. Government collaboratively developed a new [Climate Insights Course](#). This course is now publicly available and is also distributed on the B.C. Government's learning management system as a recommended course for their 30,000+ workforce.

PICS has also renewed collaboration with the Pacific Climate Impacts Consortium (PCIC), also funded by the endowment. We just produced the first publicly available [annual report](#) since 2020, as per the founding letter. The annual report showcases the diverse scholarly activities taking place within the PICS network. PICS will continue to ensure that it meets its original mandate and is a public good institute for the government and people of B.C.

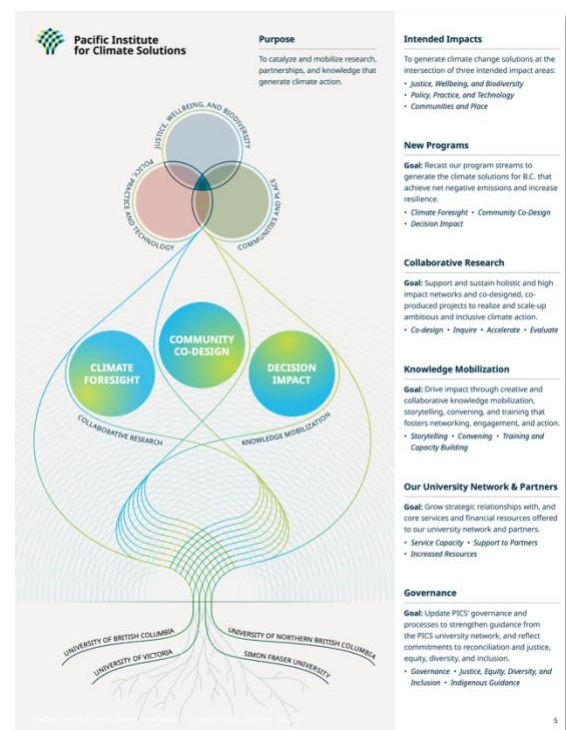


Figure 1: PICS visual of its strategic plan, which weaves collaborative research and knowledge mobilization with new program streams to achieve our purpose and holistic intended impacts as an organization.

Recommendation 2:

PICS is encouraged to focus most of its resources on dedicated themes/objectives (i.e., targeted research areas, integrated projects) in order to maximize impact, while still periodically doing open calls for research. The latter is seen as being important for tapping into new ideas in ways that mutually benefit innovative scholars and PICS' collective understanding of a highly dynamic field. Such a call should be based on a clear and transparent process, but need not involve extensive external review.

PICS fully agrees with this recommendation and the importance of not exclusively operating as an open call funding agency. PICS previously used an open call only approach throughout the 2017-2022 period and this was found to limit the policy impact of the project portfolio, and be very challenging and all consuming to adjudicate as per the self-assessment report.

PICS is now taking a more targeted approach to granting, as per the recommendation, and is inspired by the [philanthropic sector's approach](#) that is highly relational and offers granting through responsive, proactive, and hybrid approaches that facilitate organizational tools to strategically manage grant requests. This allows PICS to thematically target calls for proposals, only accepting solicited proposals in some cases, and more focused approaches designed around PICS' strategic intentions in others. This is intended to support integrated and focused projects around core themes and objectives.

Moving away from exhaustive external review processes to adjudication panels and other advisory models will allow PICS to be nimbler yet we remain deeply committed to fair, transparent, and timely processes. PICS will continue to seek new ideas – through open call granting and other convening and advisory processes – to the fast-moving and highly dynamic field of climate solutions research. By taking a more focused approach, PICS will be able to generate greater impact.

Recommendation 3:

PICS should be open to addressing problems/questions posed (and possibly funded) by the government of B.C. or other 'solution seekers', but should be careful to avoid providing consultation services that may be perceived as being offered at a discount rate (unfair competition) or tackling research questions that go beyond the expertise of partner institutions and thus draw primarily on personnel/expertise that is outside the four-university collaboration.

As part of our new strategic plan and overall approach, PICS is seeking to add value for the B.C. government and other partners as per our original mandate (Recommendation 1). We have developed new program streams to achieve this that are focused on generating climate foresight, community co-design, and decision impact (**Figure 1**). This new framing broadens our ability to engage with and support an expanded range of academic, government, and community partners who want to work in differentiated ways with PICS to advance climate solutions.

All three streams are designed to draw on the research talent within our university network, creating new opportunities for research co-production that mobilizes knowledge, drives impact, and benefits a diversity of partners. As we advance our strategic programming, we are being mindful to avoid being perceived or offering "consultation services" that compete with private sector consultants or go beyond the expertise of the PICS network.

First and foremost, we are a research institute working with and through our partner universities, and that will remain our core strength and offering to our larger community of partners including the government. It's important to note that adhering to our original mandate (Recommendation 1) requires that we provide applied research and services to generate benefits for the B.C. Government and larger public. However, PICS will be careful to engage in initiatives whereby our research and knowledge mobilization strength and capacity are central to a partnership and success of a project.

As part of our engagement around the new strategic plan, PICS has received highly positive feedback from the B.C. government and partners regarding our new programming, and how our approach meaningfully considers the various user and audience needs. Our distinct advantage and difference: our programming and projects are deeply research informed and offer a unique value proposition, depth of understanding, and level

If the expertise does not exist within the PICS network to work on a specific initiative or project, we will not carryout work in that particular area. Rather, we may help facilitate networking and capacity building for our partners to get connected with researchers and/or entities that can provide the necessary support.

PICS should focus its energies primarily on climate change challenges and solutions that are of critical importance to the province of B.C. It is through a focused approach that PICS will build its reputation nationally and globally.

PICS fully agrees with the Committee and remains focused on B.C. focused challenges and opportunities. We maintain strong connections with the Climate Action Secretariat (CAS) as a key point of contact, which helps us with cross-ministry coordination, networking, and impact. Beyond B.C., we often speak of the province as a “living lab” for Canada and the world to learn from given the momentum on climate solutions at the provincial scale. As part of our strategic approach, we seek to expand our larger national networking and relevance, which will help us to leverage resources and opportunities into PICS and our larger provincial network. We continue to connect with various federal ministries and departments to build relationships and collaborations that create mutual benefit at multiple scales. To create deeper connections, coordination, and communication with our federal partners, we recruited an Assistant Deputy Minister (ADM) to participate on the PICS Executive Committee, which has been an important relationship to build our reputation and relevance nationally. PICS will continue to be a globally relevant organization by showcasing B.C. collaborations and climate solutions and their effectiveness.

PICS should seize the opportunity to become globally recognized for working in good ways with Indigenous Nations, Peoples and knowledge systems in addressing climate change.

Over the past two years, PICS has positioned itself to become a leading organization in support of Indigenous peoples and their climate change priorities, and we have made progress in several important ways. Firstly, we amended our Executive Committee Terms of Reference to increase the diversity of people overseeing PICS, specifically including space for an Indigenous leader. Qwul'sih'yah'maht, UVIC's VP Indigenous Dr. Robina Thomas, joined the PICS committee and has been helping to guide our Indigenous strategy so that we are "seeding good relations in unceded territory" (see Figure 2). Dr. Thomas' contributions have been invaluable and demonstrate PICS' commitment to renewed governance that ensures Indigenous leadership helps to guide PICS. PICS also hired leading Gitxsan, Cree, and Métis climate scholar [Janna Wale](#) to help oversee our Indigenous programming.

As part of our new strategic plan, we also committed to an Indigenous Climate Fellow program, and recruited world renowned Nobel Peace Prize [Nominee Siila Watt-Cloutier as our inaugural fellow](#). Watt-Cloutier's fellowship is focused on conscious climate leadership, as part of her work, she is conducting research for her follow-up book to *The Right to Be Cold*, and she is engaging with the PICS community while working on other knowledge mobilization activities, including a podcast and [video work](#) that was screened at the United Nations COP28 meetings in Dubai. Our Indigenous (continue to support Indigenous leaders and their scholarship and initiatives.



Figure 2: VP Indigenous Dr. Robina Thomas' opening remarks in the PICS *2024 and Beyond* Strategic Plan, which outline PICS' commitment to Indigenous-led research based on values of respect, reciprocity, and relationality.

To ensure PICS is actively supporting B.C. First Nations, we spent the last year developing a *Relationship Protocol* with the First Nations Leadership Council (FNLC) – comprised of the B.C. Assembly of First Nations, Union of B.C. Indian Chiefs, and the First Nations Summit – who support all of B.C. 204 First Nations. The *Protocol* outlines how PICS will support FNLC with the implementation of the [B.C. First Nations Climate Strategy and Action Plan](#) as well as the [Action Plan for Disaster Risk Reduction by First Nations in B.C.](#) The *Protocol* was co-developed with FNLC and PICS and in the fall of 2024 mirrored resolutions passed all the First Nations organizations to enter into this partnership. This type of *Relationship Protocol* is unique in the country. It was launched at the [B.C. Cabinet and First Nations' Leaders Gathering](#) in January 2025 and sets a new standard for how research and reconciliation can be braided to support First Nation community benefit. This initiative, along with others underway at PICS, have already created significant recognition for PICS, UVIC and our larger academic network working on climate solutions.

Recommendation 6:

PICS should increase its focus on knowledge mobilization (including knowledge synthesis, translation, transfer, dissemination, and exchange) for specific audiences, including but not limited to the government of B.C.. Also, PICS should be more deliberate about building capacity for knowledge mobilization at its partner institutions and especially in its funded projects (e.g., ongoing engagement and re-engagement, extension of network, expansion of solution seekers, and public outreach).

The External Review Committee rightly determined that PICS had “only partially achieved [its knowledge mobilization goals] in the 2017-2022 period” (page 12 of the report). We agree that effective knowledge mobilization is critical to the success of PICS and have been deliberately investing in an enhanced approach.

It is encouraging to see that the reviewers recognized the significant knowledge mobilization efforts PICS is making under its new strategic plan, which has led to the development of a new communications strategy and a series of products such as our new website that creates audience specific communication insights through our features, reflections, explainers, and reports. Our website has received very positive feedback from our community and continues to be a key digital hub to communicate our work and impact. The External Review Committee appreciated our “novel focus on policy makers, Indigenous leadership, community organizations, and local governments.” We value the review committee’s perspective that our new strategic plan “is embracing this opportunity for PICS to more effectively engage with external audiences in knowledge creation, carefully framed research syntheses/reviews/translations, and focused attention on knowledge mobilization”.

As part of our hiring plan, PICS’ Executive Committee has approved hiring a “video-based storyteller” and an expanded communications budget to ensure that knowledge mobilization is deliberate and builds capacity across our partner institutions. Furthermore, we have been working with our currently funded projects to increase their knowledge mobilization capacity, which is highlighted by our [annual report](#) whereby we interviewed every project lead to surface their latest findings and have continued to promote their work. As an example of how we are further adding value to our research community, we have produced a series of highly engaging short videos about our major “[Wildfire and Carbon](#)” and “[Living with Water](#)” projects, which remarkably received 13K and 8.6K views just six months after their debut on our website (Figure 3). We anticipate offering more of these types of innovative climate communications and storytelling services for our community, which is something for which our partners and affiliated researchers are consistently asking for support.

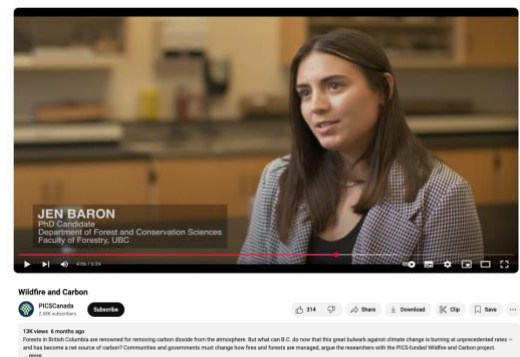


Figure 3: PICS video production is increasing knowledge mobilization capacity of our partners. The *Wildfire and Carbon* video, featuring PhD Candidate Jen Baron has been viewed over 13K times in just six months. This video has been used extensively by researchers to engage the public regarding wildfires in B.C. As part of PICS’ strategic plan, we will be hiring a video storyteller to further support knowledge mobilization.

As we continue to increase our communications capacity, we expect that we will be doing more honed knowledge mobilization – synthesis, translation, dissemination, and exchange – and these differentiated forms of communication will be layered more systematically into our processes and across our new program streams. The Review Committee's suggestion that "there is a need for PICS to more carefully and skillfully mobilize knowledge to ensure that output/evidence is not only actionable but also acted on" is very good advice. Expanded funding and capacity building for the Community Climate Action Events is one way we are supporting this goal. Indeed, our entire pivot to increase knowledge mobilization capacity is precisely because we are hoping to inspire and incite real world climate action that directly translates our research community's findings into applied mitigation and adaptation solutions.

Recommendation 7:

PICS should make a case for increase impact-focused spending over the next 5-10 years (by spending down the surplus and recapitalizing, as per Option 1 presented in the Self Assessment Report, page 33). That said, the entire value of the endowment (adjusted for inflation) should be protected.

PICS agrees that we should be increasing our impact-focused investing by spending down the surplus and recapitalizing the endowment. Indeed, in collaboration with the PICS Executive Committee, we have developed a five-year budget scenario that is designed to implement this exact recommendation. Our annual programming and financial planning will continue to be honed to achieve this goal.

Furthermore, we have been engaging with the UVIC Foundation to discuss the details for recapitalization, which was part of our financial plan prior to this external review. PICS has also been exploring ambitious opportunities for investing the portion above that which protects the inflation adjusted value of the original endowment funding. For example, if we seek to engage a larger network of B.C. university partners in PICS (i.e. Recommendation 13), we will likely require additional endowment draw down beyond only recapitalization, yet this may also leverage new resources into the PICS system that further supports a larger impact-focused approach. PICS retains the right to explore these options with this recommendation as a precursor to more ambitious and strategic use of the endowment.

Given the expertise of the UVIC Foundation in sustainably managing the endowment, we must continue to follow their guidance and policies, and will work in collaboration with the University of Victoria's leadership and PICS Executive Committee on all matters related to recapitalization and any related associated impact-focused spending. PICS will continue to strategically and sustainably leverage our unique financial advantage as an endowed institute.

Recommendation 8:

PICS should do a better job at leveraging its resources (both financial and personnel) to attract additional financial support for PICS projects, for its university partners, and for capacity-building in the province of B.C.

PICS new strategic plan was informed by a series of "listening workshops" with our partners and through these dialogues we were encouraged to "better leverage funding in innovative ways." Until recently, PICS 100 percent funded projects exclusively through the endowment, and did not seek to leverage additional resources.

Under new leadership, PICS immediately identified leveraging opportunities as necessary moving forward, and GOAL 1 of our new strategic plan is to "support holistic and high impact networks and co-designed projects to realize and scale up ambitious and inclusive climate action." Under this goal, we seek opportunities to accelerate the use of knowledge from the PICS network to:

"leverage PICS resources to increase funding support to partners for field testing, real-world feasibility trials, demonstration projects, network development, and other approaches to translate knowledge into action."

This recommendation aligns with GOAL 4 from our new strategic plan that seeks to "Grow the strategic relationships with, and core services and financial resources offered to our university network" by

“diversifying our funding and portfolio to include projects funded in whole or in part through contributions from third parties.

Across our new program streams, we are seeking to leverage investments and have already started to yield the benefits of this approach with several new partners investing in PICS including insurance companies, credit unions, and others seeking to support PICS. Financial contributions from the B.C. Government for targeted research through the Decision Impact Stream and contributing to match funding for researchers applying to federal grant calls represent other applied leveraging opportunities.

Thus, we are already implementing this recommendation. Over the last 24 months, PICS has brought in an additional \$1.5M to the research network, and leveraged another \$4.5M of grants to partner universities through our successfully matching their funding applications. We will continue to do so moving forward, and anticipate that additional resources and partner opportunities will be available for our network as a result of this recommended approach.

Recommendation 9:

PICS should continue to improve and expand its Internship and Climate Action Events programming.

The PICS internship and events programming is very popular with our community, and we fully agree with and are very pleased with this recommendation. As part of our commitment to continual program improvement, we conducted the first review of both the internship and events programs in 2023, which considered: the value of proposition of the programs, evaluation of program processes, and alignment with the new strategic plan that was concurrently under development. Improvements that were made include:

- Increasing funding available to interns from \$12,000 to \$15,000 to adjust for cost-of-living increases;
- Creating separate event streams for university and community events;
- Development of new application and reporting forms that can be filled out and submitted online;
- Better tracking and performance metrics and reporting criteria;
- Clearer selection criteria that align with the goals of the strategic plan;
- More transparent and inclusive adjudication processes;
- Increased value-added experiences and support for applicants (e.g. intern training and skills development through workshops);
- Better overall program administration and communication with applicants;
- Consideration of equity, diversity, and inclusion across programs, including a geographical analysis to ensure that PICS support is distributed across the province and in support of Indigenous Nations; and
- Support with knowledge mobilization for internship and events.

Importantly, PICS was able to bring Coast Capital Savings (CCS) on as a co-funder of the Climate Internships Program in both our 2023 and 2024 cohorts (\$100K/year), and we are developing a strong partnership with them to further bolster this program. We also hired a new partnership and granting specialist to oversee these programs, which has increased our program delivery. Moving forward, we will be refining our key performance indicators for these programs, increasing capacity building and knowledge mobilization around these programs through impactful storytelling, and increasing the number of internships and events opportunities offered (Figure 4).

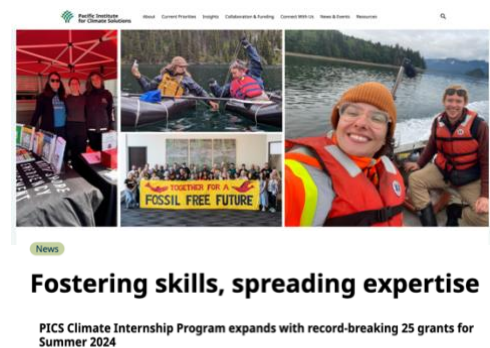


Figure 4: PICS news article on the record-breaking number of Internships granted in 2024, which shared the stories and climate action of past interns in the program. PICS intends to increase the value-added nature of this program while leveraging a new partnership with Coast Capital Savings to increase the number of positions available to over 1200 student and 73 community host organizations applying to the program.

Recommendation 10:

The review committee observes that the Terms of Reference of the Executive Committee includes more than was articulated in the founding letter, with the Executive Committee assuming the role of both financial oversight and advisor on substantive matters. It is further noted that climate-focused research community representatives of the four partner universities are not explicitly included. PICS should monitor the success of this arrangement. It may be advisable to separate executive and advisory functions in the future.

Given PICS is the only multi-institutional institute at UVIC, it is unique at the university, and a complicated organization from a governance perspective due to our four-university membership. Under previous leadership, PICS dismantled all advisory processes between 2017-2022, and we see an opportunity to renew innovative governance and advisory processes moving forward.

At present, PICS is working on developing a 'network of networks' model that respects and supports the internal structures/processes/strategies within each university while optimizing the leveraging and collaborative potential of PICS. We have made a financial investment in each university to develop their internal capacity and we are currently working with our university partners to better understand their priorities, capacities, and opportunities for collaboration and leveraging to generate climate action.

Our goal is to develop a separate advisory board, comprised of climate experts and leaders at the respective universities, especially given each of the PICS universities have identified key point people to advance their climate-related research and programming. For example, at the University of Victoria Dr. Julia Baum has been appointed as a Special Advisor Climate to the VPRI, and we have been working closely with her to create alignment and synergies between PICS and the UVIC campus community. We will work with PICS Executive Committee to develop the Terms of Reference for an advisory body and once will recruit community representatives from the four universities to help provide high-level guidance to PICS. This will increase communication, coordination, and capacity for collective climate action.

Overall, PICS agrees with the recommendation to separate executive and advisory functions and believe this will create a more streamlined and appropriate approach to our engagement with university executives and research leaders. This will also allow PICS to have multiple lines of sight and dialogue with our university network that will increase our ability to co-develop innovative climate solutions research and programming.

Recommendation 11:

PICS should continue to clarify and advocate for institutional efficiencies and fairness at UVIC, based on best practice in the post-secondary sector.

Over the past two years, PICS has been working closely with the offices of VPRI, VPFO, Human Resources, General Counsel, and others to clarify and develop institutional efficiencies between PICS and UVIC. We are extremely grateful to Drs. Kalynchuk and Hof for their interest and strategic support in these matters.

UVIC has been very supportive and fair to the needs and suggested institutional changes that are necessary to unlock the true potential of PICS. Collaboratively, UVIC and PICS have been able to advance better hiring practices and a new employee handbook for PICS staff; develop new funding tools that speed up payments and processing times; and other innovations. We are also working to increase operational efficiencies through the potential of a larger memorandum of understanding between PICS universities and more streamlined granting processes between partners.

PICS agrees with this recommendation and is again thankful to UVIC's executive team and staff for their ongoing support. We will continue to operate according to best practices in the post-secondary sector.

Recommendation 12:

PICS should explore alternate governance structures/partners only where an important strategic goal of PICS cannot be achieved by relying on university systems. If it is essential to work with another legal entity (such as PCIC, which can leverage external funding sources such as MITACS) or create one that is external to the partner universities, PICS should ensure that the entity has a narrow and well-defined mandate and budget.

As PICS and UVIC continue to optimize organizational efficiencies, we believe it is possible to address many of the key operational challenges facing our institute so that we can remain impact-focused. As per recommendation 8, PICS does see potential opportunity for leveraging if we developed a business plan for a separate (non-university) legal entity that allowed us to match MITACS funding. Indeed, MITACS approached PICS about this as a potential model, but any effort to move in this direction must have a well-defined mandate and budget. At present, PICS does not have any major plans to move in this direction, and only after other recommendations are acted upon would these alternate governance structured/partners become more relevant and/or achievable.

Recommendation 13:

PICS should assess the capacity of other post-secondary institutions in B.C. to contribute to the PICS collaboration and follow up with a discussion at the Executive Committee about the pros and cons of possibly expanding the educational partners involved in PICS.

Since the creation of PICS in 2008 the climate research ecosystem within B.C. has grown considerably, which represents tremendous capacity for collective climate action that we can help coordinate and support. As part of our new strategic plan, we have emphasized the importance of investing in networking, which is distinct from PICS' previous approach that was focused almost exclusively on grant funding for projects. This approach is already helping to weave capacities, common understanding, and coordination across the PICS university network, which is creating new synergies and avoiding project duplication and overlap.

At present, PICS remains focused on its core network – comprising UVIC, UBC, UNBC, and SFU – given that the climate momentum in each of these institutions has increased considerably and refreshed communication and coordination is highly valued. This networking and coordination will accelerate once we establish an advisory group that connects the universities (Recommendation 10).

PICS also recognizes that key provincial researchers and research groups are hosted at other institutions that are not officially partnered with our network. In the absence of a formal partnership, we have created opportunities for collaboration with researchers at these other institutions when using non-endowment revenue streams. For example, PICS received a significant grant from the Ministry of Emergency Management and Climate Readiness (EMCR) to develop an expert advisory group to support EMCR on climate risk assessment and adaptation. These funds were used to coordinate researchers across the PICS network as well as scholars from other institutions and community-based organizations.

To expand the education partners involved in PICS, we would likely need additional financial resources to support the increased demand on our organization, which speaks to the importance of thinking strategically and ambitiously about the endowment (Recommendation 7) as well as leveraging opportunities (Recommendation 8). PICS will continue to work with the Executive Committee to discuss the pros and cons of expanding our network to ensure we remain a sustainable, focused, and high impact institute moving into the future.



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master of Engineering in Biomedical Systems program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Master of Engineering in Biomedical Systems program.

The Master of Engineering in Biomedical Systems program structure was originally intended to align with the structure of other course-based MEng programs, which culminate in a team-based technical capstone project course. However, the course number and course description for BME 598 led to the confusion that this project was intended as an individual research project.

The proposed change is intended to reflect the original intention of the course-based professional program.

The following motion is recommended:

That Senate approve the proposed changes to the Master of Engineering in Biomedical Systems program, as described in the document "Master of Engineering – Biomedical Systems: Program Change".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Rosemary Webb, GSS representative
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 CHANGE – GRADUATE

Master of Engineering – Biomedical Systems: Program Change

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Jens Weber, Associate Dean Professional Programs and Development	Engradp@uvic.ca
Academic unit, department, or school	Department of Mechanical Engineering	
Name, title, and email of contact person	Caela Moffet, Program Coordinator, Professional Programs	Engrpcp@uvic.ca
Anticipated change start date		
		Sept. 2025

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov. 21, 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	To come
Departmental/School approval	Dec. 2, 2024
Faculty Curriculum Committee approval	Dec. 3, 2024
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Jan. 7 2025
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Jan. 13, 2025

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 bengtson@uvic.ca		
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca		
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Feb 3'25	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Jan 9'25	Y
Internal Consultation (emails/letters of support as per section J)		
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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).

Program change to remove BME 598 and add BME 596 (new capstone course). This program structure was originally intended to align with the structure of our other course-based MEng programs, which culminate in a team-based technical capstone project course. Unfortunately, the choice of the course number and the course description (for BME 598) led to the confusion that this project was intended as an individual research project, similar to our research-focused master's programs (project option). The proposed change is intended to reflect the reality and original intention of the course-based professional program. Additionally, the capstone approach is in alignment with not just other MENG programs but also similar programs at UVic such as [MM 596](#), the capstone course for the Master of Management program, and [SOCW 571](#), the capstone course for the master of Social Work program. It is also important to note that as a practice-oriented program, the learning outcomes for the capstone project aligns with employers' expectations of students from such programs as it makes them practice/industry ready.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No.

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

No.

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

Students will no longer be required to individually present the results of their projects in an oral examination in front of a supervisory committee. Instead, they will undertake a team-based capstone project supervised and assessed by a course instructor.

- 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 change will be accomplished by removing BME 598 from the program and replacing it with a new course, BME 596, Capstone Project, course description here:

A team-based technical project solving an open-ended design problem with a central focus on Biomedical Systems and applications of such in Biomedical Engineering but with support for interdisciplinary collaboration. Projects may originate from faculty members, students, or external sources. They may have a diverse nature and serve diverse needs. The project can include translating user requirements into design specifications; generating and analyzing solution concepts; and may include developing a prototype suitable for performance testing.

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

Yes, the new capstone course BME 596 will allow students to learn about teamwork, interdisciplinary collaboration, project planning, management, and risk, as well as working with end-user requirements. The capstone project will better meet the expectation of industry employers that students have experience working in groups.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- E. Does the proposed change affect opportunities for experiential learning opportunities, including 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 opportunity for experiential learning is increased with the new BME 596 capstone course, given its team-based format allowing for interdisciplinary work and the opportunity to do work with project sponsors and end-user requirements.

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

Professional course-based programs normally have a team-based technical project rather than an individual research project supervised by a committee of faculty members. This proposed change will bring the BSY program in alignment not only with our BME undergraduate program but also with programs offered by other institutions.

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

The requirement of having individually supervised research projects that necessitate a committee can create a bottleneck and potential barrier to entry for students. It will be simpler for students to enroll in the program if the capstone course is team-based. This change will open up capacity but is not intended to increase enrollment.

- H. 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).**

N/A.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>

Date: Monday, February 3, 2025 at 2:58 PM

To: "Wendy Taylor, Registrar" <registrar@uvic.ca>, Caela Moffet <cmoffet@uvic.ca>

Subject: RE: BISI - program change for review

Hi Caela,

Thanks for forwarding this proposal to OREM for our review and feedback. My team has reviewed the proposal, and we have no concerns with the changes being proposed.

The one piece of feedback we wanted to pass along was that the [Kuali proposal](#) for the MENG in Biomedical Systems shows that the program notes previously provided additional information about the technical project and wanted to flag that in case a similar approach for the Capstone project would be useful.

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

Best,
Wendy Taylor
Registrar

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

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

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

Part I: Background Information

Department/School/Faculty: Department of Mechanical Engineering, Faculty of Engineering and Computer Science

Name of Program: Master's of Engineering – Biomedical Systems

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Program change to remove BME 598 and add BME 596 (new capstone course) for the MEng Biomedical Systems Professional Master's Degree Program offered by the Faculty of Engineering and Computer Science.

Rationale for the proposal (approximately 200 words)

This program structure was originally intended to align with the structure of our other course-based MEng programs, which culminate in a team-based technical capstone project course. Unfortunately, the choice of the course number and the course description (for BME 598) led to the confusion that this project was intended as an individual research project, similar to our research-focused master's programs (project option). The proposed change is intended to reflect the reality and original intention of the course-based professional program. Additionally, the capstone approach is in alignment with not just other MEng programs but also similar programs at UVic. It is also important to note that as a practice-oriented program, the

learning outcomes for the capstone project aligns with employers' expectations of students from such programs as it makes them practice/industry ready.

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

None.

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

n/a

Part III: Proposal Information

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

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

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

☐ Yes ☒ No

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

The revision of this program does not change its standing relationship to Indigenous initiatives or University Plans. The BISY program aligns with the Indigenous Plan's priorities in several ways, particularly in the areas of People and Learning and Teaching. The program's emphasis on experiential learning and hands-on technical projects offers opportunities for students to engage directly with diverse knowledge systems and real-world applications, ensuring that learning is accessible and inclusive. In terms of Research and Re-searching, the program offers students the opportunity to engage with biomedical systems at multiple levels, fostering a critical approach to innovation. Although the program does not explicitly focus on Indigenous methodologies, it encourages students to think critically about the design and implementation of medical technologies, which could be adapted to incorporate Indigenous ways of knowing and being, particularly in areas like health and wellness in Indigenous communities.

Part IV: Consultation and Approvals

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



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

09-JAN-25

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

Senate Committee on
Planning

MEMO

Date: February 19, 2025
To: Senate
From: Senate Committee on Planning
Re: **Proposed changes to the Bachelor of Commerce program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Bachelor of Commerce (BCom) program.

As a result of a program review that was initiated in 2023, the Gustavson School of Business is proposing a substantial revision to its BCom program that maintains the strengths of the existing BCom program while addressing weaknesses and areas of opportunity.

Areas identified for improvement were:

- more business course content earlier in the program,
- provide opportunity for more depth later in the program,
- an option to pursue a minor or complementary credential,
- more varied specialization choices, and
- the possibility of reducing the amount of required work terms.

The proposed changes move the program structure to a 4-year experience, with required work experience, business content spread through all years of study and new specializations designed to meet the needs of both students and employers. This is a significant shift away from the historic "2+2" model that is no longer appealing to students. This revision is intended to make the program more attractive to students and better aligned with career opportunities. The revised program will allow students to choose more in-depth business content or to remain broad in their area of study and complete a minor outside of business, all while preserving the cohort model, work experience, and option for exchange during the program.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Bachelor of Commerce program, as described in the document "Bachelor of Commerce – Gustavson School of Business".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – BCOM PROGRAM

Bachelor of Commerce – Gustavson School of Business

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Jen Baggs	jenbaggs@uvic.ca
Academic unit, department, or school	Undergraduate Programs, Gustavson School of Business	
Name, title, and email of contact person	Kali Wilson Cseke – Director, Undergraduate Programs Admin	bcomdira@uvic.ca
Anticipated change start date	September 2025	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	2024-07-07
Departmental/School approval	N/A
Faculty Curriculum Committee approval	2024-11-27
*Faculty Council approval (or indicate equivalent Faculty voting body)	2024-12-11

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 bengtson@uvic.ca	2024-11-01	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	2024-10-29	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	2024-10-21 2025-01-13	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	2024-11-14 (form) 2025-01-24 (letter)	Y
Internal Consultation (emails/letters of support as per section J)	Various	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	No – removes non-standard tuition	N

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – BCOM PROGRAM

A. 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).

As a result of a program review that was initiated in 2023, we are submitting a substantial revision to our BCom program that maintains the strengths of the existing BCom program while addressing weaknesses and areas of opportunity. Based on an extensive consultation and review process, data and feedback collected through 2023 and 2024 identified key strengths of the existing program as: the cohort model, the opportunity for international academic exchange, required work experience, and development of well-rounded critical thinkers. Areas identified for improvement were: more business course content earlier in the program, provide opportunity for more depth later in the program, an option to pursue a minor or complementary credential, more varied specialization choices, as well as the possibility of reducing the amount of required work terms. This proposal moves our program structure to a 4-year experience, with required work experience, business content spread through all years of study and new specializations designed to meet the needs of both students and employers. This is a significant shift away from our historic “2+2” model that is no longer appealing to students. This revision is intended to make the program more attractive to students and better aligned with career opportunities. The revised program will allow students to choose more in-depth business content or to remain broad in their area of study and complete a minor outside of business, all while preserving the cohort model, work experience, and option for exchange during the program.

To meet the overarching goal of shifting our program structure, we have added two required business courses in year 1 (Com 100 and Com 120), moved Financial Accounting to the fall of year 2 (previously year 3), and shifted the first semester of our cohorted essential business content from fall of year 3 to spring of year 2. We have preserved space for between 10.5 and 13.5 units of non-business electives in years 1 and 2, and added space for at least 4.5 units, and up to 7.5 units, of non-business electives in year 3 (variation is a result of which specialization students select). Students may also have a small amount of space for non-business electives in year 4, depending on both sequencing and specialization choice. Combining the above, there are now many different minors across UVic that our students could potentially complete. In addition, shifting half of our cohorted essential business content from year 3 to year 2, frees up 7.5 units of flexible space in year 3. Students can use this for upper-level business electives, electives elsewhere on campus (perhaps toward a minor), or between 1.5 and 3.0 units can be allocated toward a specialization. Please see Appendix A for a visual overview of the revised program.

The revised program has four specialization areas. The first is a new specialization in Financial Management, with two focus areas. This specialization will allow students to pursue depth in either finance or accounting, working toward professional designations (Certified Professional Accountant and Chartered Financial Analyst). The second completely new specialization is in AI and Technology Management. This specialization will develop digitally adaptable graduates who are skilled at both technology applications and human centered management. The third specialization, Entrepreneurship and Innovation, is a substantial update of our existing Entrepreneurship specialization with added focus on innovation. The final specialization in Service Design, Marketing, and Management evolved from our existing Service Management specialization, with updates addressing an identified gap in both marketing and technology focused service management. Please see Appendix B for sequencing and course details for each specialization.

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – BCOM PROGRAM

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

Not in its current form. We are hopeful that the revised program will be more attractive to prospective students and open the possibility of expanded enrolment down the road – which would require additional resources – but this is out of the scope of this proposal.

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

Yes. Our re-designed BCom program allows for admission into year 1 or year 2 only, removing our current year 3 admission option. At the same time, where we previously only permitted admissions in September, in response to student demand and recommendations from OREM, we are now allowing for entry in September, January or May. As a result of our year 1 program requirements changing, our year 2 admission requirements for transfer students are also changing. The new requirements for students transferring into year 2 of the program align with the progression requirements for direct admit students. One of our objectives in re-designing the BCom program was to make it easier for students to transfer into the program from other business programs (e.g. Colleges or the UVic business minor). To facilitate this, we are increasing the allowable units of commerce transfer credits from 4.5 to 9.0.

In the process of reviewing our program, we also reviewed our supplemental admissions requirement. This process concluded that it is neither increasing student diversity nor resulting in the admission of more qualified students. Requiring a supplemental application in addition to grades-based admissions is creating a barrier to student admissions rather than removing one. Accordingly, we would like to remove the supplement (qualitative) portion of our admissions requirements. By eliminating this requirement, we hope to increase applications from a broad range of students. In addition, the removal of the supplemental application from our program would further facilitate applications from a broad range of students by: (1) lowering our calendar minimum grade requirement to 73%, and (2) taking part in the University's Expanded Qualifications admission category. This change also better aligns our calendar minimum with those in other UVic faculties. We do not expect to lower our internal cut-off admissions average and are making this change solely to create a gap between our internal cut-off and the calendar minimum average to facilitate the use of the Expanded Qualifications. These changes were made with the advice and guidance of OREM and have been submitted to the Senate Committee on Academic Standards (SCAS) for review.

- D. Impact on Students – does the proposed change 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 change does not impact student evaluation or supervision but does impact progression. These changes are summarized here and also submitted to the Senate Committee on Academic Standards (SCAS) for review. Our progression requirements, previously at entry to year 3, are now at

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – BCOM PROGRAM

entry to year 2, and mirror the requirements to transfer into the BCom program as a year 2 student. To enter year 2, students must have completed: 12.0 units of coursework, including all four required first year courses, and have a minimum GPA of 4.5 on the four required courses. Previously, we required a minimum grade of C+ on *each* required course as well as a minimum GPA of 4.0 *across* these courses. We also required a minimum GPA of 5.0 on the student's most recent 30 units of course work. We propose removing the minimum C+ on each course completely as it was resulting in the unintended consequences of students *just* below the C+ re-taking (and paying for) a course multiple times without meaningful improvement in their learning. Instead, we have required a higher minimum GPA *across* the four required courses, allowing us to anchor progression on a more holistic measure of student achievement. We propose increasing the progression GPA on the required courses from 4.0 to a 4.5 to ensure that removing the individual C+ requirement on each course is not resulting in lower standards overall.

We propose removing the requirement for a minimum GPA on the student's overall course load (previously 5.0 on the most recent 30.0 units) for two reasons. First, to leave room for students to take risks in their selection of electives. We want students to explore their interests and passions across the UVic campus, selecting electives because they are valuable and intriguing, not because they are easy. Currently we see students seeking out "GPA booster" courses in their second year, regardless of interest or relevance, and we would like to remove at least some of the incentive for this. Second, since we are now looking at progression after year 1 only, any overall GPA would need to be based on at most 15.0 units rather than 30.0 units, leaving little room for "one bad course", further undermining the course selection argument above.

In terms of transition between programs, students currently in the BCom program will finish the program as it is presently calendared. Students who start the current program in the year *prior* to the implementation of the calendar changes will be offered the opportunity to transition to the new program if they would like. We will work with our advisors to make sure students understand their options and are able to sequence their program accordingly. The year one requirements change the least between the two programs – most of our students already take Com 100 as an elective making the addition of Com 120 the only material change for many students in year 1.

For students currently in year 1 or 2 outside of Business and hoping to transfer into BCom, since we admitted year 1s into the current program in both 2023 and 2024, we will be offering our current year 3 for at least two more academic years, and welcoming year 3 admits from across campus into each of those cohorts under the same conditions they expect given the current calendar. Going forward, in the early years of the new program, for students who wish to transition to the revised BCom, we will offer Com 100 and Com 120 (the pre-requisites new to this proposal) as flexibly as possible to allow students to "catch up" and enter the new program if they wish. We will consider summer sections, online options and so forth to create as much flexibility as possible.

E. 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 change maintains some curriculum unchanged (re-sequenced perhaps but pedagogically unchanged), but other curriculum substantially altered. We describe only the most

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significant changes below, with full details available in Appendix C, where a table outlines all of the proposed BCom curriculum changes.

Broadly speaking we have added content in business and technology, financial management, business ethics and indigenous land-based learning. Business and technology is added both in terms of a new specialization, and as course work required for all students. We have a new required course in Business Analytics (Com 232) in year 2 and revamped content in our required Technology Management course (Com 331). We have added a specialization in Financial Management and updated curriculum in our required Accounting and Finance courses (Com 315, 316 and 371) to reflect identified weaknesses in these areas. We have added business ethics to our business law course (Com 292) and placed this course earlier in the program to build a sound basis for ethical decision making amongst our students. One of the curriculum changes we are most excited about is the addition of Com 224 and 324 – Organizations, Community and Society I & II. These courses are key features of our revised program. Required for all students, these two courses weave Indigenous learning and sustainable business practices into a core learning experience for our BCom students. The courses will be experiential in nature, with students stepping outside the classroom to engage with the local business and Indigenous communities.

The most significant component removed from our curriculum is mandatory co-op. We will continue to require students to complete at least one work experience term, but a full co-op will be optional. One result of the large-scale program review we undertook in 2023 was to identify that while our students deeply valued work experience as part of their program, many of them felt constrained by our *mandatory* co-op requirement (minimum three work terms). Specifically, some of our students would have liked the flexibility to complete fewer work terms as part of their degree, either to allow space for unpaid experiential learning (internships, volunteering, community focused work that did not meet the minimum co-op requirements, or similar), or to complete their degree more quickly. It was also noted that both UBC and SFU's business programs are *optional* co-op, and that our *mandatory* co-op might be a competitive disadvantage in recruitment.

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

No. Our high-level program learning outcomes remain unchanged.

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- G. Does the proposed change affect opportunities for experiential learning opportunities, including 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 change affects experiential learning opportunities, particularly co-op, but also community engaged learning, and the integration of Indigenous perspectives. The proposed change preserves our focus on global perspectives, in particular via required content in International Business and opportunities for International Exchange. Changes in our admissions requirements described above are targeted at increased diversity in our student body.

As described in (E) above, our revised program transitions from mandatory co-op to mandatory work experience. To preserve the value of work integrated learning in our classrooms, we will continue to require students to complete at least one work experience term as part of their degree, and while they will be encouraged to complete two or more, they will retain the ability to choose what works best for them. All students will have the option to opt into a full Co-op program, without the requirement of a minimum GPA.

With the new design of Organizations, Community and Society I and II we hope to create courses that integrates more Indigenous perspectives and community-based experiential opportunities. We understand building these types of relationships takes time, so we have designed the course to have curriculum that can be tailored to individual faculty in the program as well as needs of our community partners.

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

The proposed change both aligns *and* distinguishes the program from comparable programs at other BC post-secondary institutions. In terms of alignment, moving away from a 2+2 structure to a 4-year degree program moves the BCom program closer to what is offered in comparable programs in BC. Business schools at the University of British Columbia (UBC), Simon Fraser University (SFU), and other institutions across Canada such as McGill or University of Toronto, all offer a 4-year degree programs with business content in each year. Our program review identified the absence of business content in our first two years as a detraction for both prospective and current students. Similarly, the addition of a specialization in Financial Management better aligns us with offerings at comparable institutions that are in high demand by both students and employers.

The proposed change distinguishes our program on several dimensions. Three of our specializations (Entrepreneurship and Innovation, Service Design, Marketing and Management and AI and Technology Management) have unique features not offered elsewhere in BC. In addition, the strengths we focused on protecting in this re-design will continue to distinguish our BCom program from comparable institutions in BC and across

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Canada. For example, the preservation of a cohorted student experience, required work experience, and the opportunity for international exchange embedded into student academic experience. Presently in our program roughly 80% of BCom students participate in at least one academic exchange term.

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

We are hopeful that the revised program will be more attractive to prospective students and open the possibility of expanded enrolment in the future. Feedback from consultations with Zane Robison, Associate Registrar, survey data from applicants, and discussions with the business community all suggest that changes in our specialization options to include Finance Management, AI and Technology, as well as added marketing content will increase demand from students both domestically and internationally. In the short term, we hope to see increased numbers of applications from more qualified and diversified student backgrounds. Initially, we do not anticipate that this would translate into an overall increase in student numbers but rather allow us to recover from recent declines in progression through our program by attracting and retaining higher quality students. In the longer run, building a better and more attractive program creates the possibility of increasing enrollment. Any substantial increase in enrollment in the future would require a discussion with our campus partners, in terms of teaching capacity within the School of Business and in courses delivered by other units. This is beyond the scope of the current proposal.

J. 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).

Attached.

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APPENDIX A: Overview of Current and Revised Program

(1) Current Program

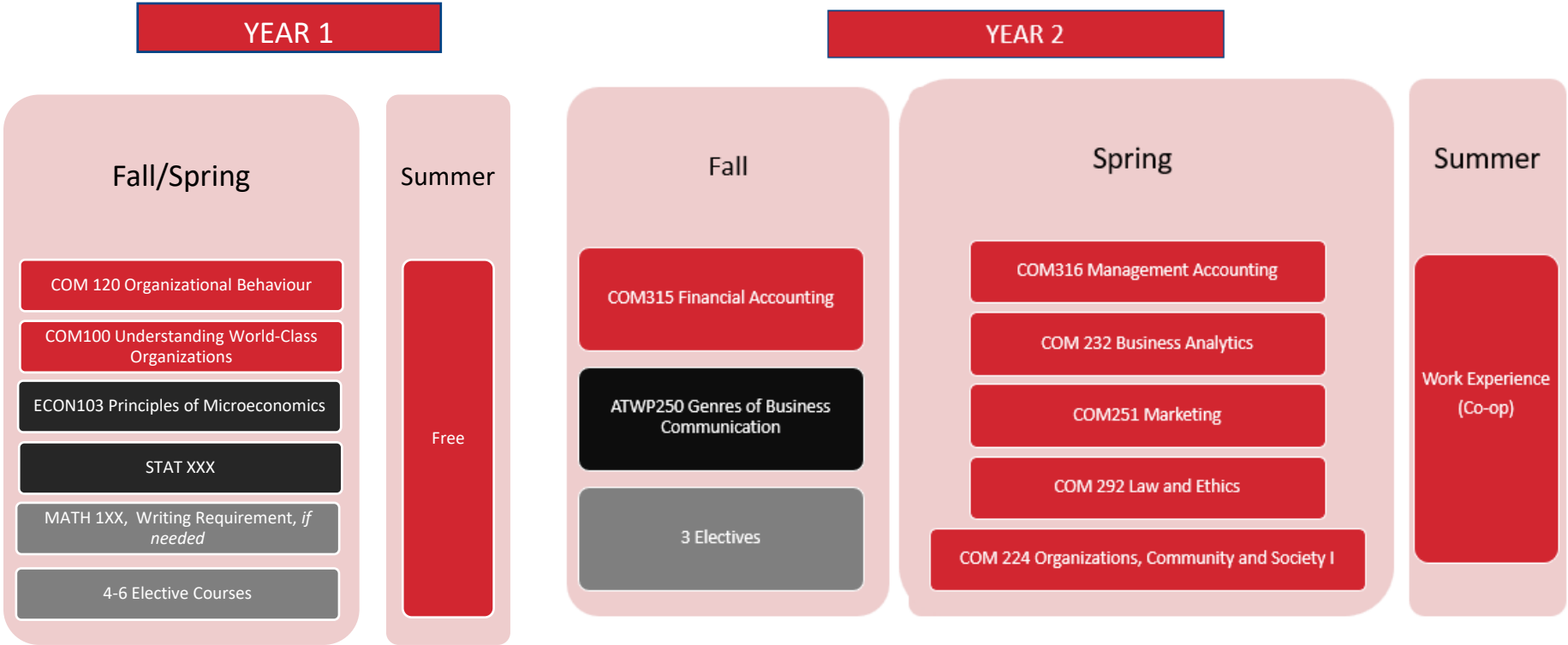
Our **current** program requirements are below. The program is designed as a “2+2” where students have only one required business course (Com 200) in their first two years, and then a concentrated “core year” of business fundamentals in year 3. In year 4 students go on exchange and complete a specialization term. Currently, co-op is mandatory for BCom students. Our revised program is described on the subsequent 4 pages

PRE-COMMERCE COURSES*		2+2	BCOM CORE COURSES*	
	YEAR 1	YEAR 2	YEAR 3	YEAR 4
FALL	ECON 103 ATWP 135, ENSH 101/102 (one) + 4.5 units non-business electives	COM 200 ATWP 250 STAT 252 COM 204: Co-op prep + 3 units non-business electives	BCom Core Professional Skills Development Financial Accounting Leading People & Organizations I & II Marketing Principles and Management International Business Business and Sustainability Managerial Accounting Management Information Systems Operations Management Management Finance	International Exchange Over 80 partner institutions 40+ countries Where will you go?
SPRING	MATH 151 + 6 units non-business electives	7.5 units of non-business electives *International students may need COM 290 & COM 206C		Co-op Work Term
SUMMER	Free summer!	Co-op Work Term	Co-op Work Term	BCom Specialization Entrepreneurship International Business Service Management
*Typical program structure, individual BCom schedule may vary.			----- COM 405 – CAREER PREPARATION -----	

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(2) Revised Program

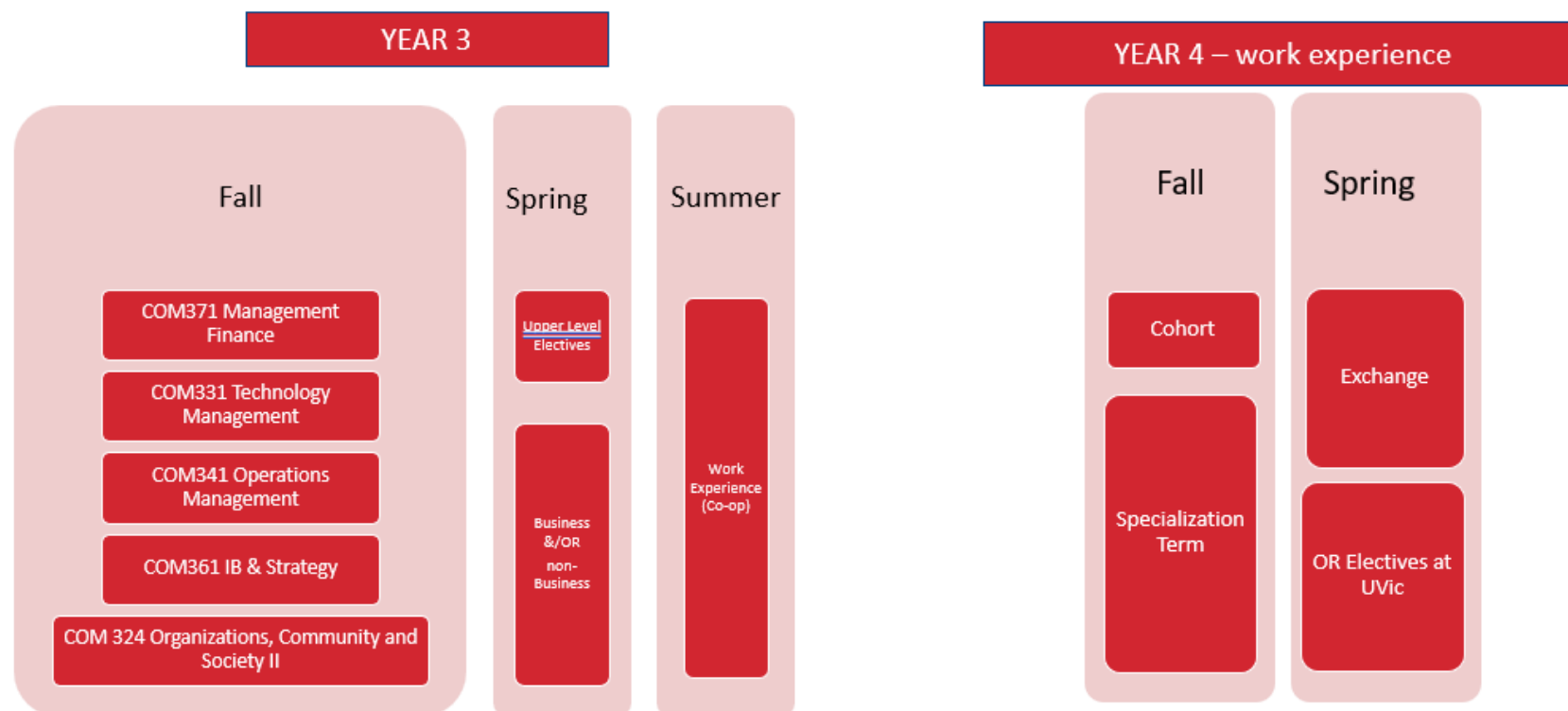
Year 1 of the revised program features two required business courses (Com 120 and Com 100), two required non-business courses (Econ 103 and one of five statistics courses¹), and between four and six elective courses. The number of electives will depend on which statistics course the student chooses and meeting the AWR. We expect most direct entry students will choose Stat 252, which means they will also need to take Math 151 (a pre-requisite to Stat 252). Students transferring from other faculties at UVic or other post-secondary institutions may choose a different terminal Statistics course and accordingly different pre-requisites. Most students will also need to take an AWR course in their first year. Year 2 of the program includes three elective courses, a Business Writing course and a Financial Accounting course in the fall. The spring term is the first of two “cohorted” terms featuring core business concepts. Students will take Management Accounting, Business Analytics, Marketing, Law & Ethics and Organizations, Community & Society I. In the summer after year 2, student will complete a mandatory work experience term.



¹ Students are required to take Stat 252 **OR** one of: STAT 254, STAT 256, STAT 260, ECON 246. Pre-requisites for these courses differ, and in some cases may not be do-able within one academic year. They are still included here as pathways intended for transfer students. We expect most students to take Stat 252.

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Year 3 of the proposed program begins in the fall with the second cohorted core business concepts learning term. All students will take Management Finance, Technology Management, Operations Management, International Business & Strategy, and Organizations, Community and Society II. Beginning in the spring term of year 3, student could choose a number of different pathways. The sequencing example illustrated below for both year 3 and 4 applies to students who elect *not* to complete a full Co-op program. These students complete an academic term in spring of year 3 that may involve mostly non-business courses working toward a minor in another faculty, or, depending on their chosen specialization, some students will do a mix of elective courses and 1-2 required courses in their area of specialization. Students choosing the complete a full co-op may go on a work term in the spring or summer of year 3 and complete an academic term in the other. Similarly, there are a number of different ways students could sequence year 4. All of them will include: one “specialization term” and one term on an international exchange OR completing electives, a minor, or 1-2 specialization courses at UVic. Students completing a full co-op may require at least one additional work term. Specialization requirements are illustrated on the next two pages.

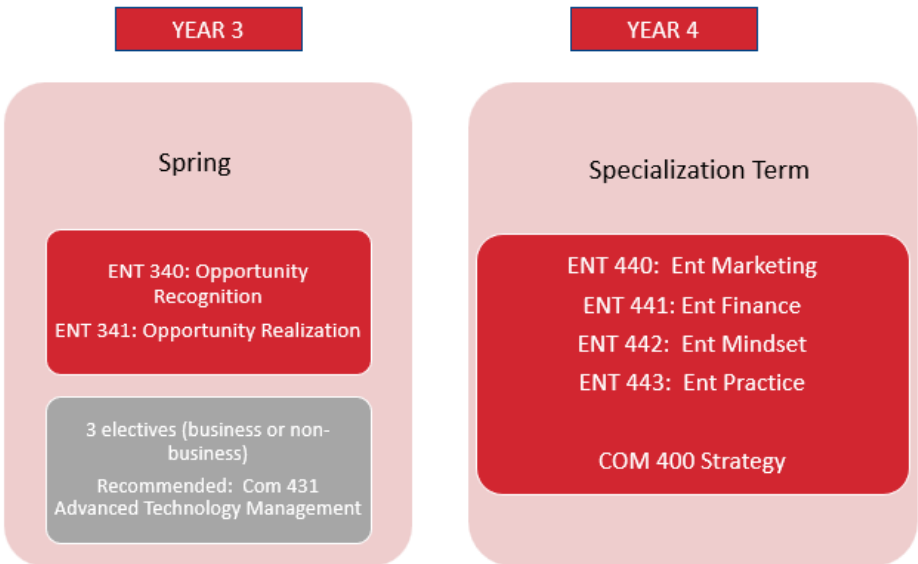


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APPENDIX B: Specialization Details

All four specializations require a capstone course, Com 400. This element is retained from our current program structure.

Entrepreneurship & Innovation Specialization

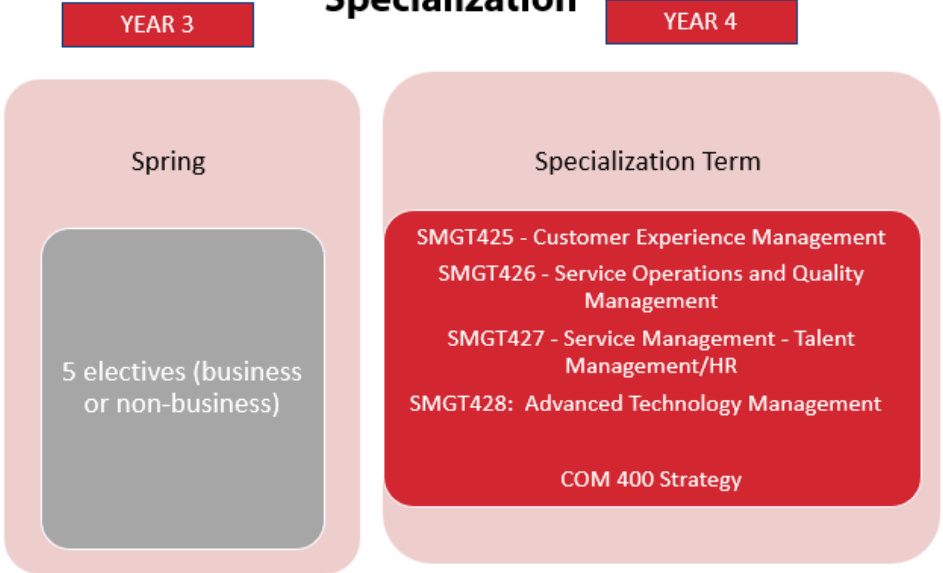


The **Service Design, Marketing and Management** Specialization builds on our current Service Management Specialization and is entirely contained to one specialization term. This specialization was updated in two primary ways. First, new content was added reflecting the increasing role of technology in the service sector. Second, the three original courses were comprehensively updated with new curriculum and topics in line with the evolving business environment and importance of both services specifically, and marketing more generally, in the business landscape. Students will engage with service design and delivery principles, tools that enable differentiated and strategic talent alignment, development and retention, design thinking, communications and branding, consumer behaviour and customer relationship management.

Revised June 2024

The **Entrepreneurship and Innovation** Specialization is an updated and redesigned set of courses based on the current Entrepreneurship specialization. This new version of the specialization adds two courses taken prior to the specialization term (ENT 340 and ENT 341). These courses equip students with the skills necessary to discover opportunities for new businesses and create agile but comprehensive market ready plans to make new ventures or change initiatives happen. In their specialization term they complete an integrated four course module blending functional knowledge (finance, marketing, etc) with an innovative mindset and entrepreneurial skills, culminating in a comprehensive business plan.

Service Design, Marketing & Management Specialization



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Financial Management Specialization

YEAR 3

Spring

If focusing on Accounting*:
COM 425: Taxation for Mgrs

If focusing on Finance:
Com 375: Financial Systems

3-4 electives (business or non-business)*
*accounting focus will likely need COM 327

YEAR 4

Specialization Term

All Students:

Com 445: Corporate Finance and Valuation
Com 426: Management Accounting II
Com 400: Strategy

+ choose one of:

Finance Focus:

Com 417: International Finance
Com 446: Investments

Accounting Focus:

Com 427: Intermediate Financial Accounting 2
Com 428: Audit and Assurance

The **Financial Management** specialization is a new specialization created in response to feedback and consultation with students, alumni, co-op employers and industry. This specialization will allow students to pursue depth in either finance or accounting, working toward professional designations (Certified Professional Accountant and Chartered Financial Analyst). Students in both streams will complete Corporate Finance and Valuation, and Management Accounting II alongside Com 400 (capstone strategy) in their specialization term. Students choosing the accounting stream will additionally complete Intermediate Financial Accounting and Taxation for Managers prior to their specialization term and Intermediate Financial Accounting II and Audit & Assurance during their specialization term. Students in the finance stream will complete Financial Systems prior to the specialization term and International Finance and Investments during their specialization term.

AI & Technology Management Specialization

YEAR 3

Spring

COM 332: Applied AI for Business
COM 431: Advanced Technology Management

3 electives (business or non-business)

YEAR 4

Specialization Term

COM 432 – Managing People and Technology
COM 433 - Advanced Business Analytics
COM 434: Information Systems Development Managers

COM 400 Strategy

1 elective (business or non-business)

The **AI & Technology Management** specialization is a new specialization created in response to feedback and consultation with student, alumni, co-op employers and industry, and also contributes to correcting an area of weakness (lack of technology in our curriculum) identified by one of our accreditation bodies (EQUIS) during a recent peer review. This specialization will develop digitally adaptable graduates who are skilled at both technology applications and human centered management. This specialization will prepare graduates to work in technology management as self-aware leaders and analytical problem solvers. Students will complete two courses (Applied AI for Business and Advanced Technology Management) prior to the specialization term and three courses (Managing People and Technology, Advanced Business Analytics and Information Systems Development for Managers) in addition to the capstone strategy course during their specialization term.

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Appendix C: Proposed Curriculum Changes

Change?	Course Number	Course Title	Required in "Existing" Program?	Required in new "Proposed" Program?	Pre Req in New "Proposed" Program?	Offered in "Existing Program"	Offered in New "Proposed" Program	Curriculum Shift Rationale
No Change	ECON 103	Microeconomics	Yes	Yes	Yes	Yes	Yes	
Change	MATH 151	Finite Mathematics	Yes	No	N/A	N/A	N/A	No longer required content by BCom but MATH 151 is a pre-requisite for STAT 252 so many students will continue to enroll. In consultation with the Department of Mathematics and Statistics, we also expanded the list of alternative acceptable courses to meet our statistics requirements, to: STAT 254, STAT 256, STAT 260, ECON 246. Since <u>none</u> of the accepted alternatives to Stat 252 require Math 151, it did not make sense to continue to have Math 151 as a program requirement – our interest is in the terminal statistics course not the assorted pre-requisites to those courses.
No Change	STAT 252	Statistics for Business	Yes	Yes	Yes	Yes	Yes	
Change	ATWP 135, ENSH 101 or ENSH 102	English meeting Academic Writing Requirement	Yes	No	N/A	N/A	N/A	Curriculum change to the Academic Writing Requirement is satisfied, rather than requiring specific courses. An AWR-designated course will remain a pre-requisite for ATWP 250 as per the calendar.

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New	AWR	Academic Writing Requirement Course	Yes	Yes	N/A	N/A	N/A	Changing this course requirement to the AWR being satisfied, rather than a specific course
No Change	ATWP 250	Genres of Business Writing	Yes	Yes	Yes	Yes	Yes	
No Change	COM 100	Understanding World-Class Organizations	No	Yes	No	Yes	Yes	
New	COM 120	Introduction to Organizational Behaviour	<u>No</u>	Yes	No	No	Yes	Curriculum has been changed to accommodate new program structure, moving content previously in Com 200 and 321 to first year
No Longer Offer	COM 200	Strategy and Business Fundamentals	Yes	No	N/A	Yes	No	curriculum content being embedded in new courses like COM 120, 224 and 324
No Longer Offer	COM 205	Professional Skills Development	Yes	No	N/A	Yes	No	curriculum content being embedded in new courses like COM 204 Introduction to Professional Practice
New	COM 224	Organizations, Community, and Society I	<u>No</u>	Yes	COM 120 + Admission to BCom program.	No	Yes	New curriculum for the proposed new structure. Imbeds indigenous perspective and community based learning into new program
New	COM 232	Business Analytics	<u>No</u>	Yes	STAT 252 (or STAT 254, 256, 260 and Econ 246) + Admission to BCom program.	No	Yes	Curriculum has been changed to accommodate new program structure and updated specializations. Added technology focus to update curriculum to changing business conditions

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No Change	COM 247	Personal Financial Management	No	No	None	Yes	Yes	
New	COM 251	Marketing in Motion: Strategies for a Digital World	No	Yes	COM 100 + Admission to BCom program.	No	Yes	Curriculum has been changed to accommodate new program structure and updated specializations, course content updated to reflect digitization of marketing as a discipline
New	COM 292	Law and Ethics	No	Yes	Admission to BCom program.	No	Yes	Curriculum has been changed to accommodate new program structure, ethics added, moved earlier in the program
Change	COM 316	Management Accounting	Yes	Yes	ECON 103 + Admission to BCom program.	Yes	Yes	Adding ECON103 as a pre-req
No Longer Offer	COM 321	Leading People and Organizations I	Yes	No		Yes	No	Curriculum has been changed to accommodate new program structure – content now in Com 120, 224
No Longer Offer	COM 322	Leading People and Organizations II	Yes	No		Yes	No	Curriculum has been changed to accommodate new program structure – content now in Com 224 and 324
New	COM 324	Organizations, Community, and Society II	No	Yes	Admission to BCom program.	No	Yes	New curriculum for the proposed new structure. Imbeds indigenous perspective and community based learning into new program
New	COM 327	IFA1	No	No	COM 202 or COM 315	No	Yes	New curriculum for the proposed new specialization. Added curriculum in accounting
Change	COM 331	Technology Management	Yes	Yes	COM 232, Admission to BCom program.	Yes	Yes	Adding COM 232 as a pre-req, name and description updated to reflect modernization of content

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New	COM 332	Applied AI for Business	<u>No</u>	No	No	No	Yes	New curriculum for the proposed new specialization.
Change	COM 341	Operations Management	<u>Yes</u>	Yes	COM 232, Admission to BCom program.	Yes	Yes	Adding COM 232 as a pre-req
No Longer Offer	COM 351	Marketing Principles and Management	<u>Yes</u>	No		Yes	No	curriculum content being updated to better suit new specializations and current industry practices – replaced in part by Com 251
Change	COM 361	IB & Strategy	<u>Yes</u>	Yes	Admission to BCom program.	Yes	Yes	Adding some introduction strategy content
No Longer Offer	COM 362	Business and Sustainability	<u>Yes</u>	No		Yes	No	curriculum content being embedded in new courses like COM 224 and 324
Change	COM 371	Management Finance	<u>Yes</u>	Yes	COM 315, COM 232, + Admission to BCom program.	Yes	Yes	Adding COM 232 as a pre-req
New	COM 375	Financial Systems	<u>No</u>	No	COM 240 or 371	No	Yes	New curriculum for the proposed new specialization
Change	COM 400	Strategy	<u>Yes</u>	Yes	Completion of all current Core courses OR Completion of all new cohorted courses.	Yes	Yes	This course would now be required for all students regardless of specialization, unlike the current program where students who take ENT 400 do not have to take COM 400

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No Longer Offer	COM 402	Legal Issues in Management	<u>Yes</u>	No		Yes	No	Curriculum change with addition of personal ethics, COM 292
No Longer Offer	COM 405	Career Preparation Across Borders	<u>Yes</u>	No		Yes	No	curriculum content being embedded in new courses like COM 224 and 324
New	COM 417	International Finance	<u>No</u>	No	COM 371 or COM 240 + COM 375. Or permission of the school.	No	Yes	New curriculum for the proposed new specialization
Change	COM 425	Taxation for Managers	<u>No</u>	No	C+ min in COM 202 or 270 or 315 + Minimum third-year standing. or permission of the program.	Yes	Yes	change to allow third year standing
Change	COM 426	Management Accounting II	<u>No</u>	No	C+ min in COM 270 or COM 316 or COM 317 + Minimum third-year standing. Or permission of the program.	Yes	Yes	change to allow third year standing

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New	COM 427	<u>IFA2</u>	<u>No</u>	No	COM 327	No	Yes	New curriculum for the proposed new specialization
New	COM 428	<u>Audit</u>	<u>No</u>	No	COM 327	No	Yes	New curriculum for the proposed new specialization
New	COM 429	<u>Advanced Financial Accounting</u>	<u>No</u>	No	COM 327	No	Yes	New curriculum for the proposed new specialization
New	COM 431	<u>Advanced Technology Management</u>	<u>No</u>	No	COM 331	No	Yes	New curriculum for the proposed new specialization
New	COM 432	<u>Managing People & Technology</u>	<u>No</u>	No	C+ min in COM 331 + Completion of all Cohorted courses + COM 332 and 431 pre/coreq	No	Yes	New curriculum for the proposed new specialization
New	COM 433	<u>Advanced Business Analytics</u>	<u>No</u>	No	C+ min in COM 331 <u>and</u> C+ min in COM 232 + Completion of all Cohorted courses + COM 332 and 431 pre/coreq	No	Yes	New curriculum for the proposed new specialization

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New	COM 434	<u>Information Systems Development for Managers</u>	<u>No</u>	No	C+ min in COM 331 + Completion of all Cohorted courses + COM 332 and 431 pre/coreq	No	Yes	New curriculum for the proposed new specialization
Change	COM 445	<u>Corporate Finance</u>	<u>No</u>	No	C+ min in COM240 or COM 371 + Minimum third-year standing. Or permission of the program.	Yes	Yes	change to allow third year standing
Change	COM 446	<u>Investments</u>	<u>No</u>	No	COM 240 or COM 371 + minimum third-year standing. Or permission of the school.	Yes	Yes	change to allow third year standing
New	ENT 340	<u>Opportunity Recognition: From Ideas to Validated Concepts</u>	<u>No</u>	No	None	No	Yes	New curriculum for the proposed new specialization

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New	ENT 341	<u>Opportunity Realization: Validated Concepts to Market Strategy</u>	<u>No</u>	No	None	No	Yes	New curriculum for the proposed new specialization
New	ENT 440	<u>Entrepreneurial Marketing: Acquisition, Engagement and Retention</u>	<u>No</u>	No	Completion of all Cohorted courses + ENT 340 and ENT 341 OR permission of department.	No	Yes	New curriculum for the proposed new specialization
New	ENT 441	<u>Entrepreneurial Finance: Planning & Achieving Success</u>	<u>No</u>	No	Completion of all Cohorted courses + ENT 340 and ENT 341 OR permission of department.	No	Yes	New curriculum for the proposed new specialization
New	ENT 442	<u>Entrepreneurial Mindset: Launching and Sustaining Impact</u>	<u>No</u>	No	Completion of all Cohorted courses + ENT 340 and ENT 341	No	Yes	New curriculum for the proposed new specialization

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					OR permission of department.			
New	ENT 443	<u>Entrepreneurial Practice: Learning by Doing</u>	<u>No</u>	No	Completion of all Cohorted courses + ENT 340 and ENT 341 OR permission of department.	No	Yes	New curriculum for the proposed new specialization
New	SMGT 425	<u>Customer Experience Management</u>	<u>No</u>	No	Completion of all Cohorted courses OR permission of department.	No	Yes	New curriculum for the proposed new specialization
New	SMGT 426	<u>Service Operations & Quality Management</u>	<u>No</u>	No	Completion of all Cohorted courses OR permission of department.	No	Yes	New curriculum for the proposed new specialization
New	SMGT 427	<u>Service Management -</u>	<u>No</u>	No	Completion of all Cohorted	No	Yes	New curriculum for the proposed new specialization

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		<u>Talent Management/HR</u>			courses OR permission of department.			
New	SMGT 428	<u>Advanced Technology Management</u>	<u>No</u>	No	Completion of all Cohorted courses OR permission of department.	No	Yes	New curriculum for the proposed new specialization

**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: Faculty of Business

Name of Program: Bachelor of Commerce

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 BCom program has undergone a one-year review process to identify what is working (the cohort model, opportunity for exchange, required work experience) and update where there are opportunities (moving business course content earlier in the program, reducing the number of required terms, improve specialization options, increase engagement with years 1 and 2, and an ability to pursue a minor). The intention of this proposal is to move our program structure to a 4-year experience, with 2 terms of required work experience, and business content as early as first year. The hope is to become more attractive as a program, allow for students to choose more in-depth business content or remain broad in their area of study, and improve student belonging and satisfaction, all while preserving the cohort model, work experience, and option for exchange during the program.

Rationale for the proposal (approximately 200 words)

The BCom program hasn't been reviewed in depth since it was created, and student experiences and expectations have changed in that time. Feedback and data collected from students, prospective

students, our university community, alumni, industry partners and interest holders has indicated an opportunity to revitalize our program. The proposal is a direct result of those consultations, data points, and collaborative discussions on the future of the BCom program.

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

19W (Year 8)	1
22W (Year 5)	1
23W (Year 4)	4
24W (Core - Year 3)	7
25W (Year 2)	19
26W (Year 1)	9

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)

As identified above, after review of Indigenous student retention in the BCom program, there is an alarming trend that Indigenous students are transferring out of the BCom program before the beginning of our core third year classes. In the current BCom structure this timing coincides with students feeling most disconnected from the program, and a lack of community and belonging. We are deeply concerned by the trend of Indigenous students leaving the BCom program, and are hoping to provide additional support to students as well as updating curriculum. In addition, by removing the supplemental application and adding expanded qualifications, we hope to attract more Indigenous students by signalling that the program is open to multiple ways of knowing and being. The plan is to administer cohorted experiences earlier in the program, which will allow us to have more touchpoints with Indigenous students and increase the ability to provide intentional programming to increase belonging. We aim to intentionally provide awards from the debut of the program to Indigenous students. We have also removed certain progression requirements, such as 30 units completed prior to entering Core year, as this has been identified as a barrier for students who are not able to enroll in full time studies.

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

Of the current Indigenous students in the BCom program, about half are coming from communities outside of Vancouver Island. The BCom program intends to support students in connecting with local community supports as early as possible so that students are aware of resources and connections on local territory, while also acknowledging the challenges in relocating to a new territory. The BCom program will have more fulsome orientation programming in years 1 and 2 than previous years, to support our cohort model. The intention is to work alongside IACE to support community involvement in our orientation and indigenous student programming, for example: booking Elders and engaging in ceremony. In addition, the BCom program intends to work collaboratively so that students are able to attend all programming at the First People's House and within local community and are not required to attend mandatory program orientation at the same time. The BCom program intends to expand experiential learning opportunities to encompass land-based learning and to connect with local nations and organizations.

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

Not directly, no. However – we have content we would very much like delivered by Indigenous faculty (see below), so there is an inherent incentive for us to both hire and retain Indigenous faculty.

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

Working with an Indigenous faculty member, we have added two required courses, one in second year and one in third year that include focused Indigenous content and perspectives. The intention is to assign Indigenous faculty to this content, to work to weave in Indigenous Knowledges and Indigenous ways of being, doing, knowing, and relating into our two “core” business semesters. These courses are “Organizations, Community and Society I and II”

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

In conjunction with the courses indicate above, our revised program is developing a land-based learning initiative that integrates Indigenous knowledge. This initiative is designed to be experiential in nature, including working with local Indigenous communities and engaging students outside of the classroom.

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

☒ Yes ☐ No

- Booking Elders for BCom events
- Connection and collaboration for orientation activities for BCom students
- Booking FPH and space for full BCom cohort
- Support with ensuring Indigenous content and ways of knowing are incorporated into events
- Collaboration to support Indigenous BCom students

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

Some proposed changes we are making will include (but are not limited to):

- Reviewing and developing awards for newly admitted students from equity seeking groups
- Having one advisor dedicated to supporting and building community, including the creation of community building events and activities, with Indigenous students in the program
- Increasing the offerings of online courses for courses that can be eligible in both the business minor and major programs
- Building an intentional process for early registration of students who need to access band funding, or other forms of financial aid
- Removing the mutually exclusive courses between the minor and major that currently inhibit students from transferring between the minor and major without significant cost associated
- Removing the additional application requirements to be admitted into the BCom program, which move us from be a “selective” program to a more inclusive program for admissions
- Reducing cost associated with completing the BCom degree by moving from a mandatory co-op with three work terms to mandatory work term program with two work terms

- Increased emphasis and investment on experiential learning initiatives that take students out of a typical university classroom learning environment

These changes relate to UVic Indigenous initiatives through the following areas:

Indigenous Plan - People:

2.1.1 – Create strengths-based and relationship-oriented approaches to Indigenous student outreach, admissions, registration, orientation and retention by:

- a) advising and mentoring Indigenous students at every point of contact, providing navigation services, connection and support
- d) reducing structural and financial barriers by changing policies and regulations that restrict student access
- e) increasing opportunities for part-time study and online/hybrid delivery

Strategic Plan – People, Place & the Planet:

- Goal 2: Including and supporting diverse and talented students who want to make a difference in communities and have a positive impact on people, places and the planet.
- Goal 3: Addressing systemic barriers to equity and inclusion and progressively integrating our guiding principles throughout all decisions, processes and outcomes, to transform practices within UVic.

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.



14-NOV-24

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)

Please contact Kundoq Dr. Jacquie Green (iaceed@uvic.ca) to arrange a conversation about potential IACE supports for this program so that a formal letter of support can be prepared.

BCom Program Changes – Internal Consultations

Co-op

Thank you for this update. The change from two mandatory work experience terms to one mandatory work experience is significant and is a departure from our discussion from a few weeks ago. However, I do recognize your desire to provide greater flexibility for students during their degree path.

Through our conversation a few weeks ago, you, I and the Dean found common agreement on providing flexibility for those students who do want to benefit from completing a co-op degree by including a co-op option along with a work experience option. As this co-op option now exists in your new Quali entry (which Chelsey shared with me as part of the reviewing process), I can accept the change from two mandatory work experiences to one mandatory work experience in your Work Experience program stream.

While not part of the planning and curriculum discussion, I do want to signal – as I did in our meeting – that moving from three mandatory work terms down to now just one mandatory work term will have resourcing implications on staffing levels. Over the next few years of this new model, staff workload levels in our Business Co-op (and Work Experience) Program will be monitored and reviewed and may be subject to redistribution to ensure workload equity and fairness across all Co-op program areas. But this is a conversation for another day as it remains to be seen what the actual outcomes will be through these changes.

Please consider this email as my letter of confirmation of consultation and of support of this major program change.

Andrea

OREM

Thanks again for taking the time to meet with us to discuss the following proposed undergraduate changes in the Gustavson School of Business.

- New pathway – Business Minor in Entrepreneurship
- Change in specialization options
- New structure (students could begin cohort studies, similar to our current “core”, in 2nd year)
- Shift in progression requirements
- Potential addition of courses
- Shift from 3 mandatory co-op work terms to 2 mandatory work terms with optional 3rd work term with co-op designation
- Potential micro-certificate options

From a student recruitment and admissions perspective, the changes proposed would be very beneficial. In particular, changing the specializations to succinct names that are easily identifiable by prospective students (Marketing, Management, Finance), no longer requiring a supplemental application, the new core where students take business courses sooner and the shift from 3 mandatory work terms to 2 with an optional 3rd are all very positive changes.

Zane Robison, Associate Registrar

Feedback from Wendy: (Responses from GSB noted in blue)

- The change from mandatory coop to optional coop will require consultation and work with Tuition Fees, in partnership with University Systems. [Noted and on our to-do list pending approval of the changes.](#)
- I recommend adding that your proposal to remove the supplemental application will go to the Senate Committee on Academic Standards for their review and approval. This is a helpful point of clarification to add for Senate Committee on Planning members. [Done with appreciation. Now on page 4 of our proposal.](#)
- I recommend further expanding on your plan to address increased enrolment. You mention in the proposal that you hope to see increased enrolment; however, it would be good to provide some concrete examples that speak to how you plan to address increased numbers of new admits applying to Business for year 1 and/or more year 2 students. [Thanks for noting this. We have clarified our enrollment aspirations on pages 7 and 8, specifically: "In the short term, we hope to see increased numbers of applications from more qualified and diversified student backgrounds. Initially, we do not anticipate that this would translate into an overall increase in student numbers but rather allow us to recover from recent declines in progression through our program by attracting and retaining higher quality students. In the longer run, building a better and more attractive program creates the possibility of increasing enrollment. Any substantial increase in enrollment in the future would require a discussion with our campus partners, in terms of teaching capacity within the School of Business and in courses delivered by other units. This is beyond the scope of the current proposal."](#)

From Undergraduate Admissions:

- Already sent to you directly from Zane Robison, Associate Registrar. Thank you!

From Undergraduate Records:

There are a few points that we thought would be worth mentioning or questioning:

1. The anticipated change start date in the document says September 2026 (after Ministry Review), but the dates in Kuali were for September 2025. [Thank you for pointing this out, corrected throughout to reflect the cycle 2 timeline \(September 2025\)](#)
2. In terms of the Consultation area, it says there aren't any supporting documents from OREM, but the consultation package has an email from Zane. [Right. Corrected and updated with Wendy's email above.](#)
3. Section C mentions "removing our current year 3 admission option" but we wondered about Dual Admits or Second Degree applicants (this may be out of scope of the document?). [I think this is slightly out of scope, so we have not added to the document itself, but happy to answer here: We have been careful to ensure that all of our existing obligations to Dual Degree students will be met as we wind down the current program. Because we admitted year 1s into the current program in 2024, we will be offering our current year 3 for at least two more academic years, and welcoming dual degree students in each of those cohorts. Looking forward, we are actively working with our Dual Degree partners to negotiate partnerships within the new program. Our early conversations have been extremely positive, and we are optimistic we will find pathways that are mutually beneficial.](#)

4. And lastly, the attached PDF appendix includes an area listing “Curriculum Shift Rationale” that brought us some concern regarding the possibility of Mutually Exclusive courses. This could also be out of the scope of what you are asking, but figured it should be mentioned. Thank you this is very helpful. We went back and double checked all of our entries to see where MX notation might be warranted. In many cases, the content was being split between multiple courses, or only partially retained making the MX notation inappropriate. In others, we added the MX. See for example below.

a. COM 120 - moving content previously in Com 200 and 321 to first year (Kuali submission did not include an MX note)

We have added an MX to Com 120 and Com 321. The overlap between Com 120 and Com 200 is insufficient to warrant and MX

b. COM 200 (no longer offered) - curriculum content being embedded in new courses like COM 120, 224 and 324 (Kuali submission did not include an MX note)

The individual overlap between Com 120, Com 224, Com 324 and Com 200 is insufficient to warrant and MX

c. COM 321 (no longer offered) - content now in Com 120, 224

We have added an MX to Com 120 and Com 321. The overlap between Com 224 and Com 321 is insufficient to warrant and MX

d. COM 405 (no longer offered) - curriculum content being embedded in new courses like COM 224 and 324

The overlap between Com 224, Com 324 and Com 403 is insufficient to warrant and MX

i. If you look through the appendix you will see similar notes throughout.

Thank you and done. In most cases, no MX required due to limited overlap, or substantially changed curriculum

From Academic Advising for the Faculties of Humanities, Science & Social Sciences: In addition to what was mentioned above

- MATH 151 no longer a program requirement, but will still be a prerequisite (hidden!) for a required course STAT 252. Not quite! We require Stat 252 OR one of: STAT 254, STAT 256, STAT 260, ECON 246. None of these alternatives have Math 151 as a pre-requisite. Since our interest is in the terminal statistics course not the assorted pre-requisites to those courses, it did not make sense to continue to have Math 151 as a program requirement. We have clarified this in the table in the appendix. However – as noted this IS an advising issue as most students are likely to take Stat 252. Accordingly, we will create program planning sheets that clearly include Math 151, as well as the other statistics “pathways”, place a notice in the BCom program manual and our main website, as well as ensure our recruiters and advisors carefully communicate this to students.

- AWR course no longer a requirement, but remains (obviously) a University requirement

- I would say that my main concern, as it pertains to the advice we would give to our students who want to apply to BCom, is the hidden prereq of MATH 151. See above. We note this as an advising issue and will put considerable effort into communicating effectively.

- Also, it would be good to get some guidance from the BCom advisers regarding their transition plan and what to tell our current year 1 and year 2 students who have been planning to apply to BCom, but will now not meet the prereqs for admission under the new program (they won't have

COM 120 as it currently doesn't exist). We will provide this directly to advising teams outside of Business. The short answer is that, like dual degrees above, since we admitted year 1s into the current program in both 2023 and 2024, we will be offering our current year 3 for at least two more academic years, and welcoming year 3 admits from across campus into each of those cohorts. Accordingly, current year 1 and 2 students can still enter the existing program at year 3 in 2025 and 2026. Going forward, we will offer Com 120 as flexibly as possible to allow students to "catch up" and enter the new program if they wish. We will consider summer sections, online options and so forth to create as much flexibility at possible.

From Registrar Information Systems (this is feedback for implementation): Thank you for this implementation feedback. Should the proposed changes be approved, we will connect with you on both of the below.

- A new attribute code will be required (similar to the GIUG).
- RISS noted that this would be a good opportunity to recode the program codes so that there is a major with concentrations attached to bring these codes into alignment with other program codes at UVic.

Libraries

Thank you for the opportunity to review the proposed changes for the BCom program. While these are substantial changes to the program, the proposed path forward seems straightforward, timely, and based on extensive data collection. From my observations over the last 5 years of supporting the program I have heard more than a few times of the need to better engage pre-core students, and this seems like a good approach. Furthermore, the new specializations seem to be a good reflection UVic's priorities and directions looking ahead. This is exciting! As a good portion of the curriculum for this proposed program already exists, I foresee no library implications. I assume COMXXX refer to new courses? – some of them feel like familiar topics while some look brand new. But either way I believe library collections and resources will be able to support.

FYI - I provide consistent teaching/support to students on the assignments in COM100, ATWP250, and COM400 and in other class on a more ad hoc basis.

Emily

Math/Stats

I just checked with our Curriculum Committee and nobody has an issue with the changes you mentioned; removing M151 from the BCom requirements and adding S260 (and I guess also S254) to the list of alternatives to S252 for the same program.

Good luck with the program revisions.

Boualem Khouider



**University
of Victoria**

**Office of Indigenous Academic
and Community Engagement**

First Peoples House
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2 Canada



January 24, 2025

Dr. Anita Bhappu, Dean
Gustavson School of Business
via email

RE: Proposed revisions to the BCom program

Yowtz Dr. Bhappu,

I am writing in support of the proposed revisions to the Bachelor of Commerce (BCom) program in your faculty. It is clear from the documents shared with me and from my conversation with Dr. Baggs in December that considerable work has been done to identify challenges and barriers faced by Indigenous students seeking to access and complete the degree. The proposal includes an impressive range of new and updated curricular components and administrative processes along with significant supports for Indigenous students at all levels of the program that promise to have significant positive impacts on the program's ability to attract and retain Indigenous students.

I look forward to working with you and your team to identify ways that Indigenous students in the BCom program can better access services, programs and supports offered by IACE in the First Peoples House, and to discuss potential areas of cooperation and collaboration.

Best wishes for your proposal as it moves through the approval process.

In good spirit,

Kundoqk, Jacquie Green, Ph.D.
Executive Director
iaceed@uvic.ca



2233 Theatre Lane
Victoria BC V8R 6T1

January 9, 2025

Members of the Senate
University of Victoria
Office of the University Secretary
University of Victoria
3800 Finnerty Road (Ring Road)
Michael Williams Building, Room A138
Victoria BC V8P 5C2

British Columbia Ministry of Education
620 Superior St,
Victoria, BC V8V 2P8

Re: Proposed Curriculum Changes to the University of Victoria, Peter B. Gustavson School of Business, Bachelor of Commerce Degree Program

Dear Members of the Senate and the Ministry of Education,

I am writing to express my strong support for the proposed curriculum changes to the University of Victoria (UVic), Peter B. Gustavson School of Business (GSB), Bachelor of Commerce (BCom) degree program.

Gustavson Capital Corporation (GCC), based in Victoria, BC, is dedicated to a mission of fostering entrepreneurial culture within our community. After the 2009 sale of Custom House—a global business payments company—to Western Union for US \$370 million, I founded GCC to invest in and support entrepreneurs. We actively engage with businesses, providing not just capital but also time, expertise, and mentorship to help them succeed.

The renaming of UVic's business school in 2010 to the Peter B. Gustavson School of Business was a significant milestone in my professional journey. As someone deeply invested in the success of the school, I am enthusiastic about the proposed curriculum revisions, which aim to enhance student outcomes, particularly in entrepreneurship and accounting.

As an FCPA, FCA, I take pride in my accounting designation and the recognition of my Fellowship by CPA Canada—an honor awarded to less than 2% of CPAs in Canada for exceptional service to the profession and the community. My passion for entrepreneurship has driven my career, from founding Custom House and leading it for 17 years to establishing GCC,



a private equity and investment firm. Being inducted into the Business Laureates of BC Hall of Fame in 2023 further underscored my commitment to fostering innovation and prosperity in British Columbia.

The revised BCom program reflects a thoughtful response to student feedback, industry needs, and best practices. Specifically, these changes will:

Expand CPA Preparation: Offering all preparatory accounting courses required for CPA certification will align GSB with other leading Canadian business schools and meet a longstanding demand from students.

Enhance Entrepreneurship Specialization: Reimagining and spacing out the entrepreneurship specialization will allow students more time to develop and refine viable business ideas, leading to more successful ventures in British Columbia and beyond.

These changes are particularly meaningful to me given my background and desire to see more entrepreneurs and accounting professionals thrive in our province. By aligning the program with both student aspirations and industry demands, the revised curriculum strengthens GSB's ability to produce well-prepared, innovative graduates.

I understand that these proposed changes are based on extensive feedback from students, alumni, and stakeholders. In addition to the benefits outlined above, the revisions address:

Expanded Specializations: Adding technical fields such as finance, accounting, AI, and technology to equip students with cutting-edge skills.

Earlier Access to Business Courses: Allowing students to enter co-op placements with stronger foundational knowledge and practical tools.

Preservation of Breadth and Flexibility: Maintaining the liberal arts model and the option for non-business minors ensures graduates remain well-rounded and interdisciplinary.

At GCC, we are enthusiastic in our support of the proposed curriculum changes. These revisions will better prepare future students for success in their careers and entrepreneurial endeavors, benefiting not only the students themselves but also their employers, ventures, and the broader community of British Columbia.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter B. Gustavson", is positioned above the printed name.

Peter B. Gustavson, FCPA, FCA
Chief Executive Officer
Gustavson Capital Corporation

January 22, 2025

To whom it may concern:

Dear Sirs/Mesdames,

Re: University of Victoria Senate and BC Education Ministry approval for curriculum changes to the University of Victoria, Peter B. Gustavson School of Business, Bachelor of Commerce degree program

I am writing on behalf of the Chartered Professional Accountants of British Columbia (“CPABC”) in support of the curriculum changes (the “**GSB Proposal**”) proposed by the University of Victoria (“UVic”), Peter B. Gustavson School of Business (“**GSB**”), Bachelor of Commerce (“**BCom**”) degree program.

CPABC is the training, governing, and regulatory body for over 40,000 CPA members and 6,000 CPA candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy. We know that CPAs are on the front lines of business in BC, and they see firsthand the issues that are affecting investment and the economy. Our members advise multinational corporations, small businesses, not-for-profits, government agencies, and countless individuals. They are highly regarded for their leadership in the field of public accounting, their strategic insight in the boardrooms of top corporations, and their guidance in government and public sector accounting.

We understand that the GSB Proposal is based on years of feedback from students, as well as recent surveys of students and alumni. In particular we understand that GSB has heard a desire for more specializations at GSB, and specifically an opportunity to specialize in finance and accounting. GSB’s long-term data shows that ~25-50 graduates per year pursue a CPA designation and write the CPA Comprehensive Final Exam (“**CFE**”). Also, we understand that students want access to business courses earlier in their program. We understand that the GSB Proposal will allow for specialization in finance and accounting, and will allow for students to take business courses earlier in their program. We also understand that the proposed delivery structure is cohort-based and enhances the extensive teamwork and team learning through additional courses, which will enable students to collaborate and act professionally through earlier integrated terms, starting second year instead of third year.

From both a content and a delivery perspective, the GSB Proposal should support the future of CPA learning, knowledge and skills development, as reflected in the profession’s New Competency Map that is currently being implemented. The new map has been informed by the best available evidence and extensive consultations with more than 3,100 employers, educators, students, and CPA members across the country.

The CPA designation has always been the backbone of business, government, and society. Our ethical mindset, varied skills, evergreen learning, and profound knowledge of accounting make us dependable allies. But this is just the beginning.

As a profession, we have the opportunity to apply our unique lens to the seismic shifts in society and the world at large. How we address issues and harness opportunities like automation, AI, social and geopolitical pressures, blockchain technologies and ESG initiatives today will further cement our roles as the leaders of tomorrow.

Our “Leading the Way” Competency Map 2.0 is the foundation for the next step in our commitment to using our skills to shape a better world: identifying the expertise and educational standards that will ensure that we continue to be agile, competitive, and on the cutting edge.

CPA Canada, Leading the Way Competency Map 2.0

In the process of developing the New Competency Map, the following opportunities were identified:

There exist significant and new opportunities for the accounting profession in the areas of data and data governance, sustainability, value creation, real-time decision-making, entrepreneurship and innovation (technological or otherwise). CPAs are able to apply their already valued skills and competencies to these emerging and growing areas.

Based on our understanding of the GSB Proposal, the GSB Proposal appears to respond to these new opportunities as follows:

1. In their career selection journey, GSB students will have more opportunities to learn and apply knowledge, in the variety of specializations including AI and Tech, and Entrepreneurship.
2. GSB’s long-standing dedication to sustainability as a pillar of the BCom program will be strengthened through more integration with core business courses.
3. Interconnectedness of disciplines will be enhanced through more integration in the core terms and integrative capstone projects across specializations.
4. The addition of two courses in Organizations, Community and Society in the proposed program adds needed focus on teamwork and collaboration skills, better preparing graduates to work together in multidisciplinary environments of the present and future.

On a practical note, students completing their BCom program at GSB are currently unable to complete the preparatory (“**PREP**”) courses that are required for admission into the current CPA program. These PREP courses are available to students at UBC, SFU, Camosun College, BCIT and others, but we understand that they are not offered at GSB because there is no space in the BCom program to complete these courses. As a consequence, GSB BCom graduates need to take 4- 5 courses from other institutions in order to complete these PREP courses and gain access to the 2-year CPA Professional Program (“**PEP**”). This delays entry into the PEP program for GSB BCom students relative to their peers from other institutions, and therefore would delay when they receive their CPA designation. We strongly support the inclusion of these courses within GSB’s degree programs allowing students to access these courses as part of their degree, which we see in other colleges and universities across the province of British Columbia.

CPAs are in demand in our province and a strong supply of CPAs will help us to protect the public interest and drive our economy. Given the alignment between the GSB Proposal and the education and skill set necessary for the CPA program, CPABC is enthusiastic in our support of the GSB Proposal. These changes will benefit future students, their employers, our profession, and the province of British Columbia.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Mathison', with a stylized, cursive script.

Lori Mathison
President and Chief Executive Officer
lmathison@bccpa.ca



School of Business

13 January 2025

Dear Dr. Bhappu,

I am writing to express my strong support for the proposed changes to the Gustavson Bachelor of Commerce (BCom) program, transitioning its management from the current two plus two model to a four-year comprehensive degree. These changes align with the Gustavson's strategic pillars of fostering integrative collaboration and innovative academic offerings.

As Associate Dean (Undergraduate Programs) at the Haskayne School of Business at the University of Calgary, I have witnessed firsthand the evolving needs of students and the growing demand for programs that integrate diverse perspectives while maintaining academic rigor. The proposed updates to the Gustavson BCom program reflect a forward-thinking approach to addressing these needs and positioning graduates for success in a dynamic global economy.

As outlined, the key enhancements to the program include:

- **Modernizing the Degree Structure:** Transitioning from a 2+2 structure to a 4-year degree program aligns the Gustavson BCom with current best practices, providing students with a comprehensive and seamless academic journey.
- **Incorporating Interdisciplinary Opportunities:** Creating schedule space for students to pursue a minor in another discipline—ranging from fine arts to microbiology—fosters the development of well-rounded leaders with expertise in both business and diverse fields.
- **Innovative Core Curriculum:** Introducing required courses that integrate Indigenous learning and sustainable business practices into core business topics is a groundbreaking addition. The experiential design of these courses, which engage students with local business and Indigenous communities, adds significant value to the program.
- **Introducing Financial Management Specialization:** Filling a notable gap, the new specialization offers two streams—Finance and Accounting—to meet high demand from both students and employers. The inclusion of courses covering all content required for the Certified Professional Accountant designation is particularly impactful.
- **Adding AI and Technology Management Specialization:** Preparing graduates to lead in technology management as self-aware leaders and analytical problem solvers, this cutting-edge focus area is an excellent addition to the program.
- **Enhancing Existing Specializations:** Updates to specializations in Entrepreneurship and Innovation, as well as Service Design, Marketing, and Management, retain their unique value while incorporating current best practices to invigorate the learning experience.

These thoughtful and comprehensive changes demonstrate a commitment to innovation, inclusivity, and academic excellence. They also reflect an acute awareness of the skills and competencies required by both students and employers in today's competitive marketplace.



School of Business

As a faculty member with extensive experience in curriculum design and an award-winning educator, I am confident that these updates will significantly enhance the reputation and impact of the Gustavson BCom program. I fully endorse this initiative and commend the leadership for their vision and dedication to continuous improvement.

Please do not hesitate to reach out if I can provide additional insights or support during this process.

Warmly,

A handwritten signature in black ink, appearing to read "Catherine Heggerud". The signature is fluid and cursive, with a large, stylized 'H'.

Dr. Catherine Heggerud, D.B.A. CPHR
Associate Dean (Undergraduate Programs)
Haskayne School of Business





Ronald D. Camp II, Ph.D., ICD.D
Dean, Faculty of Business and Economics
Professor of Organizational Behaviour
UNBC
3333 University Way
Prince George, BC
V2N 4Z9

Anita Bhappu, Ph.D.
Dean, Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria BC, V8W 2Y2

11 February 2022

Dear Anita,

It is my pleasure to write a letter of support for the proposed program revisions to the Gustavson School's BComm degree program.

Having reviewed the documentation you provided regarding an overview of the program and changes, I believe these changes to be consistent with your stated strategic objectives for the program and the school and consistent with academic quality standards across the research universities in BC. The changes in sequencing are consistent with depth of learning aspirations within the degree program, and with creating space for student choice in minors or complementary credentials. Developing enhanced opportunities for experiential learning through a required work experience term and extended co-op opportunities are consistent with best-practices in business schools, globally. The changes also appear to be consistent with provincial goals around education and reconciliation.

For these reasons, I believe that the changes proposed are reasonable and worthy of support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RDC-II', is written above the name 'Ron'.

Ron



Office of the Dean
CARSON COLLEGE OF BUSINESS

January 8, 2025

Dr. Anita Bhappu
Dean & Professor
Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria BC, V8W 2Y2

Dear Dr. Bhappu,

Thank you for the opportunity to review the revision to the Bachelor of Commerce (BCom) curriculum at the Gustavson School of Business.

I am writing to convey my strong support for the changes you are implementing. Our own institution has undertaken a similar initiative to introduce business content earlier in our program, and we have observed significant benefits for our students. The introduction of this content at an earlier stage is crucial in equipping students with foundational business knowledge, paving the way for a more comprehensive and cohesive learning experience. Building in flexibility for students to pursue minors and other complementary credentials is important. As we have witnessed an increasing interest among students for obtaining multiple credentials, this flexibility will enhance their academic and professional prospects. The updated specializations in your curriculum are timely and address critical shifts in the market. Incorporating a required work experience term, along with the option for additional co-op placements, adds significant value to the program. Lastly, integrating indigenous learning and sustainable business practices into the curriculum aligns nicely with the school's strategy and point of differentiation. This holistic approach to education not only enriches the students' learning experience but also fosters a deeper understanding of important societal and environmental issues.

I wish you and your team all the best in implementing these exciting changes. I am confident that the revised BCom program will continue to uphold the Gustavson School of Business's reputation for excellence and innovation.

Warm regards,

A handwritten signature in blue ink that reads "Deborah Compeau".

Deborah R. Compeau
Phyllis J. Campbell Endowed Dean
Carson College of Business

Re: BCom Program Changes



Vasco Gabriel - Chair Economics UVic

To  Jen Baggs



You replied to this message on 11/18/2024 8:32 AM.

Hi Jen

Thanks for the update, the Econ Department supports the proposed changes.

Many thanks

Vasco



Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master in Management program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Master in Management program.

The following proposed changes to the Master in Management (MM) program were guided by the goal of enhancing accessibility, flexibility and scalability:

1. Addition of concentrations
 - (1) Software Projects and (2) Business Analytics, delivered by the Faculty of Engineering and Computer Science
 - (3) Sustainable Finance and (4) General Business, delivered by the Gustavson School of Business
2. Optional Work Term

To accommodate the new concentrations, the work term will now be optional. This change allows students to complete the program in 12 months, with an option to extend to 16 months if they choose to include a work term.
3. Increase in Program Units

The total number of required units will increase from 16.5 to 19.5 to accommodate the new concentrations, which typically comprise 6 units.
4. Revised Admission Requirements

Admission requirements will be updated to eliminate the need for five business course prerequisites. Instead, admitted students without prior coursework in accounting will be required to complete a non-credit preparatory course in accounting before starting the program. Essential introductory business topics will now be covered in the core MM courses.
5. Multiple entry points

To further enhance flexibility and accessibility, the program will introduce multiple entry points once all the core courses are migrated to a hybrid delivery platform. This will enable students to start the program at different times throughout the year with remote/online access and increases the ability to integrate multiple academic units' timetables.

The Master in Management program is the only one in BC that focuses on knowledge and skills needed to manage and work with people and organizational processes. The proposed changes to add MM concentrations focused on STEM skills further distinguishes UVic's degree program and makes it unique across Canada.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Master in Management program, as described in the document "Master in Management".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Rosemary Webb, GSS representative

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master in Management

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Anita Bhappu, Dean	bizdean@uvic.ca
Academic unit, department, or school	Jen Baggs, Sardul S. Gill Graduate School at Gustavson School of Business Jens Weber, Faculty of Engineering and Computer Science	Jenbaggs@uvic.ca engradp@uvic.ca
Name, title, and email of contact person	Kate Donovan, Director of Administration, Graduate Programs	gilldiradmin@uvic.ca
Anticipated change start date		
January 2026		

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Multiple meetings including Sept 26, 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	October 8, 2024
Departmental/School approval	NA
Faculty Curriculum Committee approval	December 4, 2024
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	December 11, 2024
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	January 13, 2025

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 bengtson@uvic.ca	Dec 13	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Dec 13	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Dec 13	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, jaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Dec 13	Y
Internal Consultation (emails/letters of support as per section J)	Dec. 18th	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	
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UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- A. 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 Master in Management (MM) offers a strong complement to the other graduate programs offered at the Gustavson School of Business. It fills a gap in our program offerings between the undergraduate program (BCom), and the MBA which requires a minimum of five years of professional experience. The MM also covers different content and context from our other Pre-experience program, the Master in Global Business. The MM also fulfills the university's strategic priority and an internal Gustavson priority through collaborative partnerships with other units on campus.

The proposed changes were guided by the goal of enhancing accessibility, flexibility and scalability. The five key changes are described below.

1. Addition of concentrations

- (1) Software Projects and (2) Business Analytics, delivered by the Faculty of Engineering and Computer Science
- (3) Sustainable Finance and (4) General Business, delivered by the Gustavson School of Business

2. Optional Work Term

To accommodate the new concentrations, the work term will now be optional. This change allows students to complete the program in 12 months, with an option to extend to 16 months if they choose to include a work term.

3. Increase in Program Units

The total number of required units will increase from 16.5 to 19.5 to accommodate the new concentrations, which typically comprise 6 units. Additionally,

- MM505 (1.5 units) will be removed for all students.
- For those selecting the work experience option, MM504 will still be required, resulting in a total of 21 units (plus 4.5 units of work term) for that pathway.

4. Revised Admission Requirements

Admission requirements will be updated to eliminate the need for five business course prerequisites. Instead, admitted students without prior coursework in accounting will be required to complete a non-credit preparatory course in accounting before starting the program. Essential introductory business topics will now be covered in the core MM courses.

5. Multiple entry points

To further enhance flexibility and accessibility, the program will introduce multiple entry points once all the core courses are migrated to a hybrid delivery platform. This will enable students to

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

start the program at different times throughout the year with remote/online access and increases our ability to integrate multiple academic units' timetables.

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

Assuming the original three (3) MM faculty lines are base budgeted in AY24-25, there are no additional resources required at this time to deliver the core MM courses in the revised program. If these lines are not able to be base budgeted, our earliest start date for MM (without additional resources) will be Fall 2026 or later (after base budget is obtained from other sources). For the Software Projects, Business Analytics and General Business concentrations, we are leveraging capacity in existing courses (e.g., CSC503). New courses in Sustainable Finance will be staffed by hiring an additional faculty member using ACET funding.

As the program scales-up in the future, additional teaching and staff appointments will be required to service the program.

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

The proposed changes include revisions to the MM admission requirements. We are adopting the standard FGS admission criteria including completion of an undergraduate degree with a specified GPA and English proficiency. We no longer require applicants to complete specific business courses prior to admission. Instead, students will be required to complete a pre-program accounting course before starting the program. However, each concentration will have separate admission requirements. For example, students applying for the concentrations in Software Projects and Business Analytics will require an undergraduate degree in Engineering but admission to the General Business concentration will require an undergraduate degree in any field of study. A memo outlining these changes will be submitted to SCAS.

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

Admission to the MM program is currently suspended and there was no intake in September 2024. The previous cohort has already graduated so there are no current students to bridge to the revised program design. To facilitate adding concentrations from other units, we are moving the MM program from a cohort-based program to an open-enrolment program. This will not affect how students are evaluated or how they progress through the program.

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- E. 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.**

Revised Core Courses:

MM505 is being removed as it largely contained cohort-based activities and content. Similar activities will take place in MM520A and MM520B going forward. MM504 will only be required for students completing the work experience option.

- MM504 - Workplace and Career Preparation (0.5 - 1.5) *Work Experience students only
- ~~MM505 - Professional Development (0.5 - 1.5)~~
- MM510A - Organizations in a Changing World I (0.5 - 1.5)
- MM510B - Organizations in a Changing World II (0.5 - 1.5)
- MM520A - Collaborative Teamwork in Organizations I (0.5 - 1.5)
- MM520B - Collaborative Teamwork in Organizations II (0.5 - 1.5)
- MM530A - Applied Organizational Skills and Knowledge I (0.5 - 1.5)
- MM530B - Applied Organizational Skills and Knowledge II (0.5 - 1.5)
- MM540A - Organizational Analysis and Problem Solving I (0.5 - 1.5)
- MM540B - Organizational Analysis and Problem Solving II (0.5 - 1.5)
- MM596 – Capstone Reflections (1.5)

New Concentration Options:

Business Analytics – The concentration in Business Analytics offers a unique convergence of technology and leadership, equipping professionals with the cutting-edge skills to lead in this dynamic environment. By blending technical foundations of data science with essential management principles, this program prepares leaders not just to adapt, but to excel and drive forward the technological frontier.

In addition to the core MM courses, students in the Business Analytics concentration must complete:

- CSC501 – Algorithms and Data Models
- CSC502 – Systems for Massive Data Sets
- CSC503 – Data Mining
- CSC511 – Information Visualization

Software Projects – The concentration in Software Projects offers a unique convergence of technology and leadership, equipping professionals with the cutting-edge skills to lead in this dynamic environment. By blending technical foundations of software systems with essential management principles, this program prepares leaders not just to adapt, but to excel and drive forward the technological frontier.

In addition to the core MM courses, students in the Software Projects concentration must complete at least 4 courses from:

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- CSC511 - Information Visualization (1.5)
- CSC577 - Safety and Assurance (1.5)
- SENG421 - Global Software Engineering (1.5)
- SENG426 - Software Quality Engineering (1.5)
- SENG460 - Practice of Information Security and Privacy (1.5)
- CSC504 - Data Science for Software Engineering (1.5) With a maximum of 3 credits from courses numbered 400 to 499

Sustainable Finance – The concentration in Sustainable Finance integrates essential managerial competencies with financial expertise and sustainability principles, preparing graduates to tackle pressing global challenges identified in the UN Sustainable Development Goals (SDGs) through financial sector levers and innovative instruments. The concentration explores environmental, social, and governance (ESG) frameworks, corporate sustainability and reporting, responsible investing, and impact investing and measurement. The curriculum features experiential learning through case studies and industry collaboration, providing exposure to climate and biodiversity finance, green bonds, community development finance, and the circular economy. The curriculum includes a capstone project, where students apply their knowledge to develop innovative, actionable financial solutions to real-world problems. Graduates are positioned for careers in asset management, financial services, corporate sustainability, social impact sectors, non-governmental organizations, and public policy.

In addition to the core MM courses, students in the Sustainable Finance concentration must complete:

- MM570
 - MM571
- and 2 sections of MM550 (1.5) for a total of 3.0 units

General Business -

Combining theoretical knowledge with applied learning, the concentration prepares graduates for leadership roles in any organization, offering tools to work with teams effectively. This concentration, alongside the MM core content, allows the learner to pursue content of interest to the individual's preferred area of focus within the business school.

In addition to the core MM courses, students in the General Business concentration must complete:

- 3.0 units from COM 400 - 499, excluding COM410 - Leadership Strategies (1.5)
- 3.0 units from MM550 - Selected Topics in Management (0.5 - 1.5)

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

The MM core learning outcomes remain the same:

1. Competency Goal 1. Teamwork: MM graduates are collaborative relationship builders
2. Competency Goal 2. Complexity: MM graduates possess the skills to confidently manage complex problems

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

3. Competency Goal 3. Sustainability: MM graduates are socially responsible leaders who recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.
4. Competency Goal 4. Integration: MM graduates effectively integrate knowledge across silos and disciplines when addressing organizational challenges.
5. Competency Goal 5. Communication: MM graduates are compelling communicators, using facts, stories and data effectively to communicate with diverse audiences.

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

The mandatory internship is moving to an optional work experience. Students will now have an extra term to add a concentration to their degree and have the option to extend their degree with the addition of a work experience.

Students enrolled in the original MM program went on a mandatory international field study trip. This trip has been eliminated from the revised MM program given our commitment to reducing carbon emissions and the increasing complexity of student visa/travel requirements. Instead, two of the MM core classes (MM520A and MM520B) will have experiential learning components (e.g., simulations, organizational visits, and consulting projects) embedded in the curriculum.

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

Our MM core courses (original and revised) focus on developing students' organizational savviness, which makes our degree program distinct. It is the only one in BC that focuses on knowledge and skills needed to manage and work with people and organizational processes. Other MM degree programs in BC are either focused on a specific business function (e.g., marketing) or offer courses across a range of business topics (aka "light MBA"). The changes to add MM concentrations focused on STEM skills further distinguishes our degree program and makes it unique across Canada.

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

Yes, our previous cohort size placed limitations on the number of students we could admit. Although the program never reached a point where applicants had to be turned away, we now have the capacity to enroll more students. The introduction of concentrations and multiple entry points once all the core courses are migrated to a hybrid delivery platform should expand the pool of prospective students interested in the program, thereby supporting increased enrollment.

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It is difficult to accurately project enrollment for a new program, but conservatively, combining projections from UVic recruitment agents/teams with our own estimates, we are anticipating initial enrollments of 30-50 students, with a September only entry point. This would correspond to one section of each core MM course at the outset with small concentrations. The four concentrations are all designed to share classes with other existing programs, making small enrollments feasible. In the near term we anticipate enrollments rising to approximately 30 students per stream per year or 120 students in total. This would correspond to two or three sections of the core MM courses, and larger concentration sections. It would also allow us to expand to multiple entry points, with either or both May and January entries added. We have adjusted the calendar entries to allow for September, January and May entries appropriately.

J. 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).

We have provided letters of support from across campus to indicate the excitement among other units for this collaborative program. Specifically, FGS Associate Dean Jennifer White has provided a letter of support that shows her consultation with other units on campus and their excitement to support and add concentrations in the future. Engineering has also provided support and will be offering two concentrations in the MM program.

We have also received external support letters from the University of Calgary, University of Northern British Columbia, and Washington State University, Pullman.

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: Gustavson School of Business

Name of Program: Master in Management

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Master in Management program (MM) is offered by the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business. The Master of Management is designed to benefit from an inter-disciplinary student cohort, with the aim of graduating "T-shaped stars": students who can build on the depth of disciplinary knowledge gained through their undergraduate program (the T's vertical stroke) and add to it greater breadth, with the ability to collaborate with others from different disciplines, and the knowledge and tools to diagnose and address complex organizational problems (the T's horizontal stroke). The MM program currently exists but we are proposing to add concentration streams so that students can add further specialisation and knowledge from their chosen discipline.

The program's primary intent is to ensure that graduates are prepared to enter the workforce with a sophisticated understanding of how organizations work, and how they operate within a broader context of environmental and political influences, along with practical "soft" skills (perform collaboratively, contribute to and manage teams) and targeted hard skills (e.g., budgeting, spreadsheet development, presentation skills). The curriculum will be designed to give students the opportunity to learn and

practice these skills as they diagnose and respond to complex organizational problems that require integrative thinking and thoughtful action.

Rationale for the proposal (approximately 200 words)

The changes to our current MM improve the accessibility and flexibility of the program. We are moving from a cohort-based program where students must "move" together to one that allows students to adjust the pace if necessary and to select concentrations (offered by the Gustavson School of Business and other schools on campus (e.g., [Faculty of Electrical and Computer Engineering](#)) that suit their academic goals.

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

0

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 identify specific goals and priorities (approximately 200 words).

No specific connection to Indigenous initiatives. The revisions in this program is aligned with the partnerships and collaboration priority in the strategic plan as the business school will be offering concentrations with other schools on campus.

Part IV: Consultation and Approvals

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

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

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)

MM Program Change – Internal Consultations

Libraries

I am providing the Libraries' response on behalf of Jonathan.

Thanks for sharing the attached documents, I am also up to speed on MM changes from attending FAC and faculty council meetings.

The proposed path forward seems straightforward, providing increased flexibility and entry points. The new concentrations are exciting and align with other Gustavson programs. After reviewing the proposed changes to the curriculum, I foresee no issues with how the library collections and resources will support the program.

Emily Nickerson

Co-op

Thank you for sending the SCP document along for review as part of the consultation process.

The proposed changes are clear in the rationale – however I would like to point out that you may want to modify point 2 of your rationale where you speak of reason for the 16-month work experience option fitting “well with international students who may wish to apply for a spousal work permit.” While this is true, the more relevant and pertinent point is that the new IRCC regulations require a 16-month Masters program for the international student to be eligible to apply a Post Graduate Work Permit (PGWP). While the spousal benefit is nice, it is the benefit to the actual international student enrolled in your program that would be meaningful to mention.

I would also suggest that you revise the complete SCP document to include the updated and corrected Kuali entry for inclusion in your Appendix. Currently what is included in the Appendix is out-of-date and would be very confusing for most SCP members to read. In particular, in your Track Changes accepted version of the MM stream (non-Work Experience) still includes the Work Experience requirements. And in the Work Experience stream version it refers to this stream as being a 12-month program in the opening description. I think you should more clearly articulate that with the Work Experience added to the program, this becomes a 16-month program. This is mentioned further down in the document, but it makes your entry look inconsistent. I foresee a lot of problematic conversation about this proposal at SCP as it is written now that could be alleviated by the inclusion of the current and updated Kuali submission as part of your proposal.

Regardless, the proposed revisions for the Master of Management program sound promising and I'm sure will be a welcomed addition to students who wish to study in this space.

Please consider this email as my letter of confirmation of consultation.

OREM

- We recommend adding that your proposal to change the admission requirements will go to the Senate Committee on Academic Standards for their review and approval. This is a helpful point of clarification to add for Senate Committee on Planning members.

- We recommend further expanding on your plan to address changes to enrolments. You mention in the proposal that you no longer will be limited by cohort size; however, it would be helpful to have a sense of anticipated numbers of students and more specifically an estimate of student in the different concentrations to show how the School anticipates these changes will impact the size of each MM class going forward.
- The proposed calendar changes in the appendix state that there will be 3 entry points to the MM program; however, previously there was only a September entry point. It would be good to note that in the body of the SCP proposal as well if it has not been updated already. This would also be another good reason to expand on proposed changes to enrolment with the change from 1 to 3 entry points per year.
- Concentrations will need to be added to the Online Admission Application. OREM would appreciate as much time as possible to figure out the configuration required.
- What is the non-credit accounting prep course that's mentioned?
- Will the Business minor in the UG calendar need updating - <https://www.uvic.ca/calendar/undergrad/index.php#/programs/rJRup7RM4?searchTerm=bus&bc=true&bcCurrent=Business&bclitemType=programs> – it mentions that students completing a Business minor will have preferred access to the MM, but I didn't see this mentioned in the proposal.
- Business Analytics concentration:
 - only available to students with a computing degree, but at UVic, a student in CSC or SENG may have completed courses which are MX with those in the concentration, i.e. CSC 402 is MX with 502, CSC 411 is MX with 511
 - should it also be open to Data Science students (may be this is already considered a computer science degree?)
 - Data Science is a combined degree offered by CSC and MATH/STAT (previously known as the Combined Computer Science/Statistics) – would other CSC combined programs be considered? They have several!
- Software Projects concentration:
 - Similar to above, CSC 511 is MX with 411, CSC 504 is MX with SENG 404, CSC 577 is MX with SENG 477. Combined with the 3 listed SENG courses (SENG 426 is a SENG requirement), this likely removes this as an option for SENG students.

Graduate Studies

I am pleased to provide my strong support for the updated MM degree being offered by the Sardul S. Gill Graduate School at the Gustavson School of Business. I am particularly appreciative of the changes you have made to this program to enable greater flexibility, access, and responsiveness to diverse student needs and interests, which will make this graduate program very attractive to both domestic and international students.

It is exciting to see the creation of multiple concentrations that will allow students to gain foundational skills in management, professional communication, organizational analysis, problem-solving, and collaborative teamwork, while also developing specialized skills in particular areas of concentration such as business analytics, financial impact, entrepreneurship, and software projects.

I understand that the MM degree has been designed to allow for additional program- and discipline-specific concentrations to be added, creating opportunities for more inter-professional and cross-disciplinary learning. As the Associate Dean in the Faculty of Graduate Studies with responsibility for supporting the development of more professional graduate programs at UVic, I can confirm that the Faculties of Humanities, Social Sciences, and Science, have all expressed preliminary interest in exploring a potential MM concentration that builds on the existing strengths of their programs and faculty expertise, and prepares graduates for leadership and management roles in their own fields of study and practice.

I will continue to consult with the faculties who have already expressed interest in the MM and will also meet with other educational leaders and faculty representatives from across the campus to explore the viability of an MM concentration for students in their respective programs.

Thank you for your leadership and meaningful collaborations with the Faculty of Graduate Studies to bring the updated MM program to fruition.

Jennifer White, EdD
Associate Dean
Faculty of Graduate Studies



Faculty of Engineering and Computer Science
Office of Professional Programs and Development

University of Victoria
Engineering Office Wing
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www.uvic.ca/ecs

18 December, 2024

Dr. Graham Brown, Associate Dean
Teaching and Learning
Gustavson School of Business
University of Victoria

Re: Letter of Support for the Updated Master in Management and Interest in Providing Two Concentrations

Dear Graham,

Thank you for consulting with the Faculty of Engineering and Computer Science on the planned update to the Master of Management (MM) degree program and inviting us to contribute concentrations in Business Analytics (MM-BA) and Software Projects (MM-SP). Technical competencies in business analytics are an excellent complement to foundational training in management, professional communication, and organizational analysis. Moreover, many software projects run over time or budget because of a limited availability of professionals trained at the intersection of software systems development and management science. The two proposed concentrations target these specific areas of need, and I expect them to be highly attractive to students.

I am pleased to offer my full support for this exciting program initiative and to affirm our faculty's interest in participating in this program with the two proposed concentrations.

I look forward to partnering with you and your faculty to relaunch this exciting program, including the two proposed streams. We are also interested in exploring the potential for developing further streams for the MM program, targeting other areas of engineering and computer science practice in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Weber'.

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

haskayne

School of Business

January 13, 2025

Dear Dr. Anita Bhappu,

I am writing to provide my support for the proposed changes to the Gustavson School of Business' Master in Management (MM) program with its aim of increasing student accessibility while allowing the program to become more flexible and scalable.

The graduate program space is constantly changing, with student choice being a primary driver. In my role as Associate Dean, Professional Graduate Programs at the Haskayne School of Business, University of Calgary, I have been involved in the curricular and programmatic changes that provide more and varied learning opportunities for students, from length of program, Work Integrated Learning, and specialization and credential offerings with the goal of giving students more choice. I am pleased to see that the proposed updates to Gustavson's Master in Management program reflect a student-first approach that will allow graduates to thrive in their desired career paths.

Key program improvements include:

- Significant changes in admission requirements, reducing barriers to entry by removing the need for five business courses before students apply to the program. Evidence shows that MM student success was not predicated on completing these courses. Instead, students will need to complete a non-credit accounting course before the program starts if their previous degree does not satisfy this requirement.
- Adding multiple starting points, so that students can begin the program in spring, summer, or fall terms increases flexibility for students, particularly international students navigating the visa process.
- Creating two pathways for students: (1) a 12-month course-based option, and (2) a 16-month course-based and work term option. The second option is appealing to students who wish to gain practical work experience, particularly international students who may wish to stay in Canada and for whom Canadian work experience is vital. Prudently, each option will have a separate degree code so that international students will qualify for a work-study permit when applying.
- Adding four concentrations, from both the business school and other disciplines, in business analytics, general business, software projects, and sustainable finance.

This student-focused approach to updating the program, centered on accessibility, flexibility, and scalability demonstrates Gustavson's commitment to creating learning opportunities that are forward thinking and driven by academic excellence.



School of Business

Please accept this letter as my endorsement of the program changes that the Gustavson School of Business is proposing for its Master in Management program. Should you have questions or require further information, do not hesitate to reach out to me.

Sincerely,

A handwritten signature in blue ink, reading "Ari Pandes".

Dr. Ari Pandes, PhD
Associate Dean (Professional Graduate Programs)
Haskayne School of Business, University of Calgary



Ronald D. Camp II, Ph.D., ICD.D
Dean, Faculty of Business and Economics
Professor of Organizational Behaviour
UNBC
3333 University Way
Prince George, BC
V2N 4Z9

Anita Bhappu, Ph.D.
Dean, Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria BC, V8W 2Y2

11 February 2022

Dear Anita,

It is my pleasure to write a letter of support for the proposed program revisions to the Gustavson School's Master in Management degree program.

Having reviewed the documentation you provided regarding an overview of the program and changes, I believe these changes to be consistent with your stated strategic objectives for the program and the school and consistent with academic quality standards across the research universities in BC. The changes proposed for the degree program appear to be appropriate for both early-career domestic students and for international students lacking Canadian work experience. This proposed early-career approach for admitting students without undergraduate business degrees, including the addition of concentration options, seems to be appropriate both from perspective of the learning needs of this student niche and the organizations in the province likely to employ them.

For these reasons, I believe that the changes proposed are reasonable and worthy of support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RDC II', is written over a light blue horizontal line.

Ron



January 8, 2025

Dr. Anita Bhappu
Dean & Professor
Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria, BC, V8W 2Y2

Dear Dr. Bhappu,

Thank you for the opportunity to review the revisions to the Master of Management (MM) curriculum. It is clear that considerable thought and effort have gone into addressing the challenges the program has faced since its inception.

The redesigned MM program is a commendable initiative. I strongly support the changes you are implementing. The interdisciplinarity of the revised program is particularly noteworthy, as it aligns with the needs of many employers who seek graduates with broad, integrative knowledge and skills. This approach will undoubtedly enhance the program's appeal and relevance in the job market.

Furthermore, the emphasis on flexibility for students is a critical and timely feature. Graduate students today are a diverse group, often balancing work, family, and educational commitments. By recognizing this diversity and embedding flexibility within the curriculum, you are setting the program up for greater success. The ability to accommodate the varied needs and schedules of students will enhance their educational experience and increase retention and completion rates. I am enthusiastic about the redesigned MM program and its potential to make a significant impact. I wish you all the best in implementing these changes and look forward to hearing about the program's future successes.

Sincerely,

A handwritten signature in blue ink that reads "Deborah Compeau".

Deborah R. Compeau
Phyllis J. Campbell Endowed Dean
Carson College of Business



Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Masters in Business Administration in Sustainable Innovation program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Masters in Business Administration in Sustainable Innovation program.

The following proposed changes to the program are a result of recommendations from an extensive review by the MBA Program Review Committee (PRC) over the past year:

- Moving from two delivery option to only one
 - Research and data analysis completed by the PRC indicated that demand and enrolment for the "Daytime" delivery format was declining. The small class sizes resulted in poor faculty utilization and use of resources. The data also showed that the average "Daytime" student met the new proposed admission requirements (5 or more years of professional experience) and could participate in this proposed delivery format. The change also removes references to "Daytime" and "Weekend" MBA and replaces it with reference to "MBA in Sustainable Innovation".
- Focusing on one student profile
 - The PRC recommended focusing on serving one profile of student, the professional student, which reflects the majority of the program's demand. The data demonstrated that this profile of students aligned with current student demand.
- Aligning the program structure with current academic and operational priorities
 - The proposed change aims to align the program structure with current academic and operational priorities:
 - Program Structure Optimization: Enables students to dedicate adequate time to Capstone projects in the second year of the program.
 - Curricular Alignment: Improve program transparency and support modular and open-enrolment options, as well as current and potential dual-degree pathways.
 - Program Refresh: These updates reflect a natural progression and refinement of the curriculum following a successful first five years of the delivery of the MBA in Sustainable Innovation, ensuring the program remains relevant and aligned with both academic standards and student needs.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Masters in Business Administration in Sustainable Innovation, as described in the document “MBA-BUSI – Sustainable Innovation Proposal”.

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Rosemary Webb, GSS representative

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

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MBA-BUSI – Sustainable Innovation Proposal

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Graham Brown, Associate Dean Teaching and Learning (until December 31, 2024) Dr. Jen Baggs, Acting Associate Dean Teaching and Learning (from January 1 to March 31, 2025)	grbrown@uvic.ca jenbaggs@uvic.ca
Academic unit, department, or school	Gill Graduate School, Gustavson School of Business	
Name, title, and email of contact person	Primary Contact: Dr. Cheryl Mitchell, Academic Director, MBA in Sustainable Innovation Secondary Contacts: Stephanie Benoit, Associate Director Operations and Audrey Audebert, Director Admin Custom MBA	clmitch@uvic.ca gillgradoperations@uvic.ca customMBA@uivc.ca
Anticipated change start date		Sept 2025

Approval Dates: Here are the dates of our approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Dec 6, 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Dec 4, 2024
Departmental/School approval	<i>N/A - Gustavson non-departmentalized however there was cross faculty consultation</i>
Faculty Curriculum Committee approval	Dec 4, 2024

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*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Dec 11, 2024
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	January 13, 2025

Consultations: Here is a list of consultations:

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 bengtson@uvic.ca	December 10, 2024	Yes
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	December 17, 2024	Yes
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Via email sent December 12, 2024	Yes
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Via email sent December 12, 2024	Yes <i>IACE consultation form also completed</i>
Internal Consultation (emails/letters of support as per section J)	Various	Yes
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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Proposed Change Summary

Here are the following summaries which support our Quali Cycle 2 changes. The proposed change high level summary includes the rationale for as well as the alignment of the change our MBA/Faculty of Business/UVic institutional change plans. There are three main categories of proposed changes within this proposal, following an extensive review by the MBA Program Review Committee (PRC) over the last year. The PRC is made up of faculty and senior administrative staff focused on program excellence, student experience and commitment to align to our Faculty and UVic priorities and commitments. This review is timely as these changes are proposed five years after the program redesign that led to the introduction of the MBA in Sustainable Innovation.

Category 1: Moving from two delivery options to only one.

The proposed change moves from two delivery options ("Daytime" and "Weekend" MBA) to only one delivery option (akin to the "Weekend" option previously). The change also removes references to "Daytime" and "Weekend" MBA and replaces it with reference to "MBA in Sustainable Innovation".

Rationale: Research and data analysis completed by the PRC indicated that demand and enrolment for the "Daytime" delivery format was declining. The small class sizes resulted in poor faculty utilization and use of resources. The data also showed that the average "Daytime" student met the new proposed admission requirements (5 or more years of professional experience) and could participate in this proposed delivery format. See Appendix A for supporting details.

Category 2: Focusing on one student profile.

The proposed changes to admission requirements focus the average work experience normally expected of applicants to the profile of current students in the weekend program (5+ years), and GMAT/GRE/EA scores requirements which have been moved from "required and may be waived" to "may be required" to transparently reflect how the program operates with our student profile.

Rationale: The PRC recommended that we focus on serving one profile of student, the professional student, which reflects the majority of our demand. Our data demonstrated that this profile of students aligned with our current student demand. See Appendix A for supporting details.

Category 3: Aligning the program structure with current academic and operational priorities.

- Reduce the overall number of units from 30 to 27.
- Clarify distinctions between listed foundational courses and a range of additional required courses

Rationale: As part of the program review process conducted five years after the launch of the MBA in Sustainable Innovation, the proposed change also aims to align the program structure with current academic and operational priorities.

- *Program Structure Optimization:* Enables students to dedicate adequate time to Capstone projects in the second year of the program.
- *Curricular Alignment:* Improve program transparency and support modular and open-enrolment options, as well as current and potential dual-degree pathways. See Section D for details.
- *Program Refresh:* These updates reflect a natural progression and refinement of the curriculum following a successful first five years of the delivery of the MBA in Sustainable Innovation, ensuring the program remains relevant and aligned with both academic standards and student needs.

Note: In November 2024, Corporate Knights Better World MBA, designated UVic's MBA in Sustainable Innovation as #1 in Canada and #9 globally.

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

No. On the contrary, the proposed changes will allow us to streamline delivery to better fit our resources at the Gustavson School of Business, including faculty utilization rate.

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

There are two main proposed changes: one regarding applicants' work experience and one regarding GMAT/GRE/EA scores.

- Normal expected work experience goes from two years for Daytime MBA students and six years for Weekend MBA students to five years for MBA in Sustainable Innovation students.
- The proposed change no longer makes submission of a valid GMAT score a default admission requirement. With this proposed change, after initial assessment, applicants may be required to submit a valid GMAT score. A valid GRE score remains an acceptable alternative to a GMAT score. This proposal removes the statements that applicants with ten or more years of professional experience may submit an Executive Assessment (EA) test in place of the GMAT or GRE.

In our Memo to the Senate Committee on Academic Standards (SCAS), we explain that we believe the proposed calendar language still leaves room for the program to use its discretion to admit high calibre applicants who do not clearly meet the normally expected 5 years of work experience. The Memo also explains that, more importantly, while we propose this calendar language to reflect the average class profile, we are confident that our focus on holistic recruitment conversations during, and following, information sessions fosters the best predictors of success for application into our program, thus minimizing the risk of a high calibre applicant self-selecting out and not applying based on work experience.

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

By focusing on one delivery model only, we will be able to streamline delivery to better fit our resources so that we can focus on delivering a quality student experience in the program from a teaching and staffing perspective. There will be a positive impact on students by reducing the number of units required, giving more flexibility in their 2nd year to focus on experiential learning and their Capstone Project.

Also, as per Program Requirements – Master's Degrees: *If, in subsequent years, the program requirements for the same degree are altered, the student may change the requirements of their own degree to conform to the then-current calendar. A recommendation from the student's academic supervisor and graduate adviser must be forwarded to the Dean of Graduate Studies for approval as early as possible after the change to the program.* In practice, students currently in Year 1 of the MBA in Sustainable Innovation (admitted to the "Weekend" MBA in September 2024), who will be in Year 2 as these proposed changes come into effect, may request in writing to the program director to complete their program under the new requirements to earn a degree with 27 units instead of 30. With the current schedule for course delivery for this cohort, they could omit completing 3.0 units among the Additional Required Courses range, with suitable specific course codes to omit at the discretion of the academic program director.

- D. 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.**

- **Number of units:** Moving from 30u to 27u.
- **Course Listing:** Updating our lists of Foundation Courses/ Additional Required Courses / Capstone Courses.
 - The current calendar entries for these three areas needed refining.

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- **Foundation Courses:** Moving from “Complete all of” 13 listed foundation courses to “Complete 16.5 units from” 11 listed foundation courses. Specifically:
 - Moving MBA 544 Technology and the Interconnected Organization to the Additional Required Courses.
 - Moving MBA 570 Global Sustainable Business to the Additional Required Courses.
- **Additional Required Courses:** Moving from “Complete all of” 5 listed Additional courses to “Complete 7.5 units from MBA 500-599” for Additional Required Courses (with caveat that Additional Required Courses must be different from Foundation Courses but that they may include more than MBA 595 Special Topics courses, if in different topics). Moving to a range of courses will allow more flexibility for the Modular Programs completed in 21.0 units minimum. Specifically:
 - Moving from “Complete all of” 5 listed Additional courses (MBA 523 Responsible and Ethical Leadership; MBA 552 Strategic Collaboration and Partnerships; MBA 564 Social Entrepreneurship, MBA 577 Public Policy and Law; MBA 502/MBA 502A)
- **Capstone Course:** Retaining 3.0 units required for Capstone Project

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

N/A

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

This change creates opportunities for experiential learning. Through the reduction of program units and the balancing of courses throughout the program, students are better supported to engage in existing experiential learning opportunities such as the Capstone Integrated Consulting project and work-integrated learning opportunities such as co-op. This structure also creates opportunity for exploration of new experiential learning opportunities. These opportunities were discussed in our consultation with Co-operative Education and Career Services December 17, 2024.

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

These changes came as a result of the Program Review Committee (PRC) that met over the last year and analyzed the MBA landscape in Canada and the USA. We are confident with our marketing positioning of MBA in Sustainable Innovation.

With our focus on student experience, these changes also allow students to focus better on experiential activities and their Capstone Project in 2nd year. Materials “removed” from the list of requirements will be covered elsewhere in the program. See Section D for details.

Other comparable MBA programs from other institutions in BC tend to have requirements with fewer than 30.0 UVic units: for example, the [Master of Business Administration](#) at SFU (58 credits; 29 units).

Research done 5 years ago when starting the MBA in Sustainable Innovation showed we needed to differentiate ourselves in a declining market for MBAs. Proposing an MBA in Sustainable Innovation, as opposed to a General MBA, is aligned with the value proposition of the Gustavson School of Business. Our program targets two personas: the Realist-Idealist and the Idealist-Realist. For these personas, our MBA in Sustainable Innovation is a viable MBA choice as we have the traditional courses of an MBA, the type of MBA that inspires them and the only one they would want to apply to, or a credential they did not think of pursuing at all until they became aware of our program and its focus.

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

Even though these are modest change we believe they will have a positive impact.

Firstly, we anticipate a positive impact on the number of international applicants: with the proposed changes, the program remains a full-time program, which is attractive for international applicants. We started to see increased applications last year from international for 2024 WMBA and in fact had a student transfer from DMBA to WMBA. And we are seeing that same growing interest for 2025.

Secondly, we do not think these changes will deter applicants who may have previously considered the Daytime option over the Weekend option: in practice, Daytime students in the last two admitted cohorts had an average 10+ years work experience, better aligning with our average class profile in this new delivery option. See Appendix A for details.

Thirdly, moving to one delivery model only aligns with the Gustavson School of Business' Recruitment team's work with UVic Central Recruitment and international recruitment agents as well as ongoing data analysis of historical Gustavson data, leads pipeline, GMAC data, quarterly conversations with institutions across Canada and other third-party data.

Finally, the primary target markets for the program have not changed: The primary target markets are Victoria & Vancouver Island as well as Vancouver. Secondary markets are geographically focused with recruitment and marketing efforts in Alberta, as well as the United States Pacific Northwest and California. The tertiary market is Eastern Canada and international.

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).

The UVic JD+MBA program has been consulted as this proposed change affects this program as well (without affecting its total number of units required). Andrew Newcombe and Geoff Loomer were consulted and have submitted corresponding Cycle 2 changes for the JD+MBA entry in Kuali.

Also see attached letter(s) of support from:

- Geoffrey Loomer, Associate Dean, Administration & Research, Faculty of Law

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APPENDIX A – Gustavson School of Business MBA enrolment trends (MBA in Sustainable Innovation introduced in September 2020)

As stated in the PRC report: MBA enrolment for the two cohorts (Daytime and Weekend) as hovered between 38-49 students (except 2019 when the DMBA cohort was on hold due to redesign). It is noteworthy that staff confirmed the MBA enrolment targets have not been realized since 2000, including the anticipated increase in enrolment from the redesign in 2020. Funds appear to have been returned to the University and a target set/confirmed for 52-54 students for enrolment.

Overall, there is alignment with similar trends for GMAC in their 2023 report as outlined in this table below:

- Selectivity & class size: Lower-rated and moderately selective schools saw the most increase in applications. Schools with moderately sized classes saw the most growth.
- Flexibility: Schools with more flexibility (evening, hybrid, weekend) saw the most growth, unlike full-time, in-person programs.
- Diversity: Increase in diverse and first-generation candidates (those with parents' highest level of education being an associate degree).

Cohort D = Daytime W = Weekend	Cohort Size	Intake Summary	Faculty Utilization Rate (students per teaching unit = 28.5 units/#students*)
17D	34	48	N/A
17W	14		N/A
18D	23	38	N/A
18W	15		N/A
19W	21	21	N/A
20D	15	38	1.9
20W	23		1.24
21D	19	49	1.5
21W	30		0.95
22D	15	44	1.9
22W	29		0.98
23D	11	27	2.59
23W	16		1.78
24D	18	49	1.58
24W	31		0.92

Cohort	Average Work Experience in years	Number of students with less than 5 years of work experience
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23D	10.67	2
24D	10.75	3

APPENDIX B – Data used by the PRC

- Surveys
 - WMBA Current Students (100% participation)
 - DMBA Current Students (30% participation)
 - MBA Current Faculty (30% participation)
- Analysis:
 - Systematic Analysis: 73 MBA Programs
 - Case Study: 5 MBA Programs
- Older surveys and secondary data:
 - 2018-2020 Data for Redesign
 - 2021 AACSB Accreditation Data
 - 2022 EQUIS Accreditation Data – focus on WMBA
 - GMAC Data 2023 & 2024
- And also ongoing focus groups, interviews & townhalls since 2020.

**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: [Gustason School of Business/Gill Graduate School](#)

Name of Program: [Master of Business Administration in Sustainable Innovation](#)

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)

[There are three main categories of proposed changes within this proposal:](#)

[Category 1: Moving from two delivery options to only one.](#)

[The proposed change moves from two delivery options, a "Daytime" and "Weekend" MBA, to only one delivery option only \(akin to what we delivered as the Weekend option previously\). The change also removes references to "Daytime" and "Weekend" MBA and replaces it with reference to "MBA in Sustainable Innovation".](#)

[Category 2: Focusing on one profile of student.](#)

[The PRC recommends that we focus on serving one profile of student, the professional student. As a result, light changes to admission requirements are proposed, affecting average work experience expected of applicants, and GMAT/GRE/EA scores requirements.](#)

Category 3: Aligning the program structure with current academic and operational priorities.

1. Reduce the overall number of units from 30 to 27.
2. Clarify distinctions between listed foundational courses and a range of additional required courses

Rationale for the proposal (approximately 200 words)

These changes are all recommendations from the Program Review Committee (PRC) after an extensive review process over the last year. The Gustavson MBA PRC is made up of faculty and senior administrative staff.

Rationale for Category 1:

Research and data analysis completed by the PRC indicated that demand and enrolment for the “Daytime” delivery format was declining. The small class sizes resulted in poor faculty utilization and use of resources. The data also showed that the average “Daytime” student met the new proposed admission requirements (5 or more years of professional experience) and could participate in this proposed delivery format.

Rationale for Category 2:

The PRC recommends that we focus on serving one profile of student, the professional student. As indicated above, this allows us to focus our resources better. Our data demonstrated that this profile of student aligned with most of our students already.

Rationale for Category 3:

As part of the program review process conducted five years after the launch of the MBA in Sustainable Innovation, the proposed change also aims to align the program structure with current academic and operational priorities:

1. *Program Structure Optimization*: Enables students to dedicate adequate time to Capstone projects in the second year of the program.
2. *Curricular Alignment*: To improve program transparency and support modular and open-enrollment options, as well as potential dual-degree pathways. See D for details.
3. *Program Refresh*: These updates reflect a natural progression and refinement of the curriculum following a successful first five years of the delivery of the MBA in Sustainable Innovation, ensuring the program remains relevant and aligned with both academic standards and student needs.

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

MBA SI (open enrollment) = 3

MBA AR (modular, closed enrollment) = 18

MBA for TELUS (modular, closed enrollment) = 0

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

This is not a new program.

Part III: Proposal Information

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

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

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

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

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

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

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


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

As part of this new structure, one of the three strategic initiatives for the MBA program defined by the MBA PRC is to "Enhance program content and the learning experience", which includes updating the content across all MBA courses ensuring sustainability, innovation, and Indigenous knowledge systems are integrated across the curriculum.

The program's focus on Sustainable Innovation hasn't changed but the program plans to use this new structure of foundation vs. additional required courses to better offer other potential MBA program streams.

Part IV: Consultation and Approvals

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



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

19-DEC-24

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)

MBA Sustainable Innovation – Internal Consultations

Co-op

Thank you for sending along your SCP document for early review. It is helpful to see it as a point of comparison and contrast from our zoom meeting consultation we had a couple of days ago.

Our zoom consultation was illuminating and very clear. I must admit that I found your SCP document less comprehensive than I expected based on our comprehension and collaborative feedback session. As you note in your email below, the MBA calendar changes “will strengthen co-op and career opportunities for our students.” However, in Question F of the SCP proposal, which asks if these changes will affect opportunities for experiential learning opportunities, including co-op, your answer is N/A.

We had discussed how these changes will, in fact, increase the opportunity for co-op work terms throughout the course of the degree, and, in fact, for the potential for students to participate in more than just one work

term. That is, there would now be room in a student’s schedule, should they wish, to undertake more than one work term and receive the co-op designation upon the completion of two work terms. I don’t think that N/A is reflective of our consultation conversation of the potential benefits that your change in delivery model will allow for greater experiential learning opportunities.

I note that your Kuali changes show the following:

Co-op, field school or study abroad
~~Daytime MBA students in have Sustainable the Innovation option to do one of the following: a Co-op work term, a field school or study-op work term. Normally, students entering the program with less than three years of full-time, professional work experience are requi~~

Version with track changes removed:

Co-op, field school or study abroad

MBA in Sustainable Innovation students have the option to complete a Co-op work term. Unit values vary.

As we had discussed the opportunity for more than one Co-op work term, I suggest that Chelsey Evans, who sits on SCC as my designate, work with you to rework this language.

Regardless, the proposed revisions for the MBA in Sustainable Innovation program sound promising and I’m sure will be a welcomed addition to students who wish to study in this space.

Please consider this email as my letter of confirmation of consultation.

Andrea

OREM

Thanks for providing your program proposal for the changes to the MBA program. Many different areas of OREM have reviewed and provided feedback on the proposal. The team has no concerns with the proposal; however, wanted to pose a couple question regarding international student interest in the proposed delivery changes for your consideration:

-What would the average international student be doing during the week and would they have access to supports/services outside of the weekend?

-Additionally, while this is considered a full-time program, are there any immigration issues that could arise with this format (i.e. knowing IRCC has been adding layers of scrutiny lately, has input been sought from Gustavson's or other immigration professionals)?

I hope these questions will be helpful for your team as you finalize your proposal for the Senate Committee on Planning, as well as the proposed admission changes for the Senate Committee on Academic Standards.

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

Wendy Taylor, Registrar

Libraries

Thank you for the conversation today and the opportunity to review the MBA Cycle 2 Calendar Changes.

The proposed path forward seems streamlined and straightforward. The changes to the curriculum and content appear minor, so I foresee no issues with how the library collections and resources will continue to support the MBA program.

Emily Nickerson, Business & law librarian

Law

I am pleased to write this letter in support of the proposed amendments to the Daytime MBA in Sustainable Innovation program offered by the Gill Graduate School in the Gustavson School of Business, which will have consequential effects on the JD-MBA double degree program offered by the Faculty of Law and the School of Business.

As you know, students who apply and are accepted into both the Law Faculty JD and the Business School MBA programs may earn both degrees concurrently, with modified requirements for each. The proposed changes to the MBA program include a move to 4 terms with 4 weekends, a streamlining of the required foundational MBA courses, and a reduced MBA course load requirement (from 30 to 27 units). The proposed changes have been discussed with me and with Andrew Newcombe, Associate Dean, Academic & Student Relations. We agree that the updated format for the MBA should be more attractive to current and prospective law students who wish to pursue the dual degree, given the increased flexibility to work or to take additional law courses.

Several Canadian universities offer a combined or double degree program for the JD and MBA, although student enrollments tend to be low. The UVic double degree program is no exception, typically admitting 1 to 3 students per year when admissions were active. We anticipate that the revised MBA program will result in a modest increase in enrollment in the dual degree given the increased flexibility for students.

In summary, the Faculty of Law fully supports this initiative.

Geoffrey Loomer, Associate Dean, Administration & Research



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Economics PhD program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Economics PhD program.

The Department of Economics is proposing a streamlining of the Economics PhD program to facilitate quicker progression of students to the Candidacy stage of the degree and a rebalancing of the focus of the degree toward the research component. This is meant to better serve our students who are generally training to be applied, rather than academic, researchers. There are 2 primary components to the proposed program change:

- Elimination of comprehensive exams, which are currently part of the Candidacy Exam; and
- Reduction in required coursework for the degree

To maintain overall standards of the program, these cuts will be paired with more stringent vetting of applicants--through higher grade requirements and pre-commitment of a supervisor *before* the application is submitted. As well, expanding the dissertation proposal defense (part of the Candidacy Exam) to include broader questioning on empirical and theoretical methods and increasing oversight of the Candidacy Exam by the graduate committee is proposed.

The proposed changes would allow students to pursue a faster path to candidacy (maximum 15 months to the candidacy exam vs. 30 months currently) and shorten time to completion for the degree overall.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Economics PhD program, as described in the document "Economics PhD Program Revisions".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
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 CHANGE – GRADUATE

Economics PhD Program Revisions

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☒ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Mauricio Garcia-Barrera	soscadresearch@uvic.ca
Academic unit, department, or school	Economics	econdept@uvic.ca
Name, title, and email of contact person	Martin Farnham, Associate Professor, Graduate Advisor	egrad@uvic.ca
Anticipated change start date		
		September 2025

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 28, 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Dec 3, 2024
Departmental/School approval	Nov 5, 2024
Faculty Curriculum Committee approval	
*Faculty Council approval (or indicate equivalent Faculty voting body)	
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	

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 bengtson@uvic.ca	Dec 16	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Dec 16	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Dec 16	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Dec 16	Y
Internal Consultation (emails/letters of support as per section J) Jen Baggs (Business)	Dec 16	
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change 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). m

We are proposing a streamlining of the Economics PhD program to facilitate quicker progression of students to the Candidacy stage of the degree and a rebalancing of the focus of the degree toward the research component. This is meant to better serve our students who are generally training to be applied, rather than academic, researchers. There are 2 primary components to the proposed program change: 1) Elimination of comprehensive exams, which are currently part of the Candidacy Exam; and 2) Reduction in required coursework for the degree (2-4 courses chosen by the supervisory committee and waivable if the student has the background required to proceed to the research stage, instead of the current 9 courses).

To maintain overall standards of the program, we are pairing these cuts with more stringent vetting of applicants--through higher grade requirements and pre-commitment of a supervisor *before* the application is submitted. We also propose expanding the dissertation proposal defense (part of the Candidacy Exam) to include broader questioning on empirical and theoretical methods and increasing oversight of the Candidacy Exam by the graduate committee.

The proposed changes would allow students to pursue a faster path to candidacy (maximum 15 months to the candidacy exam vs. 30 months currently) and shorten time to completion for the degree overall.

Rationale: Our PhD students have typically spent their first one to two years taking coursework and focusing on preparing for comprehensive exams (comps). If they didn't pass comps after their first summer--a common occurrence--they spent at least the first term of their second year continuing to study for comps. Students who delay coursework to focus on studying for a second comp attempt (in the second December of their program) may only enter the research phase of their degree in May of their second year. Our enrolments are small (0-2 students admitted each year) so we can't sustainably offer PhD level courses, which means our students must take MA-level courses. Most have already completed an MA degree (or most of an MA degree) so the current course requirements are generally redundant and are often waived. Most of our graduates go on to jobs in government or non-academic research and their interests are primarily in developing their research skills, which happens at the Candidacy phase of the degree. The streamlining that we propose plays to our strengths in providing careful supervision of policy-relevant research and better aligns with the profile of our typical student--someone with a strong interest in being located in Victoria (often for family reasons) who wants to learn research skills required to become a leader in government policy analysis and research.

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.**

No.

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

Yes.

1) Under the proposal, applicants with a completed MA or transferring from an MA program would have new grade requirements of minimum A- on courses equivalent to ECON 545 AND ECON 500 or ECON 501 (depending on whether the student intends to do microeconomic or macroeconomic thesis research). Students who don't meet that requirement could, in exceptional cases, be admitted but would be required to retake those courses in our program and achieve the A- minimum requirement within 12 months of registration to proceed to candidacy. Currently students transferring from our MA program to the PhD are required to have an A- *average* in MA-level coursework, with no specific grade requirement in those key methodology courses. That A- average requirement is maintained under the proposal, so the new course-specific grade minimums represent an increase in admissions standards across all applicants (SCAS review, and approval being sought for revised admission requirement). 2) Students would need to have a UVic ECON faculty member agree in writing to supervise them *before* submitting their application (currently they only need to list possible supervisors).

The rest of our application requirements and standards would remain in place.

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

Yes.

Progression: The main impact is on student progression. The proposal would speed the path to Candidacy (maximum 15 months to the Candidacy Exam vs. 30 months currently). This would also shorten overall time to completion.

Evaluation: The Candidacy Exam would change in nature. Currently the Candidacy Exam involves 2 comprehensive exams plus a narrow proposal defense (with grade requirements to proceed to the Candidacy Exam). Under the proposal, the grade requirements to proceed to Candidacy would remain in place (with some added specific requirements in certain core courses--see Part B above),

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

but the comprehensive exams would be eliminated. The proposal defense would be broadened to include general questioning on methodological techniques outside of the student's research area, to ensure the student demonstrates a broad knowledge of Economics.

Supervision: Supervision would remain largely unchanged, though the removal of the comprehensive exams would mean that the supervisor would play a greater overall role in a student's progression. For this reason, our proposed program changes include a requirement that the Graduate Advisor or another member of the Graduate Committee would Chair the proposal defense.

Transition: Overall, the proposal should not affect current students adversely. If the program revisions are accepted, this will allow current students to forego the comprehensive exams and proceed more quickly to their proposal defense. It would also eliminate some course requirements that they currently face.

D. 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.

Currently students are required to complete 6 core methodology courses (theory and econometrics) and 3 field courses (all of these courses are 1.5 units each), if they haven't taken those courses elsewhere. In practice most of these course requirements are waived, because our PhD students generally enter having already taken many of those courses in their MA program.

Under the proposal, students would be required to take 2-4 courses (1.5 units each) chosen by the Supervisor to supplement the student's background in preparation for research work. Those course requirements could be waived, if the supervisor deems the student's background sufficient to proceed to research. Students with below A- in the equivalent of ECON 545 and ECON 500 or ECON 501 would be additionally required to take those courses in our program and pass them with a minimum A- to proceed to candidacy.

Overall, the proposal lessens course requirements on students, though not as much as it might appear, given the level of waiving of those requirements we currently do.

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

No.

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No.

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

This would distinguish us from the PhD programs at UBC and SFU which require comprehensive exams, and which are more traditional PhD programs primarily focused on preparing students for academic careers.

Their programs are larger and better funded than ours (UBC, for example, admits about 15 times as many students as we do on average) and they have the resources to fund a selection of PhD-level courses. The proposal allows us to play to our strengths in careful supervision and one-on-one training in applied research skills, while maintaining the expectation that students be well-rounded in the field of Economics.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

No.

- 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).**

I have provided letters of support for the proposed program changes from:
Jen Baggs, Acting Associate Dean Teaching and Learning, Gustavson School of Business
Bertille Antoine, Graduate Program Chair, Department of Economics, Simon Fraser University

**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: Economics, SOSC

Name of Program: PhD in Economics

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 proposal is to streamline our PhD program, shifting focus from coursework to research and eliminating the comprehensive exam (comps) requirement. Required coursework would decline from 9 courses to 2-4 courses (with those units waivable if the student has the required background to proceed to their research). Students would no longer be required to take comprehensive exams (previously students were required to take 2 comps--1 in Econometrics and 1 in Microeconomic Theory or Macroeconomic Theory). To maintain overall standards, 1) the dissertation proposal defense (part of the Candidacy Exam) would be expanded to include questioning on methodology (theory and econometrics) previously tested by comps; 2) admissions standards would be increased with higher grade requirements in methodology courses currently tested by comps; 3) PhD applicants would be required to secure a commitment to serve as supervisor by a UVic ECON faculty member as part of the application submission (currently applicants are only required to list possible supervisors in their application). 4) students admitted without a completed MA degree would have grade requirements placed on specific methodology courses (matching the areas currently tested by comps). Under the proposed revision, students would be required to complete the proposal defense (Candidacy Exam) within 15 months of starting the PhD (down from 30 months), and it would be recommended that they complete the Candidacy Exam within 12 months of entry.

Rationale for the proposal (approximately 200 words)

Our PhD students have typically spent their first one to two years taking coursework and focusing on preparing for comprehensive exams. If they didn't pass comps after their first summer--a common occurrence--they spent at least the first half of their second year continuing to study for comps. Students who were granted an extra attempt on the comps could potentially end up studying for comps through all of their second year, while also completing coursework. Our enrolments are small (0-2 students admitted each year) so we can't sustainably offer PhD level courses, which means our students must take MA-level courses. Most have already completed an MA degree (or most of an MA degree) so the current course requirements are generally redundant and are often waived. Most of our graduates go onto jobs in government or non-academic research and their interests are primarily in developing their research skills. The streamlining that we propose plays to our strengths in providing careful supervision of policy-relevant research, and better aligns with the profile of our typical student--someone with a strong interest in being located in Victoria (often for family reasons) who wants to learn research skills required to become a leader in government with a strong local job market in that area.

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

0, to the best of my knowledge.

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

NA

Part III: Proposal Information

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

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

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

☐ Yes ☒ No

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

The proposed revisions would not have any impact on institutional priorities or plans related to Indigenous initiatives.

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.



19-DEC-24

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)

PhD ECON – Internal Consultations

Co-op

Thank you for reaching out to consult. Agreed, your proposed change for the Economics PhD program has no impact on the Co-op program – therefore, no concerns with respect to my unit.

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

Andrea

Libraries

As the proposed change to the Economics PhD program is simply a proposal to streamline the Economics PhD program, I, Economics liaison Librarian, agree that the proposed changes do not have any implications for the Libraries.

Daniel Brendle-Moczuk, MLIS

OREM

Thanks for sending along your full proposal. Your proposal arrived when I was away and I'm just catching up now. Rachel Strandquist has reviewed your proposal already (thanks Rachel!) and offered the following feedback:

I have no major concerns with this proposal, but I did want to point out that the proposal to allow the waiver of all coursework is unusual (currently they allow a waiver of up to 12 units, which leaves at least 1.5 still required). Although there is nothing in the Graduate Calendar to prevent this (as far as I can tell), I am not aware of any other UVic programs that allow a program with only candidacy and dissertation. The proposal is going to GEC in January, so I expect it will come up then if FGS has concerns.

Wendy Taylor

Gustavson School of Business

I would like to express my strong support for the proposed changes to the PhD program in the Department of Economics. As an economist working in a professional school, I deeply value the commitment these changes demonstrate to a research intensive but practice-focused degree program. The proposed changes will better prepare future students for applied policy research in both government and industry positions, and I applaud you for embracing the importance of explicitly training students for these roles.

I would like to particularly highlight the benefits the Department of Economics is creating for British Columbia by training PhD economists who go on to work in the provincial government. It is difficult to overstate the value of policy decisions informed by rigorous research. By training students to specifically conduct this research, the proposed changes to the PhD program contribute to better informed policy choices that will benefit all of us.

Jen Baggs



Department of Economics

BERTILLE ANTOINE

PROFESSOR OF ECONOMICS
GRADUATE PROGRAM CHAIR
Department of Economics
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Email: bertille_antoine@sfu.ca
<http://www.sfu.ca/~baa7>

Burnaby, January 20th, 2025

Dear Members of the Senate,

I am writing in support of the proposal recommending program revisions for the PhD in Economics at the University of Victoria. As Graduate Program Chair in the department of Economics at Simon Fraser University, I was asked to provide some insights on the proposed changes. To do so, I had a phone consultation with Martin Farnham, Associate Professor, Graduate Advisor in Economics, on January 7th, and I also reviewed the graduate program revision memo.

In general terms, the proposed program revisions seek to significantly streamline the PhD program in Economics to ensure its completion under 4 years¹. This is achieved by focusing, from the beginning, on research – rather than coursework². More specifically, the main proposed changes are to:

1. Reduce the number of required courses;
2. Replace the comprehensive exams with a formal thesis proposal defense.

Additional changes are proposed to ensure academic standards are maintained, which include:

3. Stricter admissions standards including minimum grade requirements;
4. Greater oversight of the thesis proposal defense, with the Graduate Director chairing the defense.

Overall, I support the program changes which are designed to offer a streamlined PhD program in Economics that is attractive and relevant to anyone interested in policy analysis and research, and that will continue to train quality researchers to become leaders in government policy analysis and non-academic research.

In closing, I hope this reflection is helpful in your deliberations. In the meantime, please feel free to contact me if you have any questions.

Yours sincerely,

¹ In a typical PhD program in Economics, students usually graduate in 6 years.

² In a typical PhD program in Economics, the first two years are course-based: the first year, filled with core required courses ends with comprehensive exams, while the second year is dedicated to elective courses.



Department of Economics

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

Bertille Antoine
Professor of Economics
Graduate Program Chair
Simon Fraser University



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Minor in Economics program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Minor in Economics program.

The Department of Economics is proposing to separate the general program from the minor in Economics. The proposed change will make the minor program more attractive to students as it will require students to complete fewer courses in Economics than the general program and will provide more flexible paths to complete the minor.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Minor in Economics program, as described in the document "Economics Minor".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Rosemary Webb, GSS representative

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 CHANGE – UNDERGRADUATE

Economics Minor

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☐ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☒ Other, please specify: Separating General from Minor, reducing program requirements for minor in comparison to general

Submitted by:	Name and title	Email
Dean or designate	Reuben Rose-Redwood, Associate Dean Academic, Social Sciences	soscasdn@uvic.ca
Academic unit, department, or school	Elisabeth Gugl, Associate Chair, Department of Economics	econassoc@uvic.ca
Name, title, and email of contact person	Elisabeth Gugl, Associate Chair	econassoc@uvic.ca
Anticipated change start date	September 2025	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 21, 2024
Departmental/School approval	Nov 7, 2024
Faculty Curriculum Committee approval	Jan 22, 2024
*Faculty Council approval (or indicate equivalent Faculty voting body)	

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 bengtson@uvic.ca	Nov 29, 2024	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Dec 3, 2024	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Dec 18, 2014	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Nov 28, 2024	Y
Internal Consultation (emails/letters of support as per section J)	Yes	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

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).

Currently the general and the minor in Economics are the same. Separating the general program from the minor program in Economics will make the minor program more attractive to students as it will require students to complete fewer courses in Economics than the general program and thus will provide more flexible paths to complete the minor and fit into more students' study plans.

Over the past 10 years, the total number of students graduating with a general in Economics was 58 with an annual average of 6. The total number of students graduating with a minor in Economics was 78 over 10 years with an annual average of 8.

The revised minor requires students to take our principles courses ECON103/180 and ECON104 in their first year and then 9 credit units of ECON courses at the 200 level or higher with 3 of those 9 credit units at the 300 level or higher.

The general requires students to take ECON103/180 and ECON104, ECON225, and then 9 credit units at the upper level.

We have several 200 level courses that are pre-requisite courses for upper-level courses. The new minor would count all these 200 level courses in the 9 credit units at the 200+ level that the students need to complete in the minor, while in the general they would not count towards the 9 credit units of upper-level courses.

Apart from many 200 level ECON courses that are pre-requisites for upper-level ECON courses (ECON203, 204, 225, 245 and 246), we also offer ECON205 (Managerial Economics) and ECON270 (Culture, Economics and the Politics of Europe, effective September 2025). ECON225 (Writing for Economists) requires ECON 103, 104 and AWR satisfied which would be accessible to a lot of students. All these courses would count towards the 9 credit units in the minor of 200+ level courses. In addition, students can choose from a range of 300 level courses which, at a minimum, have ECON103/180 as a pre-requisite except for ECON329. ECON329 (Development and Economics) is open to students in the new minor and only requires 2nd year standing.

To conclude, by separating the minor from the general, we are offering students many more paths to completion of the minor now that 200 level courses count towards the 9 units of course credits that students in the minor need to complete in addition to our principles courses.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

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

No

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

No

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

No changes for students pursuing a general. For students interested in minoring in Economics the change to the minor program will make the minor more attractive. Since the new minor is nested in the current program, it will provide students who have started the minor under the old provisions to opt into the new, more flexible and less demanding minor.

- D. 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.**

No

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

No.

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

No

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

No.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

Very few students complete a general degree in Economics; we do not anticipate a change in the enrolment after the general is separated from the minor.

We expect an increase in enrolment in the minor after its separation from the general.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Given the changes in the undergraduate program in Business, we expect that students in Business will be the primary group of students who take up the new minor in Economics.

Business students must take ECON103/180 and so they would automatically satisfy the ECON103 requirement.

Please note that ECON225 does not require calculus. For students interested in accessing our 300 level electives without having to take MATH100/102/109, they could take ECON225 and then have access to the following list of electives:

ECON305, 306, 308, 309, 312, 317, 318, 320, 321, 325, 327, 329, 336, 339, 358, 381. Of these courses we regularly offer at least 8 different ones every year, that's 12 units. Without ECON225, the student can choose from ECON305, 308, 309, 312, 317, 318, 325, 329, 339, 358, 381. For students pursuing the minor ECON225 (offered 3 times a year) would count towards the 9 credit units of 200 level plus courses and hence only 5 of the courses listed would be required to complete the minor. If the student also elects ECON205 and (the new) ECON270, only 3 (4.5 credit units) upper-level courses would be required to complete the minor – half the upper-level credits that the student has to complete under the current general/minor.

Since ECON205 is and ECON270 will be offered once every year and 225 is offered 3 times a year, there is no shortage of courses a student can take to complete the minor taking advantage of the new provision in the minor that 200 level courses count towards the 9 credit units.

Students whose major requires them to take a calculus course, such as the engineering students, can take plenty of 200 level ECON courses that will now count towards the 9 credit units such as ECON203, 204, 245 and 246. This also opens the possibility of taking more advanced upper-level courses with the 200 pre-requisites counting towards the 9 credit units such as ECON333, 350, 351, 370 and 382.

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).

Business is keen for us to put on this program. Supporting letter attached.

Engineering has been informed and sees no issues. Letter attached.

**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: ECONOMICS

Name of Program: Economics Minor

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)

Currently the general and the minor in Economics are the same. Separating the general program from the minor program in Economics will make the minor program more attractive to students as it will require students to complete fewer courses in Economics than the general program and thus will fit into more students' study plans.

The revised minor requires students to take ECON103/180 and ECON104 in their first year and then 9 credit units of ECON courses at the 200 level or higher with 3 of those 9 credit units at the 300 level or higher.

Rationale for the proposal (approximately 200 words)

Making the minor more accessible for students across campus and particularly for students in Business.

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

On average, fewer than 8 students per year do a general/minor in Economics. I estimate that on average no Indigenous student is enrolled in either program. Given various initiatives in the Business school, we might be able to attract some of the Indigenous students pursuing a Business degree in minoring in Economics and thus see this number increase.

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 identify specific goals and priorities (approximately 200 words).

By reducing the number of credits at the 300 level and above to complete the minor we hope that a minor in Economics will fit into more students' study plans. In tandem with changes in the Business School that now allow students to do a minor in Economics, we hope that we'll attract more students taking courses in both disciplines. Among the courses that might be of interest to students minoring in Economics are our two Economic History courses. Both deal with the Economic history of Indigenous Peoples in North America among other topics.

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.



28-NOV-24

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)

MNR ECON – Internal Consultations

Libraries

As this is (just) a matter of “Separating General from Minor, reducing program requirements for minor”, I, as the Economics liaison Librarian, agree that the proposed change does not require additional resources in regards to UVic Libraries.

Daniel

Co-op

Thank you for reaching out to consult. I agree – there is no impact on COOP with this change. Please consider this email as my acknowledgement of the consultation process and support of your proposal.

Andrea

OREM

Thanks for providing OREM with the opportunity to review your proposal and provide feedback.

My team has prepared the following feedback below for your consideration. We hope you will be able to incorporate some of our feedback to strengthen your proposal.

Please accept this email as support from OREM for your proposal to separate the ECON general and minor programs.

Wendy

Engineering and Computer Science

We did talk about this, including circulating the Quali link, at our FCC meeting last week. I heard no concerns but also asked them to contact you if they think of anything. Assuming you hear nothing by Jan 2, I think you can go forward with our support.

All the best.

LillAnne

Gustavson School of Business

The Gustavson School of Business would like to express our strong support for the new minor proposed by your department. Currently, many of our undergraduate students would like to complete a minor in Economics but are unable to do so within the existing structures. Coupled with our proposed degree changes, the addition of this minor will resolve these barriers and allow our students to pursue an avenue of study and credential they have long demanded. We see this as an asset for both student recruitment and retention and expect considerable demand for the proposed minor.

Graham Brown



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies.

The offering of interdisciplinary programs poses a significant administrative challenge at UVic. The current proposal presents an agreement for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies. This arrangement will provide an academic “home” and a more stable fiscal base for the long-term sustainability of the Social Justice Studies program.

Following consultations during the Fall 2024 term, the Department of Sociology and the Division of Continuing Studies have both approved a partnership agreement to jointly offer the Social Justice Studies (SJS) program.

As part of the agreement, the Division of Continuing Studies will provide support in the form of daily program administrative responsibility to Social Justice Studies courses for the program. The Department of Sociology will provide academic oversight, expertise, and validation of the Social Justice Studies program as well appoint a Social Justice Studies Director to serve as a champion of the program and provide strategic planning for proposing curriculum changes.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies, as described in the memorandum dated January 22, 2025.

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



Faculty of Social Sciences

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Memo

January 22, 2025

To: Senate Committee on Planning

From: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences

Re: Proposed partnership for offering the Social Justice Studies program

Background

The Social Justice Studies program (General, Minor, and Diploma) was established in 2008 to provide students with a thorough understanding of the range of ways in which students, researchers, and scholars address and engage with issues surrounding social inequities and injustices in the contemporary world. The program was developed with the intent to provide learners with a strong foundation for practicing, understanding, and researching social justice issues from a variety of disciplinary perspectives and was designed to foster an engaged and informed citizenry whose efforts would contribute to resolving social justice problems.

Social Justice Studies (SJS) was originally envisioned as an interdisciplinary program developed and delivered through the Faculties of Humanities, Human and Social Development, and Social Sciences for the General and Minor programs, while the Diploma would be administered through the Division of Continuing Studies (DCS). In recent years, however, the SJS interdisciplinary program options are offered and administered solely through the Faculty of Social Sciences' suite of interdisciplinary programs, supported by Diploma *admission* administration only through DCS.

With the reality of fiscal and administrative challenges for interdisciplinary programs at UVic, the ability to support the SJS program sustainably has become untenable and viable alternative options to support SJS's longevity have been explored, resulting in the proposed partnership as outlined below.

Proposed Partnership for the Social Justice Studies Program

Following consultations during the Fall 2024 term, the Department of Sociology (SOCI) and the Division of Continuing Studies have both approved a partnership agreement to jointly offer the SJS program effective September 1, 2025, and the corresponding curriculum

proposals are being considered for Senate approval in Cycle 2. As part of this agreement, SOCI will serve as the academic partner and DCS will assist with the administration of the program. In order to maintain the interdisciplinary nature of the SJS program, a new SJS Advisory Committee will be established to replace the current SJS Program Committee structure. This Advisory Committee will have representatives from SOCI and DCS, and may also include representatives from other units with an interest in social justice.

The aim of this arrangement is to provide a more stable institutional home for the SJS program based upon a sustainable funding model. In particular, we take our inspiration from the Transformative Climate Action (TCA) program, which is offered by an academic unit (Environmental Studies) in partnership with DCS. The TCA framework provides a useful model for offering interdisciplinary programs and opens the opportunity for new synergies between the existing SJS program and potential micro-certificate offerings to be developed by DCS.

As part of the agreement, DCS will provide support in the form of daily program administrative responsibility to SJS courses for the program. This will also include opening these courses up for non-credit enrollments for professional learners and an exploration of a micro-credential serving professional audiences.

SOCI will provide academic oversight, expertise, and validation of the SJS program as well as appoint a SJS Director to serve as a champion of the program and provide strategic planning for proposing curriculum changes.

DCS responsibilities will include:

- Scheduling and delivery of SJS core courses
- Preparation of UVic calendar and curriculum change materials for the Diploma in collaboration with SOCI and the SJS Advisory Committee
- External program promotions, as needed
- Instructional hires, including preparation of instructional contracts, appointment forms, and payments
- Responsibility for reasonable and approved program-related expenses including instructional pay and external promotional costs
- Acceptance into the Diploma program
- Initial course and program advising for the Diploma or individual courses, before escalation to the SJS Director, Academic Advising Centre, or OREM, as appropriate (please note that advising for the General or Minor programs must remain outside of DCS with SOCI and/or Tri-Faculty Academic Advising)
- Explore development of future micro-credential(s) in the field of Social Justice Studies
- Administration of future micro-credentials, if applicable
- Resolution of credit registration or application issues as appropriate
- Registration support for non-credit learners, if applicable
- Provision of labour market data to support curriculum updates, if needed

- Collation of student and completion data

SOCI responsibilities will include all academic and strategic oversight and expertise, including:


- Offering and scheduling SJS core courses
- Academic expertise and validation for the SJS program, including approving new instructional hires for core courses, if needed
- Appointment of SJS Director to lead program in consultation with DCS and SJS Advisory Committee
- Leading community profile for the programs through academic reputation
- Internal (UVic) promotions via standard SOCI/SJS promotional channels
- Preparation of UVic calendar and curriculum change materials for the General and Minor in consultation with DCS and SJS Advisory Committee
- Presentation of curriculum change materials in Faculty and Senate, if needed
- Academic advising support for the SJS General and Minor program (and the Diploma as needed)

SOCI will, at the approval of the Faculty of Social Sciences, receive all course EETs associated with the SJS program.

Summary

The offering of interdisciplinary programs poses a significant administrative challenge at UVic. The current proposal presents an agreement for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies. This arrangement will provide an academic “home” and a more stable fiscal base for the long-term sustainability of the SJS program.

Sincerely,



Reuben Rose-Redwood
Acting Interdisciplinary Programs Director
Associate Dean Academic
Faculty of Social Sciences

cc: Steve Garlick, Chair, Department of Sociology
Miranda Angus, Division of Continuing Studies



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies.

The offering of interdisciplinary programs poses a significant administrative challenge at UVic. The current proposal presents an agreement for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies. This arrangement will provide an academic “home” and a more stable fiscal base for the long-term sustainability of the Global Development Studies program.

Following consultations during the Fall 2024 term, the Department of Geography, the Department of Political Science and the Division of Continuing Studies have both approved a partnership agreement to jointly offer the Global Development Studies (GDS) program.

As part of this agreement, the Departments of Geography and Political Science will jointly become the academic home for the administration of the Global Development Studies program while the Division of Continuing Studies will take on administrative responsibility to deliver GDS 301 for the program as the basis of a potential professional micro-certificate.

As part of the agreement, the Departments of Geography and Political Science will provide academic oversight, expertise, and validation of the GDS program; appoint a GDS Director to serve as a champion of the program and provide strategic planning for proposing curriculum changes; and manage the administration of the Minor program on a rotating basis with the GDS Directorship and program administration alternating between the two departments.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Studies and the Division of Continuing Studies, as described in the memorandum dated January 22, 2025.

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Alexandrine Boudreault-Fournier, Faculty of Social Sciences
Alexandre Brolo, Faculty of Science
Adam Con, Faculty of Fine Arts
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Associate Vice-President Research and Innovation designate
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



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Memo

January 22, 2025

To: Senate Committee on Planning

From: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences

Re: Proposed partnership for offering the Global Development Studies program

Background

The Global Development Studies (GDS) Minor program was established in 2018 to provide students with an understanding of the various development-related challenges facing communities and populations around the world and is tailored for students who are interested in community-based, national, and international responses to those challenges and who want to play an active part in finding solutions. By learning about different development theories and practices, as well as diverse cultural perspectives, students gain a more comprehensive understanding of issues and build intercultural competency, which will serve them well in different local and international workplaces.

For the first few years following the program's launch, GDS was within the portfolio of the Office of Interdisciplinary Academic Programs. However, the GDS program is currently delivered as an interdisciplinary program in the Faculty of Social Sciences. With the reality of fiscal and administrative challenges for interdisciplinary programs at UVic, the ability to support the GDS program sustainably has become untenable and viable alternative options to support GDS's longevity have been explored, resulting in the proposed partnership as outlined below.

Proposed Partnership for the Global Development Studies Program

Following consultations during the Fall 2024 term, the Department of Geography (GEOG), Department of Political Science (POLI), and the Division of Continuing Studies (DCS) have approved a partnership agreement to jointly offer the GDS program effective September 1, 2025, and the corresponding curriculum proposals are being considered for Senate approval in Cycle 2.

As part of this agreement, GEOG and POLI will jointly become the academic home for the administration of the GDS minor program while DCS will take on administrative responsibility

to deliver GDS 301 for the program as the basis of a potential professional micro-certificate. In order to maintain the interdisciplinary nature of the GDS program, a new GDS Advisory Committee will be established to replace the current GDS Program Committee structure. This Advisory Committee will have representatives from GEOG, POLI, and DCS, and may also include representatives from other units with an interest in global development.

The aim of this arrangement is to provide a more stable institutional home for the GDS program based upon a sustainable funding model. In particular, we take our inspiration from both the BSc in Climate Science (jointly offered by GEOG and SEOS) and the Transformative Climate Action (TCA) program (jointly offered by ES and DCS). Both the Climate Science and TCA frameworks provide useful models for offering interdisciplinary programs and open the opportunity for new synergies between the existing GDS program and potential micro-certificate offerings to be developed by DCS.

As part of the agreement, GEOG and POLI will provide academic oversight, expertise, and validation of the GDS program; appoint a GDS Director to serve as a champion of the program and provide strategic planning for proposing curriculum changes; and manage the administration of the Minor program on a rotating basis with the GDS Directorship and program administration alternating between the two departments. In terms of course delivery, POLI will continue to offer GDS [201](#) (Global Development) cross-listed with POLI [217](#) (Global Development) and also offer GDS [400](#) (Global Development Studies Captstone Seminar, to be retitled as GDS [400](#): Recasting and Rethinking Global Development) cross-listed with POLI [426](#) (Recasting and Rethinking Global Development). GDS [202](#) (Contemporary Issues in Global Development Studies) will be shifted to a 300-level course (GDS [300](#): Contemporary Challenges in Global Development) cross-listed with an updated version of GEOG [347B](#) (Geographies of Development) to be retitled/numbered as GEOG [333](#) (Contemporary Challenges in Global Development).

With expertise co-locating credit and non-credit learners, DCS will deliver GDS [301](#) (Working in Global Development) for both credit and non-credit students with the aim of developing one or more micro-certificates in consultation with GEOG and POLI, with confirmation of demand.

GEOG and POLI responsibilities will include:

- Academic expertise and validation for the GDS Minor program
- Appointment of GDS Director to lead program in consultation with participating units and GDS Advisory Committee
- Offering and scheduling of GDS core courses (GDS 201, GDS 202 [renumbered as GDS 300], GDS 400, or equivalencies if course codes change) as cross-listed courses, with the exception of GDS 301, which will be delivered by DCS
- GDS Director to prepare UVic calendar and curriculum change materials for the GDS Minor in consultation participating units and GDS Advisory Committee
- GDS Director to present curriculum change materials in Faculty and Senate, if needed
- GDS Director to lead student advising for the GDS Minor in collaboration with the Academic Advising Centre

- GDS Director to lead community profile for the program through academic reputation
- Internal (UVic) promotions via standard GEOG/POLI/GDS promotional channels

DCS responsibilities will include:


- Scheduling and delivery of GDS 301
- External course promotions and micro-certificate program promotions (once approved) to professional audiences, as needed
- Instructional hires and pay for GDS 301, including preparation of instructional contracts, appointment forms, and payments
- Pending approval by the DCS Program Committee, development and management of non-credit micro-certificate in “Working in Global Development” for non-credit learners who successfully complete GDS 301.
- Registration support for non-credit learners
- Sharing of non-credit budget and registration data with GEOG/POLI/Social Sciences if requested

The EETs for GDS 201 (cross-listed with POLI 217), GDS 300 (to be cross-listed with GEOG 333), and GDS 400 (to be cross-listed with POLI 426) (or equivalencies if course codes change) will be allocated to the department offering the course, and the department hosting the GDS Directorship (alternating between GEOG and POLI) will, at the approval of the Faculty of Social Sciences, receive course EETs associated with GDS 301 offered by DCS.

Summary

The offering of interdisciplinary programs poses a significant administrative challenge at UVic. The current proposal presents an agreement for the Global Development Studies program to be jointly offered by the Department of Geography, Department of Political Science, and the Division of Continuing Studies. This arrangement will provide an academic “home” and a more stable fiscal base for the long-term sustainability of the GDS program.

Sincerely,



Reuben Rose-Redwood
Acting Interdisciplinary Programs Director
Associate Dean Academic
Faculty of Social Sciences

cc: David Atkinson, Chair, Department of Geography
Feng Xu, Chair, Department of Political Science
Miranda Angus, Division of Continuing Studies



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program.

The School of Languages, Linguistics and Culture is proposing the following changes to maintain the academic quality of the program while streamlining the curriculum to allow students to complete their studies in a timely fashion:

- Reduce the number of units required to complete the degree from 16.5 to 15.0. This brings the program in line with all other MAs in the Faculty.
- Change the Practicum course from being required to being an option.
- Remove GMST 502 (Theory and Practice) as a required course. This means there will be two core, required courses (GMST 501 (Foundational Concepts in Germanic & Slavic Studies) & GMST 580 (History of the Holocaust)).
- Set the weight of the thesis at 6.0 units (currently listed at 6.0-9.0 units).
- Set the weight of the project (i.e., in the non-thesis route) at 4.5 units.

The following motion is recommended:

That Senate approve the proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program, as described in the document "Holocaust Studies stream of MA in Germanic & Slavic Studies".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
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 CHANGE – GRADUATE

[Holocaust Studies stream of MA in Germanic & Slavic Studies]

Template must be submitted as a Word document

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Annalee Lepp	deanhums@uvic.ca
Academic unit, department, or school	School of Languages, Linguistics & Culture	
Name, title, and email of contact person	Adrienne Williams Boyarin	humsadr@uvic.ca
Anticipated change start date	September 2025	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	6 November 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	6 November 2024
Departmental/School approval	5 November 2024
Faculty Curriculum Committee approval	2 January 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	10 January 2025
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	13 January 2025

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 bengtson@uvic.ca	Nov 25'24	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Nov 22'24	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Jan 24'25	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Dec 2'24	Y
Internal Consultation (emails/letters of support as per section J)		Y
Non-standard Tuition	N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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).

1. Reduce the number of units required to complete the degree from 16.5 to 15.0. This brings the program in line with all other MAs in the Faculty.
2. Change the Practicum course from being required to being an option.
3. Remove GMST 502 (Theory and Practice) as a required course. This means there will be two core, required courses (GMST 501 (Foundational Concepts in Germanic & Slavic Studies) & GMST 580 (History of the Holocaust)).
4. Set the weight of the thesis at 6.0 units (currently listed at 6.0-9.0 units).
5. Set the weight of the project (i.e., in the non-thesis route) at 4.5 units.

We feel that these proposed changes maintain the high academic quality of the program but streamline the curriculum somewhat in order to allow our students to complete their studies in a timely fashion as encouraged by the Faculty of Graduate Studies. The Holocaust Studies stream of the Germanic and Slavic MA respects the Forward 2023 principle of building a “culture of courage, trust, curiosity and flexibility that will advance our quest to solve big problems and create powerful, positive change”, insofar as the HS program encourages students to explore broader issues of human rights education in the context of trauma-informed research and develop an understanding of genocide in all its forms.

This is achieved through a variety of programmatic vehicles: courses (including a Field School option), a Practicum option, and either an academic thesis or a research project. Through the project, and digital humanities options, students still have the opportunity to make meaningful community connections. Two examples can be found here:

<https://hcmc.uvic.ca/servitengasse/>
<https://omekas.library.uvic.ca/s/memory/page/home>

There were two factors which led us to make the Practicum optional: (1) there were concerns raised about whether international students on work visas required additional permits to engage in Practicum ‘work’, and (2) each placement with a host institution required timely interaction with UVic legal counsel. For these reasons we felt that an optional Practicum was the most sensible choice.

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

No.

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

No, the admission requirements remain the same.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No. There are currently no students in the program. All of the students admitted in the 2020 cohort have graduated. No students were admitted in the 2022 cycle due to resource restrictions in the then Germanic & Slavic department. Since that time the new School of Languages, Linguistics & Cultures has been formed, some research funding (a Partnership grant) and external student funding has been secured which have changed the landscape and allow admission to take place for the Fall of 2025.

- D. 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.**

- Reduce the number of units required to complete the degree from 16.5 to 15.0. This brings the program in line with all other MAs in the Faculty. Related to this change, we are also clarifying in the Program Regulations that the CSPT option is not available in the HLST stream (only in the Germanic & Slavic streams). Thus, the program changes will have no effect on the CSPT programming. A note from the CSPT Director is attached.
- Change the Practicum course from being required to being optional.
- Remove GMST 502 (Theory and Practice) as a required course.
- Set the weight of the thesis at 6.0 units (currently listed at 6.0-9.0 units).
- Set the weight of the project (i.e., in the non-thesis route) at 4.5 units.

The program requirements can be summarized as follows:

Program	Required (units)	Elective (units)	Final Contribution	Total (units)
Thesis-based	3.0	6.0	6.0	15.0
Project-based	3.0	7.5	4.5	15.0

The changes in electives are indicated below:

- Complete all of the following
 - ~~Complete 3 units of:~~
~~GMST courses. 1.5 units may be a Holocaust-related course in another department.~~
 - Complete ~~1.5~~ **6.0** units from:
 - GMST581 - Holocaust Studies in Cross-Cultural Contexts (1.5)
 - GMST582 - Special Topics in Holocaust Studies (1.5)
 - GMST583 - Teaching About the Holocaust (1.5)
 - GMST585 - Holocaust and Memory Studies (1.5)
 - GMST589 - I-witness Field School (1.5)
 - SLST581 - Twentieth-Century Genocides in Eastern Europe (1.5)
 - **GMST584 - Holocaust Testimony and Archival Practice (1.5)**
 - **GMST587 - Practicum in Holocaust Studies (1.5)**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

The changes to the learning outcomes are indicated below:

Students in this program will:

1. critically engage in advanced research methodologies and analytical perspectives to identify and analyse problems of central importance to the field of Holocaust and genocide studies
2. demonstrate knowledge and an understanding of the Holocaust, comparative genocides and mass atrocities through an interdisciplinary framework
3. identify, investigate and creatively solve problems
4. present scholarly work in diverse professional settings
5. explore opportunities to work at in public sector agencies, non-profits, international organizations, Holocaust education, museums, libraries, archives and human rights advocacy

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

The proposed changes do not affect the above-mentioned outcomes.

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

The program remains unique to all of Canada. There is no other Holocaust Studies MA program or Holocaust Studies stream in all of Canada (and one of very few worldwide).

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

There had been no admissions for two years to this stream. With (a) the creation of the new School of Languages, Linguistics & Cultures, and (b) the attainment of external funding for student support, we are prepared to admit six students in the Fall of 2025.

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).

We have included a statement of support from the Chair of History but have not sought additional outside letters of support at this time given the minor nature of these curricular changes.

**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: Germanic and Slavic Studies MA program, Holocaust Studies stream /
School of Languages, Linguistics and Cultures / Humanities

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)

1. Reduce the number of units required to complete the degree from 16.5 to 15.0. This brings the program in line with all other MAs in the Faculty.
2. Remove the Practicum course requirement as it was not sustainable/feasible to place the students and still achieve reasonable time-to-completion results.
3. Remove GMST 502 (Theory and Practice) as a required course. This means there will be two required courses (GMST 501 (Foundational Concepts in Holocaust Studies) & GMST 580 (History of the Holocaust)).
4. Set the weight of the thesis at 6.0 units (currently listed at 6.0-9.0 units).
5. Set the weight of the project (i.e., in the non-thesis route) at 4.5 units.

Rationale for the proposal (approximately 200 words)

We are removing GMST 502 as a requirement to allow more focus on disciplinary content, as GMST 501 will provide students with an introduction to the discipline of Holocaust Studies. GMST 587 (the practicum) will no longer be required due to logistical and work permit challenges but may remain as an elective. The required units for the program courses and unit allocations for the thesis and research project are to be brought in line with other HUMS programs.

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

We do not have any students currently enrolled because we put a pause on new program enrollments during the COVID years.

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

This is not a new program.

Part III: Proposal Information

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

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

We would welcome Indigenous students in our program. Our Holocaust stream program is very interdisciplinary—and students are often co-supervised with faculty in other departments. We also encourage students to be aware of their current location as they think, research, and write about Holocaust Studies. Our most recent graduate (Anthony Auchterlonie), for example, wrote a thesis entitled *Memory, Politics, and Place: Revitalizing Indigeneity and Unsettling Colonial Narratives with Reflections from Holocaust Memorial Culture*, which was co-supervised by Carey Newman (Visual Studies) and included Ry Moran (UVic Libraries) on the wider supervisory committee.

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

I answered “no” to this question because there was never a need to do so in the past. However, there is always the possibility that a student will want to do this as part of their MA research, although it is highly unlikely.

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

We would be thrilled to attract Indigenous faculty to our program, although future hires do not seem likely in the near future. That said, two of the current Indigenous faculty members

at UVic (Rachel George and Dawn Smith) took part in the I-witness Field School during their studies. This field school is open to both undergraduate and graduate students.

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

Going forward, we plan to include material about Indigenous history in our GMST 501 course (Introduction to the Disciplines of Germanic and Slavic Studies) as we ponder Michael Rothberg's concepts of multi-directional memory and the implicated subject. As such, we plan to include more content on colonial histories and genocide in the North American context.

- 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

Again, I have answered "no" to this question, but it may be possible if we have any special events related to our Holocaust Studies MA stream.

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).

STRATEGIC PLAN

ʔetalnəwəl | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things

Sʔeyətenxw | S,ÁELA'NW_ | When things are in harmony

Χəčɪŋətnəwəl | XECÍŋELNEUEL | Actively planning and problem solving

ʔaynəwəlʔist | ÍY,NEUELIST | Moving forward together for the good of all

In general, our MA stream in Holocaust Studies fits firmly in each of the priorities outlined in the Strategic Plan. By focusing on genocide and human rights, the Holocaust Studies stream focuses on "people, places and the planet" and strives to be in "right relationship with" and to respect "the rights of all people and things." In this sense, we encourage our students to think more generally about human rights atrocities and genocides (both historical and on-going) in a way that will lead to change and transformation. We have developed many research partnerships over the years (particularly through Charlotte Schallie's major SSHRC grant, which has a Turtle Island component).

INDIGENOUS PLAN

Héʔəkʷ ʔə cə čəlénən łtə | HÁEQ ŁTE OL TFE ČELÁŋEN ŁTE | Remember our ancestors and birthright

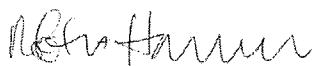
Nəčəmaat kʷəns čeʔi | ČÁNEUEL OL | Work together

Nəwəŋ šxʷ cən ʔaɣ̌ šqʷeləqʷən | ÁMEŲT TʔEN ÍY, ŠKÁLEŲEN | Bring in your good heart and mind
Leʔt šxʷ helə ʔə cə məkʷ sčəʔi səʔ | S,HOL ET MEQ EN ENÁ SE ŠĆĀ | Be prepared for the work to come

We want to make an effort to follow **the Learning and Teaching goals and priorities** in the Indigenous Plan, including revising core learning outcomes in GMST 501 to include more content on colonial histories and genocide (1.2.1); offering opportunities for co-teaching and learning (2.2.2) in various classes through guest speakers in a way that does not overburden our Indigenous colleagues; “respect[ing] students and instructors as people who hold knowledge, carry family and community responsibilities, and follow diverse pathways in life” (3.2.1) in the relationships we build; and identifying and providing “educational programming of interest and value through continued engagement with Indigenous students and communities.” Above all else, we want to be respectful as we learn from our Indigenous students, colleagues, Elders, and communities—without placing the burden of our own learning on them or asking too much of their time.

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.



02-DEC-24

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)

MA Holocaust Studies – Internal Consultations

OREM

My team and I have reviewed your proposal and have no concerns about the proposed changes. Please accept this email as support for your proposal from the Office of the Registrar and Enrolment Management.

Wendy Taylor
Registrar

Libraries

I have taken a look at the proposed changes and I don't see any implications for the library as there are no new courses which would need additional resources and support from the library.

If you need any more information, please let me know and feel free to reach out anytime.

Regards,

Bill Blair, Music and Media Librarian; Video Acquisitions

Co-op

Thank you for reaching out for the consultation process for the Holocaust Studies stream of the MA in Germanic & Slavic Studies.

Having read through your email below, I have no concerns with respect to the Co-op program.

As you describe below, these changes bring your MA program into line with all the other MAs in the Faculty. I note that despite the removal of your Practicum course (GMST 587), your MA students in Germanic & Slavic Studies still have access to co-op work experiences through your Masters of Germanic & Slavic Studies Co-op program. Perhaps we can work more closely to facilitate experiential learning opportunities for students in this Holocaust Studies stream should they feel disadvantaged through the removal of the Practicum course. I would be happy to discuss this further with you.

As noted, these changes have no direct impact on Co-op but provides an interesting opportunity to reconceive the programming for these students.

Please consider this email as my letter of confirmation of consultation and of support of these changes.

Andrea

Department of History

I have consulted Dr. Semmens and reviewed the changes carefully. They look great to me.

The History Department fully supports this revision to the Holocaust Studies program and looks forward to continued collaboration moving forward.

Jason M. Colby, Chair, Department of History



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Minor in European Studies program**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the Minor in European Studies program.

The Minor in European Studies program is currently small, however the European Studies courses have a decent number of students. The following changes to the Minor program are aimed to make the program a more attractive options for students:

- Reduction in the number of upper-level units allowing students to complete the Minor while not having to complete the minimum 9.0 upper-level units needed to count as one field towards a General degree.
- Students in the Minor are now offered a degree of choice as they progress through the program.

The following motion is recommended:

That Senate approve the proposed changes to the Minor in European Studies program, as described in the document "Minor in European Studies (MNR-EURO)".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research and Innovation designate

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Anthony Ryan, Student Senator

Maureen Ryan, Faculty of Human and Social Development

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Rosemary Webb, GSS representative

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 CHANGE – UNDERGRADUATE

Minor in European Studies (MNR-EURO)

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Lisa Surridge, Associate Dean Academic, Humanities Faculty	humsada@uvic.ca
Academic unit, department, or school	European Studies Program (EUS), Humanities Faculty	eusprog@uvic.ca
Name, title, and email of contact person	Paul Schure, Acting EUS Director	eusdir@uvic.ca
Anticipated change start date	September 2025	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	28 Nov 2024 (email by AVPAP to schure@uvic.ca)
Departmental/School approval	25 Nov 2024 (EUS Program Committee meeting)
Faculty Curriculum Committee approval	2 Jan 2025 (HUMS HCASC Cycle 2 Meeting)
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	10 January 2025

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	20 December 2024	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	19 December 2024	Y
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	18 December 2024 (“4-6 weeks for feedback”)	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	19 December 2024	Y
Internal Consultation (emails/letters of support as per section J)	Various dates	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

- A. 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).**

There are several changes that primarily aim to make Minor in European Studies a more attractive option for students:

- The main change is that the number of required upper-level units is reduced. As a consequence, the Minor is no longer a Minor/General.
 - That is, students may complete the Minor, while not necessarily simultaneously completing the minimum 9.0 upper-level units needed for European Studies to count as one field towards a General Degree.
- Another important change is that students in the Minor are now offered a degree of choice as they progress through the Program. Yet, students still need to complete the cross-listed course EUS311/POLI311 - Governments and Politics in Europe (1.5)
- More minor changes:
 - The program requirements have been broadened to increase the scope for student choice. For example, the requirements now include "Complete 1.5 units of: 200 level, 300 level and 400 level EUS courses"
 - The list of program electives has been carefully reviewed. The list had gotten dated over time as the list is extensive and would presumably require changes in every calendar cycle (which did not always happen in the past). We also grouped the courses from Fine Arts Departments into "Fine Arts"; and the courses from Social Sciences Departments into "Social Sciences".
 - Besides including relevant courses which have been created over the past years, we suggested to remove courses from the lists of electives where: (1) the course had been sunset; (2) the course says "seminar", "topics in", and "studies in", followed by something general, rather than something that necessarily has relevance for European Studies; and/or (3) the course appears to discuss topics with an impact for primarily one of the European countries, rather than multiple countries or the European Union
 - The proposal reflects that EUS100 is sunset, while EUS270 (which is cross-listed with SLLC and ECON) is created.
 - EUS 270 contains what we view as the essential components of EUS100; and also some topics that were originally discussed in the recently sunsetted course EUS300, namely aspects of Law and Economics. EUS270 is a possible prerequisite for "EUS311 Governments and Politics in Europe". It will be a possible requirement for students that apply for the EU Study Tour, a UVic field school, a UVic experiential learning opportunity for students from universities from across Canada.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

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

No, it does not.

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

No.

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

It is anticipated that more students will complete the Minor. The Minor is currently a very small program, while the European Studies courses have very decent numbers of students. The Program Committee anticipates that more of the students that are interested in the courses will be declaring and completing the Minor in European Studies.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

- E. 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.

Program rule changes as shown in the Kuali entry:

Program rules ?

- Complete all of the following
 - ~~Complete all of:~~
 - ~~EUS100 – Introduction to European Studies (1.5)~~
 - ~~EUS200 – Introduction to European Cultures and Identities (1.5)~~
 - ~~EUS311 – Governments and Politics in Europe (1.5)~~
 - Complete 1 of:
 - EUS200 - Introduction to European Cultures and Identities (1.5)
 - EUS270 - Culture, Economics and Politics of Europe (1.5)
 - Complete all of:
 - EUS311 - Governments and Politics in Europe (1.5)
 - Complete 1.5 units of:
 - 200 level, 300 level and 400 level EUS courses
 - Complete ~~7.5~~ 4.5 units of:
 - ~~courses from EUS 301, 390A, 400, 410, 490, 495 and~~ the list of eligible courses; below.
 - Complete 1.5 units of:
 - Modern European language other than English (any level).

The “list of eligible courses” referred to in the program rules has also been reviewed. Yet, the program rules still allow for “Topics and other courses may be approved with permission of the Program”.

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

The learning outcomes are not as such affected.

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

The changes make it easier to benefit from the experiential learning opportunities of the program. Access to the West-Coast Model EU that the program promotes with grants is not affected as such. But the creation of EUS 270 and its role in the program will make it easier to prepare students adequately for the EU Study Tour, which the program offers through EUS 390A. [see <https://www.uvic.ca/humanities/intd/europe/study-tour/index.php>]

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

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

The essence of the program is not affected.

- I. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

Yes, the Program Committee anticipates that the number of students in the Minor in European Studies will increase. We believe that the existing program rules were a deterrent for students who discovered the Program only later during their studies at UVic. Those students were required to take EUS100 late in their studies, which we discovered was a problem for at least some students.

- J. 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).**

We believe that the essence of the program is not affected. We have not consulted with any parties/universities outside of UVic.

**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: Humanities Faculty

Name of Program: Minor in European Studies (MNR-EURO)

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 change is that the number of required upper-level units is reduced.
- Another important change is that students in the Minor are now offered a degree of choice as they progress through the program. Yet, students still need to complete the cross-listed course EUS311/POLI311 - Governments and Politics in Europe (1.5)
- We also reviewed the list of program electives. The list had gotten dated over time as the list is extensive and would presumably require changes in every calendar cycle (which did not always happen in the past).

The Program rule changes are summarized as follows in the Quali entry:

Program rules ⓘ

- Complete all of the following
 - ~~Complete all of:~~
 - ~~EUS100 - Introduction to European Studies- (1.5)~~
 - ~~EUS200 - Introduction to European Cultures and Identities- (1.5)~~
 - ~~EUS311 - Governments and Politics in Europe- (1.5)~~
 - **Complete 1 of:**
 - **EUS200 - Introduction to European Cultures and Identities (1.5)**
 - **EUS270 - Culture, Economics and Politics of Europe (1.5)**
 - **Complete all of:**
 - **EUS311 - Governments and Politics in Europe (1.5)**
 - **Complete 1.5 units of:**
200 level, 300 level and 400 level EUS courses
 - Complete ~~7.5~~ **4.5** units of:
~~courses from EUS 301, 390A, 400, 410, 490, 495 and~~ the list of eligible courses; below.
 - Complete 1.5 units of:
Modern European language other than English (any level).

Rationale for the proposal (approximately 200 words)

While student numbers in European Studies courses are quite strong, merely a few students declare the Minor in European Studies. Among those who declare the Minor some undeclare it again later during their studies. The Program Committee anticipates that the proposed Program changes result in more students declaring and completing the Minor in European Studies.

Indeed, the Program Committee believes that the existing Program rules were a deterrent for students who discovered the Program only later during their studies at UVic. Those students were required to take EUS100 late in their studies, which we discovered was a problem for at least some students. We also offer the students more choice, which will allow student to cater the Program to their needs/interests more easily.

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

The Minor in European Studies is a very small program. In 2024¹ there were 5 students who had declared the Program, one of which convocated in May of 2024. In May of 2023 there was also merely one student who convocated with the MNR-EURO, while in 2020, 2021 and 2022 there were 2, 2, and 0 students that convocated, respectively. I do not know if there are any Indigenous students among the few students that have declared the Program or who have convocated with a Minor in European Studies.

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

We envision the Program will grow a lot in relative terms, but not very dramatically in absolute numbers. We do not target Indigenous students specifically, but reach out to all interested students from multiple faculties. I can see how European Studies and the European Union are of interest to indigenous students and how European Studies can benefit from interaction with Indigenous students and faculty.

Part III: Proposal Information

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

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

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

☐ Yes ☒ No

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

While I answered “No” to the question in Part III A whether this proposal includes elements that will focus on attracting or retaining Indigenous students, I had considered checking “Yes”, and had clarified as follows:

“Yes, possibly, albeit keeping in mind that the Program currently attracts only a small numbers of students, as clarified above. Here is why I considered checking “Yes” to the question:

- 1. The Program rule changes build in a degree of choice for students which will make the Program more accessible for students from across campus.*
- 2. The list of Program electives has become more inclusive, reflecting the fact that more inclusive courses have been developed by various units in the past few years, while existing courses have arguably also adopted more diverse perspectives. An example of an elective, which the proposal suggests to add, is PAAS375 - History of Decolonization in Asia and Africa.”*

We believe that the Program (indirectly) promotes at least two of the four goals of UVic’s 2023 Indigenous Plan, namely *Nə́cəmaat kʷəns čəʔi / ČANEUEL OL / Work together* and *Nə́w es šxʷ cən ʔəy šqʷeləqʷən / ÁMEKT TʔEN ÍY, ŠKÁLEŽEN / Bring in your good heart and mind*.

Europe’s history has had many dark sides, including the roles of European countries in colonization, two world wars, and the lengthy, painful, and incomplete decolonization process. But out of these crises unique collaborative efforts have arisen, including the European Union (EU) and the Council of Europe and its European Court of Human Rights. *Working together* has demonstrated to be a powerful tool for reconciliation, growth & prosperity, as well as a more just Europe.

The values that the EU and the 46 member states of the Council of Europe have committed to are “Human rights, Democracy, and the Rule of Law” (e.g. <https://www.coe.int/en/web/about-us/values>). These institutions work actively to safeguard the values of “freedom of expression and of the media, freedom of assembly, equality, and the protection of minorities”, and, as such, aspire to put in practice *Nə́w es šxʷ cən ʔəy šqʷeləqʷən / ÁMEKT TʔEN ÍY, ŠKÁLEŽEN / Bring in your good heart and mind*.

The Program has been in line with key priorities of each UVic strategic plan in this millennium. For example, it embodies “Partnerships and collaboration”, as it is an interdisciplinary Program that therefore represents “collaboration among faculties, disciplines and divisions”; and fosters collaboration “between academic and administrative units” (e.g. through [UVic biggest field](#) school that the Program organises); and “between the campus and our community; and between UVic and our international partners, alumni, research institutions, industry and governments.” (e.g. through the conferences organised and partnerships initiated).

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.



19-DEC-24

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)

MNR EURO – Internal Consultations

Co-op

Your proposed change for the Minor in European Studies (MNR-EURO) appears to have no impact on the Co-op program – therefore, no concerns with respect to my unit.

Please consider this email as my letter of confirmation of consultation and of support of your revisions.

Andrea

Libraries

As per your instructions and request, this email serves as consultation with UVic Libraries in regard to the proposed changes in the Minor in European Studies.

As per your documentation, because the main change is that the number of required upper-level units is reduced, there is no impact on UVic Libraries.

Daniel Brendle-Moczuk, MLIS

MILR – Internal Consultations

OREM

Thanks for providing the program proposal for the changes to the Minor in European Studies. Many different areas of OREM have reviewed and provided feedback on the proposal. I have provided feedback below this email for your consideration.

I hope the feedback will be helpful for you as you finalize your proposal for the Senate Committee on Planning.

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

Wendy Taylor, Registrar

Feedback:

OREM GENERAL FEEDBACK

We understand that you have been working with the Curriculum and Calendar team on the Kuali changes required, and they have provided guidance on how to split the General/Minor in European Studies into separate programs in the calendar: a General and a Minor.

ACADEMIC ADVISING CENTRE FEEDBACK

Here is the AAC feedback from Kelly Colby and Lori Olson.

Kelly Colby

- gave her feedback directly to the department as they contacted her directly. She also reviewed a version of the proposal (Kuali) during the curriculum process. She has nothing new to add except a reminder to update Kuali.

- Kelly C also answered Paul Schure's question (I highlighted it below for reference) during a call a couple of weeks ago and guided him to the Calendar Office for further instruction.

Lori Olson

- Missing the list of eligible courses in the proposal, so not sure if they are all upper-level courses or not. The only "must do" upper-level course I am seeing is EUS311 and the Minor program should contain at least 3.0 units of upper-level work. If the eligible courses are all upper level this is not an issue.

- The other comment would be inclusion of the following note or something close to in in the associated Program Notes section (in line with other minor programs in the Calendar):

- The 9.0 units numbered 200 or higher cannot also be used to fulfill the requirements of a student's Honours, Major or General program, or Option. Any course disqualified from the Minor Program by overlap with the requirements of the Honours or Major or General or Option Program may be replaced by another EUS course or eligible elective at the same level or higher.

- To answer Paul Schure's question below, Lori agrees with Kelly C that separate Kuali entries will indeed be required for the proposed Minor and General in European Studies as they are now separate programs.

- I am thinking that the bullet that says "Complete 1.5 units of: 200 level, 300 level and 400 level EUS" below might be clearer if it read " Complete 1.5 units of: 200 level, 300 level or 400 level EUS (but maybe that is a Kuali issue)?

UNDERGRADUATE RECORDS FEEDBACK

I do wonder about the change to the second bullet point in the Program notes. Do they intend students to plan with program in consultation with the "Program"?

I also wonder if some of the cross-listed courses should be mentioned in the program rules. For example, since EUS 311 and POLI 311 are cross listed, should they mention POLI 311 somewhere? Perhaps this was done on purpose though. If not, should the following say Complete 1 of and then list both EUS 311 and POLI 311?

Similarly, should EUS 270 be listed with ECON 270 and SLLC 270? Although they probably want the EUS courses to be filled.

Pacific and Asian Studies

Thank you for your email, and for checking in with PAAS—

We support these changes and wish the program the best of luck going forward!

Dr. Richard Fox, Professor & Chair of Pacific and Asian Studies

Media Studies

Looks good to me, Paul! No questions here.

Jentery for MDIA

Political Science

These changes look good to me.

Dr. Michelle Bonner, Professor Director of Latin American Studies

History

Many thanks for the note and the explanation. This all looks totally fine to me—no concerns.

Jason M. Colby, Chair, Department of History

Public Admin

I see that you are removing special topics courses from the Minor program list in the calendar, which makes sense. However, this prompted me to connect because each summer we run sections of ADMN 470 – Contemporary Topics in Administration that are actually some of the BIG Summer Institute courses:

<https://biglobalization.org/summer-institutes/>. This enables UVic credit-seeking students (in our program and in others) to complete the courses as part of their degree program. The kuali consult made me wonder if European Studies students are aware of these summer options? You may receive this info directly from Emmanuel, so apologies if this is duplication.

We also regularly offer ADMN 311 – Introduction to Public Administration, which is cross-listed with POLI 350. Could ADMN 311 be listed as an option in the EUS Minor (POLI 350 or ADMN 311)?

Let me know if you have any questions at all, or if you see any other opportunities to connect our programs!

Marlowe



**University
of Victoria**

Senate Committee on
Planning

MEMO

Date: February 19, 2025

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the graduate certificate and masters programs in Indigenous Language Revitalization**

At its meeting on February 5, 2025, the Senate Committee on Planning considered the proposed changes to the graduate certificate and masters programs in Indigenous Language Revitalization.

In response to student interest and need, the Department of Indigenous Education is proposing the following changes to the graduate certificate and masters programs in Indigenous Language Revitalization:

- Reducing the requirements and thus streamlining the two masters programs is to encourage timely student completion and to allow students more time to focus on their final Research Projects/Theses.
- Changing the course requirements for the graduate certificate to make it more focused on Indigenous Language Revitalization practice rather than research, and thus to make it more directly useful for students who might want to take just the certificate rather than the masters program. It is anticipated that this will make the certificate a more useful credential for those who might wish to pursue it.
- Curricular changes to facilitate streamlining the masters programs and make the graduate certificate more practically-focused.

The following motion is recommended:

That Senate approve the proposed changes to the graduate certificate in Indigenous Language Revitalization, as described in the document "Graduate Certificate and Masters programs in Indigenous Language Revitalization".

And

That Senate approve the proposed changes to the masters programs in Indigenous Language Revitalization, as described in the document "Graduate Certificate and Masters programs in Indigenous Language Revitalization".

Respectfully submitted,

2024 / 2025 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Alexandrine Boudreault-Fournier, Faculty of Social Sciences

Alexandre Brolo, Faculty of Science

Adam Con, Faculty of Fine Arts

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Associate Vice-President Research and Innovation designate
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Anthony Ryan, Student Senator
Maureen Ryan, Faculty of Human and Social Development
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, Peter B. Gustavson School of Business
Henning Struchtrup, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Rosemary Webb, GSS representative
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 CHANGE – GRADUATE

Graduate Certificate and Masters Programs in Indigenous Language Revitalization

Template must be submitted as a Word document

- ☐ Double or dual degree programs involving existing degrees
☐ Programs involving partnerships or agreements with other institutions
☐ Changes to a program degree or title
☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Catherine McGregor, Associate Dean Graduate Programs and Research Education	edadgr@uvic.ca
Academic unit, department, or school	Indigenous Education	
Name, title, and email of contact person	Ewa Czaykowska-Higgins, Graduate Advisor	ilrgrad@uvic.ca
Anticipated change start date	September 2025; will affect the 2026 MILR cohort	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	9 October 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca) + GARO	10 October 2024 4 November 2024
Departmental/School approval	10 October 2024
Faculty Curriculum Committee approval	26 November 2024
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	6 December 2024
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	13 January 2025

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 bengtson@uvic.ca	n/a	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	n/a	
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	25 Nov 2024	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the <u>IACE Consultation form</u> and submit	31 October 2024	Y
Internal Consultation (emails/letters of support as per section J)	16 October 2024; 13 November 2024	Y Attached: email from Dr. Sonya Bird, Linguistics (member of MILR Advisory); email from Dr. Silvia

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

		Cardona, Chair SLLC
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	n/a	

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).

1. Reduce the number of units for the M.Ed by 1.5 units to 15 units
2. Reduce the number of units for the M.A. by 1.5 units to 16.5 units
3. New course IED 574: Combine elements of IED 557 and IED 520 into one course
4. Change the Graduate Certificate contents (replace IED 530 Indigenous Research Methods with the new IED 574 course or IED 520 or IED 557)
5. Change title and description of IED 594

• **We are proposing all the changes primarily in response to student interest/need.**

• Reducing the requirements and thus streamlining the two **Masters programs** is to encourage timely student completion and to allow students more time to focus on their final Research Projects/Theses.

• Changing the course requirements for the **Graduate Certificate** is to make it more focused on Indigenous Language Revitalization practice rather than research, and thus to make it more directly useful for students who might want to take just the Certificate rather than the Masters program. We anticipate that this will make the Certificate a more useful credential for those who might wish to pursue it.

• In order to facilitate streamlining the **Masters programs** and make the **Graduate Certificate** more practically-focused, we are introducing a new course—IED 574. Having this course as one of the four courses in the Certificate program and therefore as one of the first four courses in the Masters programs will allow us more flexibility in integrating the topics covered previously in two courses (IED 520 and IED 557) and will reduce the possibility of overlap in the curriculum. In addition, having this new course in the program means that **IED 530 Indigenous Research Methods (or IED/LING 531)** will be taught in the third semester (rather than the second). This change will give the students more directed focus as they work to determine their final research projects/theses.

The description for the new course IED 574 Indigenous Additional Language Learning and Pedagogies is:

Explores current research on Indigenous language learning and teaching including innovative pedagogies; land-based teaching; developing Indigenous language proficiency; assessment practices for Indigenous languages; leading practices in Indigenous language program design and curriculum development; and relation to the broader discipline of Additional Language Learning.

IED 574 Indigenous Additional Language Learning and Pedagogies combines elements of **IED 520 Indigenous Language Revitalization Pedagogies** and **IED/LING 557 Indigenous Additional Language Learning**.

Note that

- Credit will be granted for only one of IED 557, LING 557.
- Credit will be granted for only IED 574 or both IED 557 and IED 520.

• IED 594 title and description change:

Change the current title “Proposal and Literature Review” to **Seminar on Project or Thesis Development**. The new description is

“Explores decolonial, generated knowledge and relational approaches to and features of effective overviews of literature, context and resources for the development of projects or theses.”

The new title and description better reflect the approaches and outcomes explored and practiced in the course as it has evolved over the last few offerings.

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.**

No, the changes will not require additional resources of any kind.

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

The proposed changes will not have an impact on admission requirements.

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

The proposed changes will have the following impacts on students:

- 1) Progression through the Masters programs will be facilitated since students will have one fewer course to take.
- 2) Introducing the new course IED 574 into the program and moving IED 530, the Indigenous Research Methods course *after* the IED 574, will allow us to support the final projects/theses better, thus also leading to more timely completion rates
 - a. IED 574 provides important background and context for projects and theses. It makes more sense for that course to be offered before a Methods course.
 - b. By moving IED 530 (IED/LING 531) the Methods course, into the third semester (rather than the second), we will schedule it right before IED 594 (the seminar on Project/Thesis development), which will allow us to start steering the students towards their projects and theses in a directed way earlier in the program. Currently IED 530 (IED/LING 531) is scheduled too early in the program for it to be maximally effective and useful for the students.
- 3) Changing the requirements for the Certificate will make it a more valuable credential for those seeking a graduate level overview of the scholarship and praxis of Indigenous Language Revitalization.

- D. 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.**

Please see appendix

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

No, the learning outcomes will be the same.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No. The opportunities for community engagement will continue to be highly valued and encouraged.

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

The proposed changes do not change the ways in which the program aligns with or is distinguished from programs offered at other BC post-secondary institutions. Our Graduate Certificate and MILR programs are unique in BC and will continue to be so.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

We do not anticipate that the proposed changes will affect enrolment in a marked way.

- 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).**

Please see attached PDF showing evidence of consultation.

Please note, other consultation not included here:

- a) An email to the Masters in Indigenous Language Revitalization Advisory Circle (with members from Anthropology and Linguistics and a community representative as well as Indigenous Education). There was one response from Dr. Sonya Bird (this one is attached).
- b) An email to members of Linguistics who work in Indigenous Language Revitalization
There were no concerns expressed related to our proposed changes.

In 2024, the Linguistics programs were amalgamated into the new School of Languages, Linguistics, and Cultures. Dr. Restoule wrote to SLLC and received a reply in November 2024. That is also attached.

Summary of Proposed Changes to Graduate Certificate and Masters in Indigenous Language Revitalization Programs

December 2024 To facilitate a sense of what the programs look like in practice, courses are listed below in the order in which they are or will be scheduled (rather than by the calendar program listing). The highlighting reflects the changes being proposed to the programs.

Current Graduate Certificate	Graduate Certificate Program Changes
Current Graduate Certificate (6 units) IED 572 SKÁls: Indigenous Epistemologies 1.5 LING/IED 577 Global Context of Language Revitalization 1.5 LING/IED 501 Linguistics for Language Revitalization 1.5 Complete 1 of IED 530 Indigenous Research Methods 1.5 IED 531 Community-Based Initiatives in Language Revitalization 1.5 LING 531 Community-Based Initiatives in Language Revitalization 1.5	New Graduate Certificate (6 units) IED 572 SKÁls: Indigenous Epistemologies 1.5 LING/IED 577 Global Context of Language Revitalization 1.5 LING/IED 501 Linguistics for Language Revitalization 1.5 Complete 1 of IED 574* Pedagogies for Indigenous Additional Language Learning 1.5 IED/LING 557 Indigenous Additional Language Learning 1.5 IED 520 Indigenous Language Revitalization Pedagogies 1.5 *We will usually offer IED 574, but are leaving the option of offering one or both of the other two courses instead of IED 574 depending on the needs of students in a particular cohort.
Current MILR M.Ed. Program	MILR M.Ed. Program Changes
Current MILR M.Ed. (16.5)* IED 572 SKÁls: Indigenous Epistemologies 1.5 LING/IED 577 Global Context of Language Revitalization 1.5 LING/IED 501 Linguistics for Language Revitalization 1.5 Complete 1 of IED 530 Indigenous Research Methods 1.5 IED 531 Community-Based Initiatives in Language Revitalization 1.5 LING 531 Community-Based Initiatives in Language Revitalization 1.5 Require all of IED 510 Leadership & Governance for Language Revitalization 1.5 IED 520 Indigenous Language Revitalization Pedagogies 1.5 IED/LING 557 Indigenous Additional Language Learning 1.5 IED 594 Proposal and Literature Review 1.5 IED 598 Major Project 4.5 * Students can exit the program with a Graduate Certificate after first 4 courses	New MILR M.Ed. (15) * IED 572 SKÁls: Indigenous Epistemologies 1.5 LING/IED 577 Global Context of Language Revitalization 1.5 LING/IED 501 Linguistics for Language Revitalization 1.5 Complete 1 of IED 574 Pedagogies for Indigenous Additional Language Learning 1.5 IED/LING 557 Indigenous Additional Language Learning 1.5 IED 520 Indigenous Language Revitalization Pedagogies 1.5 Require all of IED 510 Leadership & Governance for Language Revitalization 1.5 Complete 1 of IED 530 Indigenous Research Methods 1.5 IED 531 Community-Based Initiatives in Language Revitalization 1.5 LING 531 Community-Based Initiatives in Language Revitalization 1.5 Require all of IED 594 Seminar on Project or Thesis Development 1.5 IED 598 Major Project 4.5 * Students can exit the program with a Graduate Certificate after first 4 courses

Current MILR M.A. Program	MILR M.A. Program Changes
<p>Current MILR M.A. (18)*</p> <p>IED 572 SKÁLs: Indigenous Epistemologies 1.5</p> <p>LING/IED 577 Global Context of Language Revitalization 1.5</p> <p>LING/IED 501 Linguistics for Language Revitalization 1.5</p> <p>Complete 1 of</p> <p>IED 530 Indigenous Research Methods 1.5</p> <p>IED 531 Community-Based Initiatives in Language Revitalization 1.5</p> <p>LING 531 Community-Based Initiatives in Language Revitalization 1.5</p> <p>Require all of</p> <p>IED 510 Leadership & Governance for Language Revitalization 1.5</p> <p>IED 520 Indigenous Language Revitalization Pedagogies 1.5</p> <p>IED/LING 557 Indigenous Additional Language Learning 1.5</p> <p>IED 594 Proposal and Literature Review 1.5</p> <p>IED 599 Thesis 4.5</p> <p>* Students can exit the program with a Graduate Certificate after first 4 courses</p>	<p>Reducing program requirements: rather than requiring IED 520 & 557, require the new IED 574 or IED/LING 557 or IED 520); changing title/description of IED 594</p> <p>New MILR M.A. (16.5)*</p> <p>IED 572 SKÁLs: Indigenous Epistemologies 1.5</p> <p>LING/IED 577 Global Context of Language Revitalization 1.5</p> <p>LING/IED 501 Linguistics for Language Revitalization 1.5</p> <p>Complete 1 of</p> <p>IED 574 Pedagogies for Indigenous Additional Language Learning 1.5</p> <p>IED/LING 557 Indigenous Additional Language Learning 1.5</p> <p>IED 520 Indigenous Language Revitalization Pedagogies 1.5</p> <p>Require all of</p> <p>IED 510 Leadership & Governance for Language Revitalization 1.5</p> <p>Complete 1 of</p> <p>IED 530 Indigenous Research Methods 1.5</p> <p>IED 531 Community-Based Initiatives in Language Revitalization 1.5</p> <p>LING 531 Community-Based Initiatives in Language Revitalization 1.5</p> <p>Require all of</p> <p>IED 594 Seminar on Project or Thesis Development 1.5</p> <p>IED 599 Thesis 4.5</p> <p>* Students can exit the program with a Graduate Certificate after first 4 courses</p>

**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: **Indigenous Education**

Name of Program: **Certificate and Masters in Indigenous Language Revitalization**

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)

1. **Reduce the number of units for the M.Ed by 1.5 units to 15 units**
2. **Reduce the number of units for the M.A. by 1.5 units to 16.5 units**
3. **New course IED 574: Combine elements of IED 557 and IED 520 into one course**
(still thinking through what to do with IED/LING 557 and IED 520; keep them on the books or delete them?)
4. **Change the Graduate Certificate contents (move IED/LING 501 into Certificate; move new IED 574 course into Certificate)**
5. **Change title and description of IED 594—still thinking about the title**

Rationale for the proposal (approximately 200 words)

We are proposing the changes primarily in response to student interest/need. Reducing the requirements and thus streamlining the two Masters programs is to encourage timely student completion and to allow students more time to focus on their final Research Projects. Changing the course requirements for the Certificate is to make it more useful for students who might want to take the Certificate rather than the Masters program.

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

From the 2024 MILR cohort: 15 M.Ed. students

From the 2022 MILR cohort, there are 9 M.Ed. students (2/11 have completed their degree)

From the 2020 MILR cohort, there are 6 M.Ed students (5/11 have completed their degree)

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)
This is not a focus of the proposal though the program itself attracts almost entirely Indigenous students.
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)

Not part of the proposal

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

Not required for the proposal

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

The existing program engages with Indigenous knowledge and ways of knowing and being but the proposal is not seeking to increase or change the amount of engagement.

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

The proposal does not focus on engaging with Indigenous territories lands or waters although the program may at times take place in those settings.

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

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

The proposal is in alignment with Distinctly UVIC and the Indigenous Plan, particularly with the teachings and values and focussing on Indigenous language revitalization, reclamation and maintenance. We stress Indigenous student support and indirectly support Indigenous community aspirations to deepen awareness and use of Indigenous languages and how they may be taught, learned, spoken and practiced.

Part IV: Consultation and Approvals

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



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

31-OCT-24

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)

MILR – Internal Consultations

GARO

GARO has no concerns with the proposed changes to the Master of Education, Master of Arts and Graduate Certificate in Indigenous Language Revitalization.

Please let me know if you have any questions,

Rachel S Strandquist, Director, Graduate Admissions and Records

School of Languages, Linguistics, and Cultures

See responses below but in general this all looks good.

The Certificate will be IED 572, LING 577, LING 501 and the new IED 574. So, it will still be 4 courses. We just thought that IED 530, the research methods course was less important for a certificate in ILR than a language learning and teaching course—and to make sure that certificate students get exposure to both learning and teaching for ILR, we thought we should propose one course rather than spreading out over 2.

Yes, I agree. In the last MILR overhaul, we decided to include IED 530 into the certificate with the thought that even certificate students could then go back to their communities with the confidence to undertake community-based research projects. I like the new configuration though, and I especially like the new IED 574.

I think what we are trying to do with the combination of IED 530, IED 594 and IED 598 is spread the work on the project out over three courses rather than two. Our intention with IED 530 is to have a much smaller proposal than we ask for now; with IED 594, the lit review will also be much smaller and much more constrained and it will be indigenized in various ways. Onowa shared a couple of articles about reviews (see below). The idea is that students should actually start working on their projects during IED 594, not that we expect more for a lit review. We need courses as placeholders for units, but we are precisely trying to prevent the problem that you point out which is that the students are bogged down on the IED 594 requirements. Hopefully if we simplify the requirements for the proposal/lit review, and provide more time for the project (starting it in the summer), and potentially also require the students to attend IED 598 writing weeks in both fall and spring, that will make things easier for the students.

I mean those courses do flow nicely one from the other in terms of building a project up...



Date: February 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed changes to the Bachelor of Commerce Admission and Transfer Criteria and Program Requirements for Cycle 2, Sep 2025**

At its meeting on February 10, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the School of Business on changes to the Bachelor of Commerce admission and transfer criteria, and program requirements effective September 2025.

Recommended Motion:

That Senate approve the revisions to the to the Bachelor of Commerce Admission and Transfer criteria and Program requirements, effective September 2025.

Respectfully submitted,

2024/2025 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hōkūlani Aikau, Faculty of Human and Social Development
 Sarah Buchanan, UVSS representative
 Ashley de Moscoso, Acting Associate Registrar
 Dennine Dudley, Faculty of Fine Arts
 Jade Fischer, GSS representative
 Andrea Giles, Executive Director, Coop and Career Services
 Rob Hancock, Faculty of Social Sciences
 Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
 Evan Maher, Student Senator
 Andrew Newcombe, Faculty of Law
 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Laura Vizina, Division of Continuing Studies
 Alivia Wang, Convocation Senator
 Ada Saab (Secretary), Associate University Secretary



Danu Stinson, Chair
Senate Committee on Academic Standards
University of Victoria

December 13, 2024

Dear Danu and Committee Members:

Thank you for reviewing this submission to change our Bachelor of Commerce admission and transfer criteria, as well as the progression requirements. The proposed changes were passed unanimously by our Faculty Council on December 11, 2024 (cycle 2). These changes are part of a significant re-design of our Bachelor of Commerce program. This memo details the proposed admission and transfer changes first (section A), followed by the progression changes (section B).

A. Changes to admission and transfer requirements

We are proposing three types of changes to our admission requirements. (1) Logistical changes associated with the structural differences in our re-designed BCom program, (2) Changes to reduce barriers to admission for prospective students, and (3) Changes associated with clarifying and tidying our admissions language, including removing historical elements that no longer apply.

1. Logistical changes to admission requirements associated with the structural differences in our re-designed BCom program:

Previously, our BCom program structure allowed for admission in any one of years 1 through 3. Our re-designed BCom program allows for admission into year 1 or year 2 only. Accordingly, all requirements for admission associated with a year 3 entry are being removed from the calendar. At the same time, where we previously only permitted admissions in September, in response to recommendations from OREM, we are now allowing for entry in September, January or May.

As a result of our year 1 program requirements changing, our year 2 admission requirements for transfer students are also changing. The new requirements for students transferring into year 2 of the program align with the progression requirements for direct admit students (described below). Our re-designed BCom is a four year degree arc that is no longer divided into “pre-core” and “core” sections. Accordingly, this language is removed from the admission requirements.



One of our objectives in re-designing the BCom program was to make it easier for students to transfer into the program from other business programs (e.g. Colleges or the UVic business minor). To facilitate this, we are increasing the allowable units of *commerce* transfer credits from 4.5 to 9.0.

Co-op is no longer mandatory in the re-designed BCom. Instead, students must complete at least one mandatory work experience term, while retaining the option to complete a full Co-op if they so choose. Accordingly, language around mandatory Co-op is removed from the admission requirements. In addition, since students will now be admitted at years 1 or 2 only (prior to completion of any work experience or co-op requirements), work experience and Co-op requirements have been moved exclusively to the program requirements rather than the admissions requirements.

2. Changes to admission requirements to reduce barriers to admission:

There are three changes to admissions in this category: removing our supplemental application, reducing our calendar minimum grade (without lowering our internal cutoff admission average), and taking part in the University's Expanded Qualification admissions category.

A review of our supplemental admissions requirement suggested that it is neither increasing student diversity nor resulting in the admission of more qualified students. In discussion with our internal recruiters, it became apparent that requiring a supplemental application in addition to grades-based admissions is creating a barrier to student admissions rather than removing one. By eliminating this requirement, we hope to increase applications from a broad range of students. We consulted with OREM on this change (see attached) and they are supportive.

With the removal of our supplemental application, we would like further facilitate applications from a broad range of students taking part in the University's Expanded Qualifications admission category. Participating in Expanded Qualifications requires a gap between the calendar minimum admissions average (which Expanded Qualifications applicants need to meet) and the internal cut-off admissions average at which point we are making GPA based admission offers. Currently, our calendar minimum of 80% is so close to our internal cut-off of 83%, that there is little "room" for students to apply using Expanded Qualifications. OREM advised that if we wish to participate in Expanded Qualifications, we should lower our calendar minimum requirement to a level comparable with other faculties. Accordingly, we are submitted a calendar change lowering our calendar minimum grade requirement to 73% to facilitate participation in Expanded Qualifications. **We do not expect to lower our internal cut-off admissions average** and are making this change solely to create a gap between our internal cut-off and the calendar minimum



average to facilitate the use of the Expanded Qualifications. Our understanding is that 73% is the next highest calendar minimum at UVic after our current 80% (apparently an outlier).

3. Changes associated with clarifying and tidying our admissions language:

We removed quite a bit of historic language in the admissions section that did not really pertain to admissions, but was better associated with program requirements (for example units required for degree completion). The admissions page has been combined with the program requirements page. Accordingly, in the attached proposed calendar entries, the Business Admission Requirement page “proposed” is blank as we’re wanting to delete it and merge it with the Requirements and Commerce pages (also attached). We completely removed the section that created special criteria for students transferring into the BCom program as Graduates of Hospitality Management programs. The number of students in this admission category has dwindled to anywhere from zero to small single digits in recent years, and with the removal of year 3 admission, special admission criteria for these students no longer makes sense. Hospitality graduates will still be able to transfer into the BCom program using the same admission criteria as other year 2 transfer students.

B. Changes to progression requirements

We propose changes to our progression requirements both for logistical and pedagogical reasons.

Logistically, year 3 is no longer an entry point into the BCom program, and calendar language around progression requirements was changed accordingly. Our progression requirements, previously at entry to year 3, are now at entry to year 2, and mirror the requirements to transfer into the BCom program as a year 2 student. To progress or transfer to year 2, students must have completed: 12.0 units of coursework, including all four required first year courses (Com 100, Com 120, Econ 103 and Stat 252), and have a minimum GPA of 4.5 on the four required courses.

Previously, we required a minimum grade of C+ on *each* required course as well as a minimum GPA of 4.0 across these courses. We also required a minimum GPA of 5.0 on the student’s most recent 30 units of course work. We propose removing the minimum C+ on each course completely as it was resulting in the unintended consequences of students *just* below the C+ re-taking (and paying for) a course multiple times without meaningful improvement in their learning. Instead, we have required a minimum GPA *across* the four required courses, allowing us to anchor progression on a more holistic measure of student achievement. We propose increasing the progression GPA on the required courses from 4.0 to a 4.5 to ensure that removing the individual C+ requirement on each course is not resulting in lower standards overall.



We propose removing the requirement for a minimum GPA on the student's overall course load (previously 5.0 on the most recent 30.0 units) for two reasons. First, to leave room for students to take risks in their selection of electives. We want students to explore their interests and passions across the UVic campus, selecting electives because they are valuable and intriguing, not because they are easy. Currently we see students seeking out "GPA booster" courses in their second year in particular, regardless of interest or relevance, and we would like to remove at least some of the incentive for this. Second, since we are now looking at progression after year 1 only, any overall GPA would need to be based on at most 15.0 units rather than 30.0 units, leaving little room for "one bad course", further undermining the course selection argument above.

PDFs of the current calendar entry, entry with tracked changes, and entry with proposed changes completed are attached. Also attached are consultations with OREM regarding the changes. Thank you for considering this proposal. We look forward to your comments.

Sincerely,



Graham Brown
Associate Dean Teaching and Learning

Attachments:

1. Business_Admission Requirements – Current 2024.pdf
2. Business_Admission Requirements – Track Changes.pdf
3. Business_Admission Requirements – Proposed.pdf
4. Business_Requirements – Current 2024.pdf
5. Business_Requirements – Track Changes.pdf
6. Business_Requirements – Proposed.pdf
7. Commerce – Current 2024.pdf
8. Commerce - Track Changes.pdf
9. Commerce – Proposed.pdf
10. Zane Robinson OREM Consultation – BCom Changes.pdf
11. Brenna Pagnotta OREM Admissions Language Consultation.pdf



[home](#) » [undergraduate](#)

Undergraduate calendar - September 2024

The January edition of the 2024-2025 Calendar is now available

Business: Admission Requirements

Admission Requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first, second and third year. Each admission point has specific admission criteria that applicants must meet; see entry under Admission Categories and Deadlines. Because of the international nature of the program, a portion of the available positions is intended for international students. Gustavson recognizes the unique needs of international students and offers many services and program enhancements to address those needs.

Entry to the BCom program is in September only for each year. The structure of the program requires that students have completed 30 units of pre-commerce course work, including the required courses listed under Programs Offered, to standards as outlined below before they will be registered in the Bachelor of Commerce program core courses.

This is followed by the BCom program core, a full-time, cohort-based set of required courses in the third year. Normally, about 300 students are admitted to the BCom program core every year.

Students should be aware that they will be required to complete a total of 60 units of course work to obtain a UVic degree, including 30 units of pre-commerce course work. Any outstanding pre-commerce course work must be completed as a condition for entering the BCom program core.

Graduates of Hospitality Management diploma programs should refer to the admissions requirements described under Admission Requirements for Graduates of Hospitality Management Programs.

Admission to UVic from High School

Applicants from High School must be admissible to UVic (see [Admission Requirements](#)). Applicants from High School must follow the admission procedures as outlined in the Admission Categories and Deadlines section.

Admission to UVic from BC Community Colleges and other Universities

Applicants from BC community colleges and universities must first be admitted to UVic. Students must have a minimum of 12 units of transferable credit to be considered for admission to UVic and the BCom program. Transfer credit should address the admission requirements as described under the admission section entitled Year 2 Entry (First Year College or University Students) or the section entitled Year 3 (Direct Entry) Admission.

Transfer credit will be limited to 4.5 units of Commerce credit for the purposes of calculating the cumulative pre-commerce grade point average and calculating the applicant's pre-commerce course units. Students transferring from BC community colleges or university colleges should consult the [BC Transfer Credit Guide](#) from the British Columbia Council on Admissions & Transfer (BCCAT) for assistance in determining the transferability of courses.

Additional information regarding areas of study and program updates is available through the Gustavson School of Business [website](#).

Students attending any business, commerce, or business administration diploma or degree program will be considered along with all other applicants and must have completed the requirements for admission as outlined below.

Current and Returning UVic Students

Current and returning UVic students who apply but are not admitted to the Gustavson BCom program will normally, if eligible, be authorized for study in their previous faculty. New applicants to UVic who are not admitted to the program and who wish to be considered for any other faculty should contact Admissions or Undergraduate Records.

Pre-Commerce Courses Including Required Courses

All students entering the BCom program must complete the required courses shown in the table below prior to entry into the BCom program core. All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

Co-op Work Term Requirements for Admission

Gustavson requires that students complete three Co-op work terms to meet the Bachelor of Commerce program requirements.

Students are normally required to complete one Co-op work term (pre-commerce Co-op) prior to commencing the BCom program core and two more Co-op work terms as part of their academic and work term sequencing as prescribed by the area of specialization.

- Students can complete the pre-commerce Co-op work term prior to entering the BCom program core. This option is only open to those students who are admitted to the BCom program through the Year 1 or Year 2 admission category and have completed [COM 204](#).
- Students may challenge one Co-op work term if they have sufficient relevant work experience. See details regarding criteria and regulations for Co-op challenges under the Business Co-op Program section or consult the Business Co-op and Career Centre.
- Students can transfer in a successfully completed work term through an accredited Co-op program and receive credit for one of the BCom Co-op work terms.

Credit for only the first work term will be permitted through transfer or challenge. Students must register in and complete at least two work terms through the Business Co-op and Career Centre as part of their BCom program. Students who do not complete a pre-commerce Co-op work term will be expected to complete this requirement following the BCom program core, which will normally extend the time needed to complete their program. Normally, students must complete their programs on an academic term.

Admission Categories and Deadlines

Year 1, Year 2 and Year 3 Admission

The Gustavson School of Business offers Year 1 admission to high school students and Year 2 and Year 3 admission to UVic students and college/university transfer students who demonstrate a high level of academic achievement and other qualitative considerations such as leadership, school and community involvement, participation in extra-curricular activities, and work experience and career aspirations.

Admission from high school or first year to Gustavson guarantees access to the BCom program if the student maintains the level of academic and Co-op performance prescribed in any conditions set out by the BCom Program Director and BCom Admissions Officer as part of the admissions process. Students admitted into Year 1 or 2 will normally register in their pre-commerce Co-op work term during the summer term immediately prior to starting the BCom program core. See Co-op Work Term Requirements for Admission for more details.

Year 1 Admission - from High School

Students applying to Year 1 are required to submit the following documents:

- university application for admission
- Bachelor of Commerce supplemental application form
- official copies of interim high school transcript, if not eligible to self-report

- Official copies of interim high school transcripts, if not eligible to send report

Evaluation: Students who wish to be considered for admission must have a minimum admission average of 80% and meet all other requirements as outlined in [Undergraduate Admissions](#), [Admission Requirements](#). Meeting the minimum requirements does not guarantee admission to the BCom program. Applicants will be assessed on their admission average (60% weight) and on other attributes (40% weight) derived from the assessment of the supplemental application.

Conditions for entry into the BCom program core courses:

- Students must meet UVic admission requirements for Business. See [Undergraduate Admission](#).
- Students must complete required and pre-commerce courses at UVic (Year 1 and Year 2). Students are required to complete at least 2 of the required courses in Year 1.
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for [COM 200](#)).
- Students must have an overall GPA of 5.0 (B) on their most recent 30 units.
- Students may undertake the pre-commerce Co-op work term prior to entry into the BCom program core.

Year 2 Admission - Transfer Students

Students applying to Year 2 are required to submit the following documents:

- University of Victoria application (non-UVic students, current UVic students and returning UVic students) through [My UVic application](#)
- Bachelor of Commerce supplemental application through [My UVic application](#)
- Official copies of secondary and post-secondary education transcripts directly from issuing institution

Evaluation: Applicants will be assessed on their most recent course work, on their performance in required courses and on an assessment of the applicant's attributes as derived from the submission material. Preference will be given to applicants who have completed at least two of the required courses by the application deadline, including their [AWR-designated required course](#) (prerequisite to [ATWP 250](#) in Year 2).

Conditions for entry into the BCom program core courses:

- Students must meet UVic entrance requirements.
- Students must complete the remainder of their pre-commerce course work at UVic (Year 2).
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for [COM 200](#)).
- Students must complete all required and elective courses (30 units) by the end of the Spring (January-April) term of their Year 2 prior to commencement of BCom program core.
- Students must achieve a GPA of at least 5.0 (B) on their most recent 30 units to be eligible for entry into the BCom program core.
- Students may undertake their first Co-op work term prior to entry into the BCom program core.

Year 3 (Direct Entry) Admission - Transfer Students

Students applying for direct entry into the Year 3 BCom program core are required to submit the following documents:

- University of Victoria application (non-UVic students, current UVic students and returning UVic students) through [My UVic application](#)
- Bachelor of Commerce supplemental application through [My UVic application](#)
- Official copies of secondary and post-secondary education transcripts directly from issuing institution

Evaluation: Applicants will be assessed on their most recent course work, on their performance in required courses and on an assessment of the applicant's attributes as derived from the submission material. Preference will be given to applicants who have completed at least three of the required courses by the application deadline.

Conditions for entry into the BCom program core courses:

- Students must meet UVic entrance requirements.
- Students must complete 30 units of pre-commerce course work, including all required courses, by the end of the Winter Session prior to commencement of the BCom program. Note: students admitted directly in Year 3 may complete [COM 200](#) over the Summer Session preceding the BCom program core (Year 3) instead.
- Students must achieve an overall most-recent 30-unit GPA of 5.0 (B) to be eligible to enter the BCom core program.
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for [COM 200](#)).

Admission Requirements for Graduates of Hospitality Management Programs

Students applying from Hospitality Management diploma programs are required to submit the following documents:

- University of Victoria application through [My UVic application](#)
- Bachelor of Commerce supplemental application through [My UVic application](#)
- Official copies of secondary and post-secondary education transcripts directly from issuing institution

Applicants from two-year Hospitality Management/Hotel and Restaurant Administration diploma programs may be eligible for entry to the BCom program core if they meet the following criteria:

1. The diploma is completed with a minimum GPA of 5.0 (B) as determined by Undergraduate Admissions and Records. The average as calculated by Undergraduate Admissions is a cumulative GPA, which includes all course attempts.
2. The diploma is granted by August 31 of the year for which the student is applying for admission. Final official documentation will be required.
3. The diploma is awarded by a college that offers the BC Provincial Hospitality Management Diploma program, or its equivalent.
4. Completion of a microeconomics course (equivalent to [ECON 103](#)), an acceptable mathematics course (equivalent to [MATH 151](#)), an acceptable statistics course (equivalent to [STAT 252](#)), completion of a course satisfying the Academic Writing Requirement, and [COM 200](#). Students must complete these courses with minimum grades of C+ and a minimum GPA of 4.0 (B-) for these courses (minimum D grade for [COM 200](#)).

BC Institutions Currently Delivering the BC Provincial Hospitality Management Diploma Program

- Camosun College
- College of New Caledonia
- Douglas College
- North Island College
- Selkirk College
- Thompson Rivers University
- Vancouver Community College
- Vancouver Island University

Alberta and other Institutions

- Southern Alberta Institute of Technology (Calgary)

Students who have completed two or three year of recognized Hospitality diploma programs may also be eligible. Please contact the Gustavson School of Business for eligibility information on other programs.

Admission Criteria for Graduates of Hospitality Management Programs

Admission decisions for the Bachelor of Commerce program will be made based on the GPA achieved in the diploma program (60% weight) and on an evaluation of the applicant's Supplemental Application Form (40% weight). See description

of Quantitative and Qualitative considerations below.

Please note that applicants must be admissible to the University of Victoria to be considered for the Bachelor of Commerce program. Students who have completed additional credit courses after their diploma programs should contact Admissions Services to determine how these courses may affect their admissibility to the University.

If the diploma has not been granted by the documentation deadline, the student must still submit an official transcript outlining completed courses and courses that are still in progress. Students should also provide letters from their institutions that indicate that they are expected to have been granted their diplomas by August 31 of the year for which they are applying for admission. Official copies of the final transcript indicating the granting of the diploma will be required by Undergraduate Admissions.

Admissions Process for All Admission Categories

Minimum GPA

Applicants other than those to Year 1 must have a GPA of at least 4.0 (B-) on the UVic 9-point scale, or equivalent as calculated by Undergraduate Admissions and Records, in their most recent course work to be considered for admission to the Gustavson School of Business. Applicants to Year 2 admission must have a minimum of 6.0 units completed by the application deadline. Applicants with more than 12.0 units will be assessed on their most recent 12.0 units of course work. Applicants will also be assessed on their performance in required courses, with minimum grades of C+ and a minimum GPA of 4.0 among these courses (minimum D grade for [COM 200](#)).

Quantitative Considerations

For applicants in each admission category, the GPA evaluation will form 60% of the admission decision. Applicants to Year 2 and Year 3 who meet the minimum requirements will be rated within their applicant groups on this criterion based on weighting equally their most recent 12-unit GPA as calculated by Gustavson with their GPA in pre-commerce required course work.

Qualitative Considerations

An evaluation of qualitative considerations will form 40% of the admission decision. Gustavson recognizes that many different factors contribute to a person's chances of success in business. Applicants are therefore required to submit information on their application/resumé forms outlining experiences and attributes which they feel indicate their suitability for the Bachelor of Commerce program.

Assessment for Admission

Admission decisions within each admission category will be based on applicants' overall rankings based on scores that proportionately combine their quantitative and qualitative assessments. Admission to the Bachelor of Commerce program is subject to limited enrolment. The calculated score required for admission can fluctuate, depending upon the number and quality of the applications received in a given year.

Successful applicants will be admitted on the condition they complete 30 units of course work, including all required and elective pre-commerce course work, and will normally have satisfied the pre-commerce Co-op requirement before commencing the BCom program core courses.

In certain cases, applicants will be considered for admission with no fewer than 25.5 units of credit. Students should be aware, however, that they will be required to complete a total of 30 units of pre-commerce courses to be eligible to enter the BCom program core (Year 3). All applicants must complete the pre-commerce required courses by the end of the Winter Session prior to commencement of the BCom program core (Year 3). Note: students admitted directly in Year 3 may complete [COM 200](#) over the Summer Session preceding the BCom program core (Year 3) instead.

Final acceptances and scholarships will be based on the complete pre-commerce 30-unit (or more) student record after the Spring term (May 30).

Limitation of Commerce Credit and Course Waivers

Applicants are required to take courses in other disciplines as part of their 30 units of pre-commerce coursework. Students intending to transfer to the BCom program from other institutions should be aware that a maximum of 4.5 units of Commerce courses may be used as part of the 30 units of pre-commerce courses.

All students will be expected to complete all of their Commerce courses within the BCom program. Students will not be granted waivers from any courses in the BCom program based on any previous credit.

Application Materials

The University of Victoria undergraduate application is completed through [My UVic application](#).

In addition to the university application, a Bachelor of Commerce Supplemental Application is required. It is to be uploaded through [My UVic application](#).

Admission Decisions for Entry in September

Students who are admitted to the BCom program will receive written information regarding registration in appropriate course work for the following academic year.



Proposal Information

Workflow Status

In Progress

Faculty Curriculum Committee: acknowledgement (optional step - not used by all faculties), Peter B. Gustavson expand ▲

School of Business

Acknowledgement Requested | UG Faculty Curriculum Committee Member

Jen Baggs

Faculty Curriculum Committee: approval, Peter B. Gustavson School of Business

Waiting for Approval | UG Faculty Curriculum Committee Chair

Shannon Perdigao

Graham Brown

Lu Nishida Coraiola

Changes

- Description
- Effective term
- Catalog Activation Date
- academicUnitUseOnlyRtf

Effective date of change

Proposed

Effective term

September 2025

Existing

Effective term

May 2023

Create or modify academic unit content

Initial Steps

Creation or modification of academic unit content often requires additional approval, outside of the curriculum process. The questions below will help determine which approvals may be necessary.

Are you changing admission requirements, progression requirements or regulations?

Yes

Changes of this type may require approval of the Senate Committee for Academic Standards (SCAS). Contact the secretary of SCAS, aus@uvic.ca, to determine if this is necessary.

Are you changing any program requirements (includes electives)?

Yes

Changes to program requirements may require approval by the Senate Committee on Planning (SCP). This proposal will be sent to the AVPAP for review after it has been approved at the academic unit level in workflow.

Please continue to the Rationale section.

Rationale

Proposal rationale ⓘ

All content of existing UG-BUSI-ADMS page is now moved to UG-BUSI-REQ* merged proposal, including all Admission Requirements. Extensive changes have been made to Admission Requirements. Please see UG-BUSI-REQ* proposal for newest requirements and rationale.

Consultation

Consultation ⓘ

No

Academic unit details

Academic unit title ⓘ

Business: Admission Requirements

Academic unit level

Undergraduate

Academic unit(s)

Peter B. Gustavson School of Business

Faculty

Peter B. Gustavson School of Business

Changes

Description

Admission Requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first, second and third year. Each admission point has specific admission criteria that applicants must meet; see entry under Admission Categories and Deadlines. Because of the international nature of the program, a portion of the available positions is intended for international students. Gustavson recognizes the unique needs of international students and offers many services and program enhancements to address those needs.

Entry to the BCom program is in September only for each year. The structure of the program requires that students have completed 30 units of pre-commerce course work, including the required courses listed under Programs Offered, to standards as outlined below before they will be registered in the Bachelor of Commerce program core courses.

This is followed by the BCom program core, a full time, cohort based set of required courses in the third year. Normally, about 300 students are admitted to the BCom program core every year.

Students should be aware that they will be required to complete a total of 60 units of course work to obtain a UVic degree, including 30 units of pre-commerce course work. Any outstanding pre-commerce course work must be completed as a condition for entering the BCom program core.

Graduates of Hospitality Management diploma programs should refer to the admissions requirements described under Admission Requirements for Graduates of Hospitality Management Programs.

Admission to UVic from High School

Applicants from High School must be admissible to UVic (see Admission Requirements). Applicants from High School must follow the admission procedures as outlined in the Admission Categories and Deadlines section.

Admission to UVic from BC Community Colleges and other Universities

Applicants from BC community colleges and universities must first be admitted to UVic. Students must have a minimum of 12 units of transferable credit to be considered for admission to UVic and the BCom program. Transfer credit should address the admission requirements as described under the admission section entitled Year 2 Entry (First Year College or University Students) or the section entitled Year 3 (Direct Entry) Admission.

Transfer credit will be limited to 4.5 units of Commerce credit for the purposes of calculating the cumulative pre-commerce grade point average and calculating the applicant's pre-commerce course units. Students transferring from BC community colleges or university colleges should consult the BC Transfer Credit Guide from the British Columbia Council on Admissions & Transfer (BCCAT) for assistance in determining the transferability of courses.

Additional information regarding areas of study and program updates is available through the Gustavson School of Business website.

Students attending any business, commerce, or business administration diploma or degree program will be considered along with all other applicants and must have completed the requirements for admission as outlined below.

Current and Returning UVic Students

Current and returning UVic students who apply but are not admitted to the Gustavson BCom program will normally, if eligible, be authorized for study in their previous faculty. New applicants to UVic who are not admitted to the program and who wish to be considered for any other faculty should contact Admissions or Undergraduate Records.

Pre-Commerce Courses Including Required Courses

All students entering the BCom program must complete the required courses shown in the table below prior to entry into the BCom program core. All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

Co-op Work Term Requirements for Admission

Gustavson requires that students complete three Co-op work terms to meet the Bachelor of Commerce program requirements.

Students are normally required to complete one Co-op work term (pre-commerce Co-op) prior to commencing the BCom program core and two more Co-op work terms as part of their academic and work term sequencing as prescribed by the area of specialization.

- Students can complete the pre-commerce Co-op work term prior to entering the BCom program core. This option is only open to those students who are admitted to the BCom program through the Year 1 or Year 2 admission category and have completed COM 204.
- Students may challenge one Co-op work term if they have sufficient relevant work experience. See details regarding criteria and regulations for Co-op challenges under the Business Co-op Program section or consult the Business Co-op and Career Centre.
- Students can transfer in a successfully completed work term through an accredited Co-op program and receive credit for one of the BCom Co-op work terms.

Credit for only the first work term will be permitted through transfer or challenge. Students must register in and complete at least two work terms through the Business Co-op and Career Centre as part of their BCom program. Students who do not complete a pre-commerce Co-op work term will be expected to complete this requirement following the BCom program core, which will normally extend the time needed to complete their program. Normally, students must complete their programs on an academic term.

Admission Categories and Deadlines

Year 1, Year 2 and Year 3 Admission

The Gustavson School of Business offers Year 1 admission to high school students and Year 2 and Year 3 admission to UVic students and college/university transfer students who demonstrate a high level of academic achievement and other qualitative considerations such as leadership, school and community involvement, participation in extra-curricular activities, and work experience and career aspirations.

Admission from high school or first year to Gustavson guarantees access to the BCom program if the student maintains the level of academic and Co-op performance prescribed in any conditions set out by the BCom Program Director and BCom Admissions Officer as part of the admissions process. Students admitted into Year 1 or 2 will normally register in their pre-commerce Co-op work term during the summer term immediately prior to starting the BCom program core. See Co-op Work Term Requirements for Admission for more details.

Year 1 Admission—from High School

Students applying to Year 1 are required to submit the following documents:

- university application for admission
- Bachelor of Commerce supplemental application form
- official copies of interim high school transcript, if not eligible to self report

Evaluation: Students who wish to be considered for admission must have a minimum admission average of 80% and meet all other requirements as outlined in Undergraduate Admissions, Admission Requirements. Meeting the minimum requirements does not guarantee admission to the BCom program. Applicants will be assessed on their admission average (60% weight) and on other attributes (40% weight) derived from the assessment of the supplemental application.

Conditions for entry into the BCom program core courses:

- Students must meet UVic admission requirements for Business. See Undergraduate Admission.
- Students must complete required and pre-commerce courses at UVic (Year 1 and Year 2). Students are required to complete at least 2 of the required courses in Year 1.
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for COM 200).
- Students must have an overall GPA of 5.0 (B-) on their most recent 30 units.
- Students may undertake the pre-commerce Co-op work term prior to entry into the BCom program core.

Year 2 Admission—Transfer Students

Students applying to Year 2 are required to submit the following documents:

- University of Victoria application (non UVic students, current UVic students and returning UVic students) through My UVic application
- Bachelor of Commerce supplemental application through My UVic application
- Official copies of secondary and post-secondary education transcripts directly from issuing institution

Evaluation: Applicants will be assessed on their most recent course work, on their performance in required courses and on an assessment of the applicant's attributes as derived from the submission material. Preference will be given to applicants who have completed at least two of the required courses by the application deadline, including their AWR designated required course (prerequisite to ATWP 250 in Year 2).

Conditions for entry into the BCom program core courses:

- Students must meet UVic entrance requirements.
- Students must complete the remainder of their pre-commerce course work at UVic (Year 2).
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for COM 200).

- Students must complete all required and elective courses (30 units) by the end of the Spring (January-April) term of their Year 2 prior to commencement of BCom program core.
- Students must achieve a GPA of at least 5.0 (B) on their most recent 30 units to be eligible for entry into the BCom program core.
- Students may undertake their first Co-op work term prior to entry into the BCom program core.

Year 3 (Direct Entry) Admission—Transfer Students

Students applying for direct entry into the Year 3 BCom program core are required to submit the following documents:

- University of Victoria application (non UVic students, current UVic students and returning UVic students) through My UVic application
- Bachelor of Commerce supplemental application through My UVic application
- Official copies of secondary and post secondary education transcripts directly from issuing institution

Evaluation: Applicants will be assessed on their most recent course work, on their performance in required courses and on an assessment of the applicant's attributes as derived from the submission material. Preference will be given to applicants who have completed at least three of the required courses by the application deadline.

Conditions for entry into the BCom program core courses:

- Students must meet UVic entrance requirements.
- Students must complete 30 units of pre-commerce course work, including all required courses, by the end of the Winter Session prior to commencement of the BCom program. Note: students admitted directly in Year 3 may complete COM 200 over the Summer Session preceding the BCom program core (Year 3) instead.
- Students must achieve an overall most recent 30-unit GPA of 5.0 (B) to be eligible to enter the BCom core program.
- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for COM 200).

Admission Requirements for Graduates of Hospitality Management Programs

Students applying from Hospitality Management diploma programs are required to submit the following documents:

- University of Victoria application through My UVic application
- Bachelor of Commerce supplemental application through My UVic application
- Official copies of secondary and post secondary education transcripts directly from issuing institution

Applicants from two-year Hospitality Management/Hotel and Restaurant Administration diploma programs may be eligible for entry to the BCom program core if they meet the following criteria:

1. The diploma is completed with a minimum GPA of 5.0 (B) as determined by Undergraduate Admissions and Records. The average as calculated by Undergraduate Admissions is a cumulative GPA, which includes all course attempts.
2. The diploma is granted by August 31 of the year for which the student is applying for admission. Final official documentation will be required.
3. The diploma is awarded by a college that offers the BC Provincial Hospitality Management Diploma program, or its equivalent.
4. Completion of a microeconomics course (equivalent to ECON 103), an acceptable mathematics course (equivalent to MATH 151), an acceptable statistics course (equivalent to STAT 252), completion of a course satisfying the Academic Writing Requirement, and COM 200. Students must complete these courses with minimum grades of C+ and a minimum GPA of 4.0 (B-) for these courses (minimum D grade for COM 200).

BC Institutions Currently Delivering the BC Provincial Hospitality Management Diploma Program

- Camosun College
- College of New Caledonia

- Douglas College
- North Island College
- Selkirk College
- Thompson Rivers University
- Vancouver Community College
- Vancouver Island University

Alberta and other Institutions

- Southern Alberta Institute of Technology (Calgary)

Students who have completed two or three year of recognized Hospitality diploma programs may also be eligible. Please contact the Gustavson School of Business for eligibility information on other programs.

Admission Criteria for Graduates of Hospitality Management Programs

Admission decisions for the Bachelor of Commerce program will be made based on the GPA achieved in the diploma program (60% weight) and on an evaluation of the applicant's Supplemental Application Form (40% weight). See description of Quantitative and Qualitative considerations below.

Please note that applicants must be admissible to the University of Victoria to be considered for the Bachelor of Commerce program. Students who have completed additional credit courses after their diploma programs should contact Admissions Services to determine how these courses may affect their admissibility to the University.

If the diploma has not been granted by the documentation deadline, the student must still submit an official transcript outlining completed courses and courses that are still in progress. Students should also provide letters from their institutions that indicate that they are expected to have been granted their diplomas by August 31 of the year for which they are applying for admission. Official copies of the final transcript indicating the granting of the diploma will be required by Undergraduate Admissions.

Admissions Process for All Admission Categories

Minimum GPA

Applicants other than those to Year 1 must have a GPA of at least 4.0 (B-) on the UVic 9 point scale, or equivalent as calculated by Undergraduate Admissions and Records, in their most recent course work to be considered for admission to the Gustavson School of Business. Applicants to Year 2 admission must have a minimum of 6.0 units completed by the application deadline. Applicants with more than 12.0 units will be assessed on their most recent 12.0 units of course work. Applicants will also be assessed on their performance in required courses, with minimum grades of C+ and a minimum GPA of 4.0 among these courses (minimum D grade for COM 200).

Quantitative Considerations

For applicants in each admission category, the GPA evaluation will form 60% of the admission decision. Applicants to Year 2 and Year 3 who meet the minimum requirements will be rated within their applicant groups on this criterion based on weighting equally their most recent 12 unit GPA as calculated by Gustavson with their GPA in pre-commerce required course work.

Qualitative Considerations

An evaluation of qualitative considerations will form 40% of the admission decision. Gustavson recognizes that many different factors contribute to a person's chances of success in business. Applicants are therefore required to submit information on their application/resumé forms outlining experiences and attributes which they feel indicate their suitability for the Bachelor of Commerce program.

Assessment for Admission

Admission decisions within each admission category will be based on applicants' overall rankings based on scores that proportionately combine their quantitative and qualitative assessments. Admission to the Bachelor of Commerce program is subject to limited enrolment. The calculated score required for admission can fluctuate, depending upon the number and quality of the applications received in a given year.

Successful applicants will be admitted on the condition they complete 30 units of course work, including all required and elective pre-commerce course work, and will normally have satisfied the pre-commerce Co-op requirement before commencing the BCom program core courses.

In certain cases, applicants will be considered for admission with no fewer than 25.5 units of credit. Students should be aware, however, that they will be required to complete a total of 30 units of pre-commerce courses to be eligible to enter the BCom program core (Year 3). All applicants must complete the pre-commerce required courses by the end of the Winter Session prior to commencement of the BCom program core (Year 3). Note: students admitted directly in Year 3 may complete COM 200 over the Summer Session preceding the BCom program core (Year 3) instead.

Final acceptances and scholarships will be based on the complete pre-commerce 30-unit (or more) student record after the Spring term (May 30).

Limitation of Commerce Credit and Course Waivers

Applicants are required to take courses in other disciplines as part of their 30 units of pre-commerce coursework. Students intending to transfer to the BCom program from other institutions should be aware that a maximum of 4.5 units of Commerce courses may be used as part of the 30 units of pre-commerce courses.

All students will be expected to complete all of their Commerce courses within the BCom program. Students will not be granted waivers from any courses in the BCom program based on any previous credit.

Application Materials

The University of Victoria undergraduate application is completed through My UVic application.

In addition to the university application, a Bachelor of Commerce Supplemental Application is required. It is to be uploaded through My UVic application.

Admission Decisions for Entry in September

Students who are admitted to the BCom program will receive written information regarding registration in appropriate course work for the following academic year.

Academic unit rules ⓘ

No Rules

Academic unit notes

Code

Business: Admission Requirements

Draft | **Start**Date

Proposal Information

Workflow Status

Proposal not yet submitted for approval.

Effective date of change

Effective term

No Date Chosen

Create or modify academic unit content

Initial Steps

Creation or modification of academic unit content often requires additional approval, outside of the curriculum process. The questions below will help determine which approvals may be necessary.

Are you changing admission requirements, progression requirements or regulations?

--

Rationale

Proposal rationale ⓘ

Consultation

Consultation ⓘ

--

Academic unit details

Academic unit title ⓘ

Business: Admission Requirements

Academic unit level

Undergraduate

Academic unit(s)

Peter B. Gustavson School of Business

Faculty

Peter B. Gustavson School of Business

Description**Academic unit rules** ⓘ

No Rules

Academic unit notes**Course list** ⓘ

No Rules

Academic unit use only

[home](#) » [undergraduate](#)

Undergraduate calendar - September 2024

The January edition of the 2024-2025 Calendar is now available

Business: Requirements

Student Responsibility

Students are responsible for ensuring that their courses have been chosen in conformity with the requirements of the BCom program. The Gustavson School of Business and the Business Co-operative Education (Co-op) program will consider the sessional address given to UVic Undergraduate Records as the proper contact address.

Students are directed to the University regulations with respect to [Co-operative Education Programs](#).

Students are advised to review the University of Victoria [Undergraduate Academic Regulations](#).

The faculty, students and staff of Gustavson work together to promote professionalism and integrity. These are attributes that prepare our students for real leadership roles and create an environment of professionalism in the faculty. The faculty has developed two documents: a general guide, Principles of Professional Behaviour, and a more detailed guide, Standards for Professional Behaviour. All students are subject to the provisions of these documents. Students who are found not to meet these standards may be withdrawn from the program. Copies are available from the Business Student Services Office (BEC 283).

Letters of Permission

Students in Gustavson who are planning to take a course at another institution are required to contact the Business Student Services Office for letters of permission before enrolling in the course. If permission is granted by the School of Business, a minimum grade of C in Commerce courses is required for transfer credit. Students may take a maximum of two 1.5 unit open commerce elective courses by letter of permission for credit in the Bachelor of Commerce degree program.

Course Registration and Program Sequence

Students are admitted to the BCom program, not to particular areas of specialization. Space may be limited in specific areas of specialization. Students will be required to declare their specialization by the end of the first academic term in the BCom core. Academic and co-op work term sequencing (a student's program sequence) is determined by specialization. Students are required to follow the program sequences specified by their BCom Program adviser. Students wishing to change their specialization and/or program sequence must apply for a change through their BCom Program adviser. Some specialization and program sequence changes may result in limitations to course selection. Students are solely responsible for any difficulties or limitations resulting from a specialization or program sequence change.

Students are expected to have met all prerequisites for Commerce courses. A passing grade is acceptable for prerequisite purposes, unless a higher grade is called for in the course description. It is expected that students will complete a full course load each academic term (7.5 units). It is intended that students will progress through the BCom program core in a designated cohort group.

Students who withdraw from or receive a failing grade of F in a course listed within the Commerce core or a course required for their chosen specialization must repeat that course during the next academic term in which it is offered. Students who receive a failing grade of E in a core course may apply for a supplemental exam (see Supplemental Exam regulations under the appropriate section below). Students who do not apply for a supplemental exam by the published deadline will be considered to have failed the course, the opportunity to apply for a supplemental is rescinded, and the student must repeat the course in the next academic term that the course is offered.

Supplemental Exams

Supplemental examination privileges in Bachelor of Commerce core courses are granted to students who have a satisfactory standing in the program. Satisfactory standing for the purpose of supplemental examinations is defined as achieving the minimum academic standard of 3.0 in their most recent academic term. The maximum number of units of supplemental examinations allowed for any one student is normally three during their Bachelor of Commerce degree program. In addition, students may not apply for more than ONE supplemental examination during a given academic term.

Students must apply in writing for permission to write a supplemental examination. Students are eligible to take the supplemental examination in a course only if they have completed all the course work, written the final examination and received a grade of E in the course. Supplemental examinations cover only the course work covered by the written final examinations - they will not compensate for, or replace, project or assignment grades. If there was no written final examination in the course, or if a student did not have a passing grade on the course elements exclusive of the final exam, the student will not be eligible for the supplemental examination.

A passing grade obtained on a supplemental examination will be shown on the student's academic record with a grade point value of 1, corresponding to a D, and will be taken into account in determining the student's graduating average and standing at graduation, but will not affect the student's sessional grade point average.

However, for the purpose of academic review and standing within the faculty, the actual grade received on the supplemental examination, together with the E grade that gave rise to the supplemental examination, will be used. A student who fails to pass a specific course after a supplemental examination must repeat the course or replace it with an alternative course approved by the Director of the Bachelor of Commerce program.

The fee for each supplemental examination is \$50.00. In certain unique situations, students may apply for an off-campus supplemental examination. The testing locations for off-campus supplemental examinations outside British Columbia are restricted to universities and colleges, and the fee for an off-campus supplemental examination is \$60.00. The Bachelor of Commerce program office must receive applications for supplemental examinations, accompanied by the necessary fees, by the following dates:

- for courses taken during the September-December term: **January 15**
- for courses taken during the January-April term: **May 15**
- for courses taken during the May-August term: **September 15**

No applications for supplemental exams will be accepted past these deadlines. Students will normally be notified of whether their application has been accepted or refused within approximately three weeks of the appropriate application deadline. Fee payments will normally be returned to students only in the case of rejected applications. The Gustavson School of Business schedules supplemental examinations.

Waitlisting

Normally, students have the option of being added to a waitlist for a class if the course enrolment is at its maximum; however, some exceptions do apply. Gustavson will accommodate students from a waitlist as spaces in the class become available, and the registration system will notify students via their UVic email address.

Students must drop themselves from waitlisted classes where the class is no longer wanted or needed during that term. Students waitlisted for courses are responsible for monitoring their registration status through the registration system ([Online tools - Student services](#)). Students should check their course registration on the last day of the 100% fee reduction period in each term to avoid being assessed unnecessary tuition fees.

The school reserves the right to establish its own criteria for priority registration in courses and sections.

Course Challenges

The Gustavson School of Business does not accept course challenges.

Review of Academic Performance

Students who have failed a work term required in the mandatory Business Co-op program, or have a GPA below 3.0 (65%) in any academic session, will be ranked as unsatisfactory and may be required to withdraw for at least one calendar year. Gustavson is under no obligation to re-admit students who have been required to withdraw, regardless of the cut-off GPA in the year in which they re-apply.

Students must complete all BCom program third-year core plus [COM 205](#) or have permission of program director to enrol in fourth-year elective or specialization courses.

Examinations

The final exam period for each academic term is available online. Students are advised to consult the online exam schedules before making arrangements for their personal schedules. It is the responsibility of all students to be present for the exam period for both midterms and finals. Gustavson is not responsible for conflicts between the final exam schedule and personal schedules of students. Requests to write an exam on a day other than the date designated by the official exam schedule will not be entertained. For academic regulations regarding deferred exams, please see [Examinations](#).

Commerce courses with more than one section may have a common midterm exam scheduled by Gustavson. Students will be advised of the times and dates of the exams by Gustavson and may be expected to attend midterm exams outside the regular class schedule which may include Saturdays.

Withdrawal From the BCom Program

A student who does not register for any courses during the first academic term after admission, or during any subsequent academic terms while not on a Co-op work term or a leave of absence, will be considered to have withdrawn. Any student who is considered withdrawn must re-apply for admission and will be considered in competition with all other applicants. A student who has started the BCom program core and subsequently registers for courses applicable only to another department during an academic term must have the written permission of the Gustavson School of Business.

Students who voluntarily withdraw from the BCom program and later re-apply for admission must do so by the standard deadlines and will be considered in competition with all other applicants. Gustavson is under no obligation to re-admit any student who has withdrawn.

Leave of Absence

Students must apply in writing to their academic adviser for a leave of absence. Unless given written permission by Gustavson to take a leave of absence, students who do not re-register will be considered to have withdrawn. Students on leave of absence are considered outside the program and will not be granted work term credit or academic course credit for experience gained during the leave.

Graduation Requirements

The minimum requirements for graduation are:

1. completion of 30 units of required and elective pre-commerce course work
2. completion of 18 units of BCom program core as well as [COM 204](#), [205](#) and [405](#)
3. completion of 12 units of specialization courses and open Commerce electives, normally completed within the BCom program. Note that students who have entered the BCom program with Hospitality Management Diploma block transfers are required to complete 3.0 units of non-business electives and 9.0 units of specialization and open Commerce electives.
4. satisfactory academic performance as outlined above
5. satisfactory completion of three Co-op work terms within the regulations of the Gustavson School of Business and including any challenges or transfers granted

Proposal Information

Workflow Status

In Progress

Faculty Curriculum Committee: acknowledgement (optional step - not used by all faculties), Peter B. Gustavson expand ▲

School of Business

Acknowledgement Requested | UG Faculty Curriculum Committee Member

Jen Baggs

Faculty Curriculum Committee: approval, Peter B. Gustavson School of Business

Waiting for Approval | UG Faculty Curriculum Committee Chair

Shannon Perdigao

Graham Brown

Lu Nishida Coraiola

Changes

- Description
- Effective term
- Catalog Activation Date
- participants

Effective date of change

Proposed

Effective term

September 2025

Existing

Effective term

May 2021

Create or modify academic unit content

Initial Steps

Creation or modification of academic unit content often requires additional approval, outside of the curriculum process. The questions below will help determine which approvals may be necessary.

Are you changing admission requirements, progression requirements or regulations?

Yes

Changes of this type may require approval of the Senate Committee for Academic Standards (SCAS). Contact the secretary of SCAS, aus@uvic.ca, to determine if this is necessary.

Are you changing any program requirements (includes electives)?

Yes

Changes to program requirements may require approval by the Senate Committee on Planning (SCP). This proposal will be sent to the AVPAP for review after it has been approved at the academic unit level in workflow.

Please continue to the Rationale section.

Rationale

Proposal rationale ⓘ

Overarching rationale for program sequencing and requirements changes:

The Gustavson School of Business initiated a review of our BCom program in the fall of 2023. As part of this review, we surveyed over 1000 current students, alumni and applicants to our program; collected data on the program offerings of comparator institutions; consulted our faculty, staff, co-op employers, and business community members; reviewed the feedback from our two accreditation bodies (AACSB and EQUIS); and met with various individuals and departments across UVic. This review identified both strengths and weaknesses in our program, and shaped a comprehensive re-design process culminating in a revised program that preserves these strengths while resolving the weaknesses. The revisions to the BCom program preserve the key identified strengths of our existing program: (1) international exchange, (2) work integrated learning, (3) cohort learning experiences, (4) specializations in Entrepreneurship and Services, (5) space for electives outside of business, contributing to the development of well-rounded critical thinkers, and (6) an immersive learning experience over two semesters delivering core business content. This proposal also addresses areas for improvement (moving business course content earlier in the program, reducing the number of required terms, improve specialization options, increase engagement with years 1 and 2, and an ability to pursue a minor). The intention of this proposal is to move our program structure to a 4-year experience, with required work experience, have business content as early as first year, and offer more specialization options. The hope is to become more attractive as a program, allow for students to choose more in-depth business content or remain broad in their area of study, and improve student belonging and satisfaction, all while preserving the cohort model, work experience, and option for exchange during the program.

Rationale for Admissions changes:

We proposing three types of changes to our admission requirements. (1) Logistical changes associated with the structural differences in our re-designed BCom program, (2) Changes to reduce barriers to admission for prospective students, and (3) Changes associated with clarifying and tidying our admissions language, including removing historical elements that no longer apply. Previously, our BCom program structure allowed for admission in any one of years 1 through 3. Our re-designed BCom program allows for admission into year 1 or year 2 only. Accordingly, all requirements for admission associated with a year 3 entry are being removed from the calendar. At the same time, where we previously only permitted admissions in September, in response to recommendations from OREM and Kaplan, we are now allowing for entry in September, January or May. As a result of our year 1 program requirements changing, our year 2 admission requirements for transfer students are also changing. The new requirements for students transferring into year 2 of the program align with the progression requirements for direct admit students. Our re-designed BCom is a four year degree arc that is no longer divided into "pre-core" and "core" sections. Accordingly, this language is removed from the admission requirements.

One of our objectives in re-designing the BCom program was to make it easier for students to transfer into the program from other business programs (eg. Colleges or the UVic business minor). To facilitate this, we are increasing the allowable units of commerce transfer credits from 4.5 to 9.0.

A review of our supplemental admissions requirement* suggests that it is neither increasing student diversity nor resulting in the admission of more qualified students. Requiring a supplemental application in addition to grades-based admissions is creating a barrier to student admissions rather than removing one. By eliminating this requirement, we hope to increase

applications from a broad range of students.

With the removal of our supplemental application from our program, we would like further facilitate applications from a broad range of students by: (1) lowering our calendar minimum grade requirement to 73%, and (2) taking part in the University's Expanded Qualifications admission category. We do not expect to lower our internal cut-off, but rather to create a gap between our internal cut-off and the calendar minimum average to facilitate the use of the Expanded Qualification category. This change also better aligns our calendar minimum with those in other UVic faculties. This change is made with the advice and guidance of OREM.

We completely removed the section that created special criteria for students transferring into the BCom program as Graduates of Hospitality Management programs. The number of students in this admission category has dwindled to anywhere from zero to small single digits in recent years, and with the removal of year 3 admission, special admission criteria for these students no longer makes sense. Hospitality graduates will still be able to transfer into the BCom program using the same admission criteria as other year 2 transfer students.

Graduation requirements have been removed for readability, clarity, and are moved to the general commerce page which supports current students.

Removal of reference to hard copy professional standards document for clarity and accuracy.

*Note: This change is referenced on general admissions requirements through OREM. We have notified the owners of this calendar change about this proposal so that those pages can also be updated accordingly.

Consultation

Consultation ⓘ

Yes

Select academic units to consult

Consultation information

Updated language in this proposal has been shared with Brenna Pagnotta for Admissions for feedback (which was also shared with Zane Robison). Letter from Zane attached.

Upload any consultation that has occurred outside of Kuali

- Zane Robison Consultation - BCom Changes (3).pdf
- Andrea Giles Consultation Letter - Co-op.pdf

Academic unit details

Academic unit title ⓘ

Business: Requirements

Academic unit level

Undergraduate

Academic unit(s)

Peter B. Gustavson School of Business

Faculty

Peter B. Gustavson School of Business

Changes

Description

Admission Requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into September, January and May of first year, and September and January of second year.

Applicants must be admissible to UVic (see Admission Requirements for applicants from secondary school and applicants for transfer).

Additional Admission Requirements

Applicants from secondary schools must have a minimum admission average of 73% and meet all other requirements as outlined in Undergraduate Admissions. The Gustavson School of Business determines the yearly admission average, and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process.

Transfer applicants from recognized institutions and current or returning UVic students requesting a program change to BCom require successful completion of at least 12 units of transferable courses with a minimum average equivalent to 3.0 ("C+") at UVic; the average is calculated from the grades for the most recent 12 units of university-level courses attempted and includes repeated and failed courses. Applicants with less than 12 transferable units must have a minimum GPA of 3.0 ("C+") on any post-secondary record and also meet the secondary school requirements for admission to Year 1. See Year 1 Admission Requirements: BC/Yukon Secondary School Graduate.

Assessment for Admission

Regardless of their entry term, all students must complete the Year 1 Courses, with minimum average listed, and attempt the Year 2 Fall Courses prior to entry into the Year 2 Spring Courses (see Commerce). All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

For admission into September of Year 2, preference will be given to applicants with all Year 1 Courses complete, with minimum average listed (see Commerce).

Transfer credit will be limited to a maximum of 9.0 units of Commerce credit, in addition to the specific Commerce course codes listed under Year 1 Courses (see Commerce), for usable units toward degree requirements. Students transferring from BC community colleges or university colleges should consult the BC Transfer Credit Guide from the British Columbia Council on Admissions & Transfer (BCCAT) for assistance in determining the transferability of courses.

Students attending any business, commerce, or business administration diploma or degree program will be considered along with all other applicants and must have completed the requirements for admission as outlined above.

Admission Decisions

The Gustavson School of Business reserves the right to determine in which year and term to place a successful applicant, based on completed course work and academic performance.

Students who are admitted to the BCom program will receive written information regarding registration in appropriate course work for their entry term onward.

Current and returning UVic students who apply but are not admitted to the Gustavson BCom program will normally, if eligible, be authorized for study in their previous faculty. New applicants to UVic who are not admitted to the program and who wish to be considered for any other faculty should contact Undergraduate Admissions.

Academic Regulations

Student Responsibility

Students are advised to review the University of Victoria Undergraduate Academic Regulations.

Students are responsible for ensuring that their courses have been chosen in alignment with the requirements of the BCom program (see Commerce).

The Gustavson School of Business and the Business Co-operative Education (Co-op) & Career Services program will consider the contact information given in Online tools – Your profile as the proper contact information, including preferred email address and telephone number.

The faculty, students and staff of the Gustavson School of Business work together to promote professionalism and integrity. These are attributes that prepare our students for real leadership roles and create an environment of professionalism in the faculty. Students are expected to adhere to the Gustavson School of Business' Standards of Professional Behaviour and students who are found not to meet these standards may be withdrawn from the program.

Course Registration and Program Sequence

Program Sequence

Students are admitted to the BCom program, not to particular areas of specialization. Space may be limited in specific areas of specialization. Students will be required to declare their specialization after their second term of cohorted courses, by a deadline communicated by the program, normally shortly after the start of their Spring Year 3 academic term. Academic and work term sequencing (a student's program sequence) is determined by several criteria, including specialization, number of work terms to be completed prior to graduation, and application to the international exchange program (INTEP – see Commerce). Students will receive an individualized program sequence after declaring their specialization. Any changes must be approved by the program. Some specialization and program sequence changes may result in limitations to course selection. Students are solely responsible for any difficulties or limitations resulting from a specialization or program sequence change.

Students are expected to have met all prerequisites for Commerce courses. A passing grade is acceptable for prerequisite purposes, unless a higher grade is specified in the course description. It is expected that students will complete a full course load each academic term (7.5 units). It is intended that students will progress through the BCom program in a designated cohort group.

Course Challenges or Waivers

Student Responsibility

Students are responsible for ensuring that their courses have been chosen in conformity with the requirements of the BCom program. The Gustavson School of Business and the Business Co-operative Education (Co-op) program will consider the sessional address given to UVic Undergraduate Records as the proper contact address.

Students are directed to the University regulations with respect to Co-operative Education Programs.

Students are advised to review the University of Victoria Undergraduate Academic Regulations.

The faculty, students and staff of Gustavson work together to promote professionalism and integrity. These are attributes that prepare our students for real leadership roles and create an environment of professionalism in the faculty. The faculty has developed two documents: a general guide, Principles of Professional Behaviour, and a more detailed guide, Standards for Professional Behaviour. All students are subject to the provisions of these documents. Students who are found not to meet these standards may be withdrawn from the program. Copies are available from the Business Student Services Office (BEG-283).

Letters of Permission

Students in Gustavson who are planning to take a course at another institution are required to contact the Business Student Services Office for letters of permission before enrolling in the course. If permission is granted by the School of Business, a minimum grade of C in Commerce courses is required for transfer credit. Students may take a maximum of two 1.5-unit open commerce elective courses by letter of permission for credit in the Bachelor of Commerce degree program.

Course Registration and Program Sequence

Students are admitted to the BCom program, not to particular areas of specialization. Space may be limited in specific areas of specialization. Students will be required to declare their specialization by the end of the first academic term in the BCom core. Academic and co-op work term sequencing (a student's program sequence) is determined by specialization. Students are required to follow the program sequences specified by their BCom Program adviser. Students wishing to change their specialization and/or program sequence must apply for a change through their BCom Program adviser. Some specialization and program sequence changes may result in limitations to course selection. Students are solely responsible for any difficulties or limitations resulting from a specialization or program sequence change.

Students are expected to have met all prerequisites for Commerce courses. A passing grade is acceptable for prerequisite purposes, unless a higher grade is called for in the course description. It is expected that students will complete a full course load each academic term (7.5 units). It is intended that students will progress through the BCom program core in a designated cohort group.

Students who withdraw from or receive a failing grade of F in a course listed within the Commerce core or a course required for their chosen specialization must repeat that course during the next academic term in which it is offered. Students who receive a failing grade of E in a core course may apply for a supplemental exam (see Supplemental Exam regulations under the appropriate section below). Students who do not apply for a supplemental exam by the published deadline will be considered to have failed the course, the opportunity to apply for a supplemental is rescinded, and the student must repeat the course in the next academic term that the course is offered.

Supplemental Exams

Supplemental examination privileges in Bachelor of Commerce core courses are granted to students who have a satisfactory standing in the program. Satisfactory standing for the purpose of supplemental examinations is defined as achieving the minimum academic standard of 3.0 in their most recent academic term. The maximum number of units of

supplemental examinations allowed for any one student is normally three during their Bachelor of Commerce degree program. In addition, students may not apply for more than ONE supplemental examination during a given academic term.

Students must apply in writing for permission to write a supplemental examination. Students are eligible to take the supplemental examination in a course only if they have completed all the course work, written the final examination and received a grade of E in the course. Supplemental examinations cover only the course work covered by the written final examinations—they will not compensate for, or replace, project or assignment grades. If there was no written final examination in the course, or if a student did not have a passing grade on the course elements exclusive of the final exam, the student will not be eligible for the supplemental examination.

A passing grade obtained on a supplemental examination will be shown on the student's academic record with a grade point value of 1, corresponding to a D, and will be taken into account in determining the student's graduating average and standing at graduation, but will not affect the student's sessional grade point average.

However, for the purpose of academic review and standing within the faculty, the actual grade received on the supplemental examination, together with the E grade that gave rise to the supplemental examination, will be used. A student who fails to pass a specific course after a supplemental examination must repeat the course or replace it with an alternative course approved by the Director of the Bachelor of Commerce program.

The fee for each supplemental examination is \$50.00. In certain unique situations, students may apply for an off-campus supplemental examination. The testing locations for off-campus supplemental examinations outside British Columbia are restricted to universities and colleges, and the fee for an off-campus supplemental examination is \$60.00. The Bachelor of Commerce program office must receive applications for supplemental examinations, accompanied by the necessary fees, by the following dates:

- for courses taken during the September-December term: **January 15**
- for courses taken during the January-April term: **May 15**
- for courses taken during the May-August term: **September 15**

No applications for supplemental exams will be accepted past these deadlines. Students will normally be notified of whether their application has been accepted or refused within approximately three weeks of the appropriate application deadline. Fee payments will normally be returned to students only in the case of rejected applications. The Gustavson School of Business schedules supplemental examinations:

Waitlisting

Normally, students have the option of being added to a waitlist for a class if the course enrolment is at its maximum; however, some exceptions do apply. Gustavson will accommodate students from a waitlist as spaces in the class become available, and the registration system will notify students via their UVic email address.

Students must drop themselves from waitlisted classes where the class is no longer wanted or needed during that term. Students waitlisted for courses are responsible for monitoring their registration status through the registration system (Online tools—Student services). Students should check their course registration on the last day of the 100% fee reduction period in each term to avoid being assessed unnecessary tuition fees.

The school reserves the right to establish its own criteria for priority registration in courses and sections.

Course Challenges

The Gustavson School of Business does not accept course challenges.

Students will not be granted waivers from any cohorted courses in BCom based on any previous credit.

Letters of Permission

Students in the Gustavson School of Business who are planning to take a course at another institution are required to contact the Business Student Services Office for letters of permission before enrolling in the course. If permission is granted, a minimum grade of C in Commerce courses is required for transfer credit. Students may take a maximum of two 1.5-unit Commerce elective courses by letter of permission for credit in the Bachelor of Commerce degree program.

Waitlisting

See Undergraduate tuitions & fees – Student Responsibilities. The school reserves the right to establish its own criteria for priority registration in courses and sections.

Withdrawing From or Failing a Commerce Cohorted Course

Students who withdraw from or receive a failing grade of F or N in a course listed within the Commerce cohorted courses or a course required for their chosen specialization must repeat that course during the next academic term in which it is offered. Students who receive a failing grade of E in a cohorted course may apply for a supplemental exam (see Supplemental Exam section below).

Examinations

See Examinations. It is the responsibility of all students to be present for the exam period for both midterms and finals. The Gustavson School of Business is not responsible for conflicts between the final exam schedule and personal schedules of students. Requests to write an exam on a day other than the date designated by the official exam schedule will not be entertained. For academic regulations regarding deferred exams, please see Examinations.

Commerce courses with more than one section may have a common midterm exam scheduled by the Gustavson School of Business. Students will be advised of the times and dates of the exams by the school and may be expected to attend midterm exams outside the regular class schedule which may include Saturdays.

Supplemental Exams

Supplemental examination privileges in Bachelor of Commerce cohorted courses are granted to students who have a satisfactory standing in the program. Satisfactory standing for the purpose of supplemental examinations is defined as achieving the minimum academic standard of 3.0 average in their most recent academic term. The maximum number of units of supplemental examinations allowed for any one student is normally three during their Bachelor of Commerce degree program. In addition, students may not apply for more than one supplemental examination during a given academic term.

Students must apply in writing for permission to write a supplemental examination. Students are eligible to take the supplemental examination in a course only if they have completed all the course work, written the final examination and received a grade of E in the course. Supplemental examinations cover only the course work covered by the written final

examinations - they will not compensate for, or replace, project or assignment grades. If there was no written final examination in the course, or if a student did not have a passing grade on the course elements exclusive of the final exam, the student will not be eligible for the supplemental examination.

A passing grade obtained on a supplemental examination will be shown on the student's academic record with a grade point value of 1, corresponding to a D, and will be taken into account in determining the student's graduating average and standing at graduation, but will not affect the student's sessional grade point average.

However, for the purpose of academic review and standing within the faculty, the actual grade received on the supplemental examination, together with the E grade that gave rise to the supplemental examination, will be used. A student who fails to pass a specific course after a supplemental examination must repeat the course or replace it with an alternative course approved by the Director of the Bachelor of Commerce program.

The fee for each supplemental examination is \$50.00. In certain unique situations, students may apply for an off-campus supplemental examination. The testing locations for off-campus supplemental examinations outside British Columbia are restricted to universities and colleges, and the fee for an off-campus supplemental examination is \$60.00. The Bachelor of Commerce program office must receive applications for supplemental examinations, accompanied by the necessary fees, by the following dates:

- **for courses taken during the September-December term: January 15**
- **for courses taken during the January-April term: May 15**
- **for courses taken during the May-August term: September 15**

No applications for supplemental exams will be accepted past these deadlines. Students will normally be notified of whether their application has been accepted or refused within approximately three weeks of the appropriate application deadline. Fee payments will normally be returned to students only in the case of rejected applications. The Gustavson School of Business schedules supplemental examinations.

Students who do not apply for a supplemental exam by the published deadline will be considered to have failed the course, the opportunity to apply for a supplemental is rescinded, and the student must repeat the course in the next academic term that the course is offered.

Leave of Absence

Students must apply in writing to their academic adviser for a leave of absence. Unless given written permission by the Gustavson School of Business to take a leave of absence, students who do not re-register will be considered to have withdrawn. Students on leave of absence are considered outside the program and will not be granted work term credit or academic course credit for experience gained during the leave.

Withdrawal From the BCom Program

A student who does not register for any courses during the first academic term after admission, or during any subsequent academic terms while not on a work term or a leave of absence, will be considered to have withdrawn. Any student who is considered withdrawn must re-apply for admission and will be considered in competition with all other applicants.

Students who voluntarily withdraw from the BCom program and later re-apply for admission must do so by the standard deadlines and will be considered in competition with all other applicants. The Gustavson School of Business is under no obligation to re-admit any student who has withdrawn.

Academic Performance

Academic Standing

See Standing. In addition, students who have a GPA below 3.0 ("C+") in any academic session, or have failed a required work term, will be considered to have unsatisfactory standing in the Bachelor of Commerce program and may be required to withdraw for at least one calendar year. The Gustavson School of Business is under no obligation to re-admit students who have been required to withdraw, regardless of the cut-off GPA in the year in which they re-apply.

Review of Academic Performance

Students admitted into Year 1 must complete the Year 1 Courses, with minimum average listed, to be permitted to progress to Year 2. This is referred to as the Progression Conditions. See Commerce.

Regardless of their entry term, all students must complete the Year 1 Courses, with minimum average listed, and attempt the Year 2 Fall Courses prior to entry into the Year 2 Spring Courses (see Commerce).

All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

Students must complete all BCom cohorted courses or have permission of program director to enrol in specialization courses.

Graduation Requirements

See Commerce.

Review of Academic Performance

Students who have failed a work term required in the mandatory Business Co-op program, or have a GPA below 3.0 (65%) in any academic session, will be ranked as unsatisfactory and may be required to withdraw for at least one calendar year. Gustavson is under no obligation to re-admit students who have been required to withdraw, regardless of the cut-off GPA in the year in which they re-apply.

Students must complete all BCom program third-year core plus COM 205 or have permission of program director to enrol in fourth-year elective or specialization courses.

Examinations

The final exam period for each academic term is available online. Students are advised to consult the online exam schedules before making arrangements for their personal schedules. It is the responsibility of all students to be present for the exam period for both midterms and finals. Gustavson is not responsible for conflicts between the final exam schedule and personal schedules of students. Requests to write an exam on a day other than the date designated by the official exam schedule will not be entertained. For academic regulations regarding deferred exams, please see Examinations.

Commerce courses with more than one section may have a common midterm exam scheduled by Gustavson. Students will be advised of the times and dates of the exams by Gustavson and may be expected to attend midterm exams outside the regular class schedule which may include Saturdays.

Withdrawal From the BCom Program

A student who does not register for any courses during the first academic term after admission, or during any subsequent academic terms while not on a Co-op work term or a leave of absence, will be considered to have withdrawn. Any student who is considered withdrawn must re-apply for admission and will be considered in competition with all other applicants. A student who has started the BCom program core and subsequently registers for courses applicable only to another department during an academic term must have the written permission of the Gustavson School of Business.

Students who voluntarily withdraw from the BCom program and later re-apply for admission must do so by the standard deadlines and will be considered in competition with all other applicants. Gustavson is under no obligation to re-admit any student who has withdrawn.

Leave of Absence

Students must apply in writing to their academic adviser for a leave of absence. Unless given written permission by Gustavson to take a leave of absence, students who do not re-register will be considered to have withdrawn. Students on leave of absence are considered outside the program and will not be granted work term credit or academic course credit for experience gained during the leave.

Graduation Requirements

The minimum requirements for graduation are:

1. completion of 30 units of required and elective pre-commerce course work
2. completion of 18 units of BCom program core as well as COM 204, 205 and 405
3. completion of 12 units of specialization courses and open Commerce electives, normally completed within the BCom program. Note that students who have entered the BCom program with Hospitality Management Diploma block transfers are required to complete 3.0 units of non-business electives and 9.0 units of specialization and open Commerce electives.
4. satisfactory academic performance as outlined above
5. satisfactory completion of three Co-op work terms within the regulations of the Gustavson School of Business and including any challenges or transfers granted

Academic unit rules ⓘ

No Rules

Academic unit notes

Course list ⓘ

No Rules

Academic unit use only

Code

Business: Requirements

Draft | **Start**Date

Proposal Information

Workflow Status

Proposal not yet submitted for approval.

Effective date of change

Effective term

No Date Chosen

Create or modify academic unit content

Initial Steps

Creation or modification of academic unit content often requires additional approval, outside of the curriculum process. The questions below will help determine which approvals may be necessary.

Are you changing admission requirements, progression requirements or regulations?

--

Rationale

Proposal rationale ⓘ

Consultation

Consultation ⓘ

--

Academic unit details

Academic unit title ⓘ

Business: Requirements

Academic unit level

Undergraduate

Academic unit(s)

Peter B. Gustavson School of Business

Faculty

Peter B. Gustavson School of Business

Description

Admission Requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into September, January and May of first year, and September and January of second year.

Applicants must be admissible to UVic (see Admission Requirements for applicants from secondary school and applicants for transfer).

Additional Admission Requirements

Applicants from secondary schools must have a minimum admission average of 73% and meet all other requirements as outlined in Undergraduate Admissions. The Gustavson School of Business determines the yearly admission average, and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process.

Transfer applicants from recognized institutions and current or returning UVic students requesting a program change to BCom require successful completion of at least 12 units of transferable courses with a minimum average equivalent to 3.0 ("C+") at UVic; the average is calculated from the grades for the most recent 12 units of university-level courses attempted and includes repeated and failed courses. Applicants with less than 12 transferable units must have a minimum GPA of 3.0 ("C+") on any post-secondary record and also meet the secondary school requirements for admission to Year 1. See Year 1 Admission Requirements: BC/Yukon Secondary School Graduate.

Assessment for Admission

Regardless of their entry term, all students must complete the Year 1 Courses, with minimum average listed, and attempt the Year 2 Fall Courses prior to entry into the Year 2 Spring Courses (see Commerce). All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

For admission into September of Year 2, preference will be given to applicants with all Year 1 Courses complete, with minimum average listed (see Commerce).

Transfer credit will be limited to a maximum of 9.0 units of Commerce credit, in addition to the specific Commerce course codes listed under Year 1 Courses (see Commerce), for usable units toward degree requirements. Students transferring from BC community colleges or university colleges should consult the BC Transfer Credit Guide from the British Columbia Council on Admissions & Transfer (BCCAT) for assistance in determining the transferability of courses.

Students attending any business, commerce, or business administration diploma or degree program will be considered along with all other applicants and must have completed the requirements for admission as outlined above.

Admission Decisions

The Gustavson School of Business reserves the right to determine in which year and term to place a successful applicant, based on completed course work and academic performance.

Students who are admitted to the BCom program will receive written information regarding registration in appropriate course work for their entry term onward.

Current and returning UVic students who apply but are not admitted to the Gustavson BCom program will normally, if eligible, be authorized for study in their previous faculty. New applicants to UVic who are not admitted to the program and who wish to be considered for any other faculty should contact Undergraduate Admissions.

Academic Regulations

Student Responsibility

Students are advised to review the University of Victoria Undergraduate Academic Regulations.

Students are responsible for ensuring that their courses have been chosen in alignment with the requirements of the BCom program (see Commerce).

The Gustavson School of Business and the Business Co-operative Education (Co-op) & Career Services program will consider the contact information given in Online tools – Your profile as the proper contact information, including preferred email address and telephone number.

The faculty, students and staff of the Gustavson School of Business work together to promote professionalism and integrity. These are attributes that prepare our students for real leadership roles and create an environment of professionalism in the faculty. Students are expected to adhere to the Gustavson School of Business' Standards of Professional Behaviour and students who are found not to meet these standards may be withdrawn from the program.

Course Registration and Program Sequence

Program Sequence

Students are admitted to the BCom program, not to particular areas of specialization. Space may be limited in specific areas of specialization. Students will be required to declare their specialization after their second term of cohorted courses, by a deadline communicated by the program, normally shortly after the start of their Spring Year 3 academic term. Academic and work term sequencing (a student's program sequence) is determined by several criteria, including specialization, number of work terms to be completed prior to graduation, and application to the international exchange program (INTEP – see Commerce). Students will receive an individualized program sequence after declaring their specialization. Any changes must be approved by the program. Some specialization and program sequence changes may result in limitations to course selection. Students are solely responsible for any difficulties or limitations resulting from a specialization or program sequence change.

Students are expected to have met all prerequisites for Commerce courses. A passing grade is acceptable for prerequisite purposes, unless a higher grade is specified in the course description. It is expected that students will complete a full course load each academic term (7.5 units). It is intended that students will progress through the BCom program in a designated cohort group.

Course Challenges or Waivers

The Gustavson School of Business does not accept course challenges.

Students will not be granted waivers from any cohorted courses in BCom based on any previous credit.

Letters of Permission

Students in the Gustavson School of Business who are planning to take a course at another institution are required to contact the Business Student Services Office for letters of permission before enrolling in the course. If permission is granted, a minimum grade of C in Commerce courses is required for transfer credit. Students may take a maximum of two 1.5-unit Commerce elective courses by letter of permission for credit in the Bachelor of Commerce degree program.

Waitlisting

See Undergraduate tuitions & fees – Student Responsibilities. The school reserves the right to establish its own criteria for priority registration in courses and sections.

Withdrawing From or Failing a Commerce Cohorted Course

Students who withdraw from or receive a failing grade of F or N in a course listed within the Commerce cohorted courses or a course required for their chosen specialization must repeat that course during the next academic term in which it is offered. Students who receive a failing grade of E in a cohorted course may apply for a supplemental exam (see Supplemental Exam section below).

Examinations

See Examinations. It is the responsibility of all students to be present for the exam period for both midterms and finals. The Gustavson School of Business is not responsible for conflicts between the final exam schedule and personal schedules of students. Requests to write an exam on a day other than the date designated by the official exam schedule will not be entertained. For academic regulations regarding deferred exams, please see Examinations.

Commerce courses with more than one section may have a common midterm exam scheduled by the Gustavson School of Business. Students will be advised of the times and dates of the exams by the school and may be expected to attend midterm exams outside the regular class schedule which may include Saturdays.

Supplemental Exams

Supplemental examination privileges in Bachelor of Commerce cohorted courses are granted to students who have a satisfactory standing in the program. Satisfactory standing for the purpose of supplemental examinations is defined as achieving the minimum academic standard of 3.0 average in their most recent academic term. The maximum number of units of supplemental examinations allowed for any one student is normally three during their Bachelor of Commerce degree program. In addition, students may not apply for more than one supplemental examination during a given academic term.

Students must apply in writing for permission to write a supplemental examination. Students are eligible to take the supplemental examination in a course only if they have completed all the course work, written the final examination and received a grade of E in the course. Supplemental examinations cover only the course work covered by the written final

examinations - they will not compensate for, or replace, project or assignment grades. If there was no written final examination in the course, or if a student did not have a passing grade on the course elements exclusive of the final exam, the student will not be eligible for the supplemental examination.

A passing grade obtained on a supplemental examination will be shown on the student's academic record with a grade point value of 1, corresponding to a D, and will be taken into account in determining the student's graduating average and standing at graduation, but will not affect the student's sessional grade point average.

However, for the purpose of academic review and standing within the faculty, the actual grade received on the supplemental examination, together with the E grade that gave rise to the supplemental examination, will be used. A student who fails to pass a specific course after a supplemental examination must repeat the course or replace it with an alternative course approved by the Director of the Bachelor of Commerce program.

The fee for each supplemental examination is \$50.00. In certain unique situations, students may apply for an off-campus supplemental examination. The testing locations for off-campus supplemental examinations outside British Columbia are restricted to universities and colleges, and the fee for an off-campus supplemental examination is \$60.00. The Bachelor of Commerce program office must receive applications for supplemental examinations, accompanied by the necessary fees, by the following dates:

- for courses taken during the September-December term: **January 15**
- for courses taken during the January-April term: **May 15**
- for courses taken during the May-August term: **September 15**

No applications for supplemental exams will be accepted past these deadlines. Students will normally be notified of whether their application has been accepted or refused within approximately three weeks of the appropriate application deadline. Fee payments will normally be returned to students only in the case of rejected applications. The Gustavson School of Business schedules supplemental examinations.

Students who do not apply for a supplemental exam by the published deadline will be considered to have failed the course, the opportunity to apply for a supplemental is rescinded, and the student must repeat the course in the next academic term that the course is offered.

Leave of Absence

Students must apply in writing to their academic adviser for a leave of absence. Unless given written permission by the Gustavson School of Business to take a leave of absence, students who do not re-register will be considered to have withdrawn. Students on leave of absence are considered outside the program and will not be granted work term credit or academic course credit for experience gained during the leave.

Withdrawal From the BCom Program

A student who does not register for any courses during the first academic term after admission, or during any subsequent academic terms while not on a work term or a leave of absence, will be considered to have withdrawn. Any student who is considered withdrawn must re-apply for admission and will be considered in competition with all other applicants.

Students who voluntarily withdraw from the BCom program and later re-apply for admission must do so by the standard deadlines and will be considered in competition with all other applicants. The Gustavson School of Business is under no obligation to re-admit any student who has withdrawn.

Academic Performance

Academic Standing

See Standing. In addition, students who have a GPA below 3.0 ("C+") in any academic session, or have failed a required work term, will be considered to have unsatisfactory standing in the Bachelor of Commerce program and may be required to withdraw for at least one calendar year. The Gustavson School of Business is under no obligation to re-admit students who have been required to withdraw, regardless of the cut-off GPA in the year in which they re-apply.

Review of Academic Performance

Students admitted into Year 1 must complete the Year 1 Courses, with minimum average listed, to be permitted to progress to Year 2. This is referred to as the Progression Conditions. See Commerce.

Regardless of their entry term, all students must complete the Year 1 Courses, with minimum average listed, and attempt the Year 2 Fall Courses prior to entry into the Year 2 Spring Courses (see Commerce).

All students are encouraged to consult the University Calendar to meet the prerequisites for the required courses.

Students must complete all BCom cohorted courses or have permission of program director to enrol in specialization courses.

Graduation Requirements

See Commerce.

Academic unit rules ⓘ

No Rules

Academic unit notes

Course list ⓘ

No Rules

Academic unit use only

[home](#) » [undergraduate](#)

Undergraduate calendar - September 2024

The January edition of the 2024-2025 Calendar is now available

Commerce (Bachelor of Commerce)

This degree program is offered by the [Peter B. Gustavson School of Business](#). In addition to the requirements below, students must consult the [School of Business academic regulations](#).

Admission requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first, second and third year. Each admission point has specific admission criteria that applicants must meet; refer to the [School of Business admission requirements](#) for details.

Program requirements Year 1 & Year 2

Students complete pre-commerce courses including required courses prior to progressing to BCom core:

- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for [COM 200](#)).
- Students must complete all required and elective courses (30 units) by the end of the Spring (January-April) term of their Year 2 prior to commencement of BCom program core.
 - Students admitted directly in Year 3 may complete [COM 200](#) over the Summer Session preceding the BCom program core (Year 3) instead.
- Students must achieve a GPA of at least 5.0 (B) on their most recent 30 units to be eligible for entry into the BCom program core.
- Students may undertake their first Co-op work term prior to entry into the BCom program core.

Required courses

Commerce

- Complete all of:
 - [COM200](#) - Strategy and Business Fundamentals (1.5)

Notes

- Students admitted directly into BCom core will need to complete this course at UVic or an accepted equivalent prior to commencing BCom core. Decisions regarding the appropriateness of a course are at the discretion of the Program Director.

Economics

- Earned a minimum grade of C+ in 1 of:
 - [ECON103](#) - Principles of Microeconomics (1.5)
 - [ECON103C](#) - Introduction to Principles of Microeconomics and Financial Project Evaluation (1.5)
 - [ECON180](#) - Introduction to Economics and Financial Project Evaluation (1.5)

English

- Complete all of the following
 - Earned a minimum grade of C+ in 1 of:
 - [ATWP135](#) - Academic Reading and Writing (1.5)
 - [ENSH101](#) - Themes in Literature (1.5)
 - [ENSH102](#) - Literature in Action (1.5)
 - Earn a minimum grade of C+ in each of the following:
 - [ATWP250](#) - Genres of Business Communication (1.5)

Notes

- ATWP 135 may be replaced with ENGL 135. ENSH 101 may be replaced with ENGL 146. ENSH 102 may be replaced with ENGL 147.
- Applicants must have satisfied the Academic Writing Requirement.
- Alternate combinations of English courses including AWR 100-level or equivalent may be acceptable including for applicants to Year 3 without access to ATWP 250. Decisions regarding the appropriateness of English courses are at the discretion of the Program Director.

Mathematics and Statistics

- Complete 1 of the following
 - Earn a minimum grade of C+ in each of the following:
 - [MATH151](#) - Finite Mathematics (1.5)
 - [STAT252](#) - Statistics for Business (1.5)
 - Earn a minimum grade of C+ in each of the following:
 - [ECON245](#) - Descriptive Statistics and Probability (1.5)
 - [ECON246](#) - Statistical Inference (1.5)
 - Earn a minimum grade of C+ in each of the following:
 - [STAT255](#) - Statistics for Life Sciences I (1.5)
 - [STAT256](#) - Statistics for Life Sciences II (1.5)
 - Complete 3 units of:

equivalent courses. It is recognized that students transferring from other institutions may have different combinations of Math and Statistics courses. At a minimum, students must have 3.0 units of courses in

the Math and Statistics area. The following are acceptable: One course in Business Statistics (1.5 units), and one other Math course (1.5 units) which may not include Pre-Calculus, Pre-Calculus Math or Pre-Calculus Algebra, or Math for Elementary Education. Acceptable topics for other Math courses include Linear Algebra, Business Math, Math for Economics, among others. A minimum transfer credit of 100-level MATH must be awarded for the other Math courses.

Notes

- Math 12 is a prerequisite to the above mentioned courses. If MATH 120 is taken at UVic as a Math 12 equivalent, it will not be counted as 1.5 units of Other Math as described above.
- ECON 245, ECON 246, STAT 255 and STAT 256 have additional prerequisites. Check the individual course entries.
- Students who select the ECON 245 and ECON 246 or the STAT 255 and STAT 256 combinations can satisfy both the statistics requirements (1.5 units) and the other math requirement (1.5 units).
- Decisions regarding the appropriateness of Math and Statistics courses are at the discretion of the Faculty.

Additional course requirements for international students (Year 1 and 2 admission)

- Complete all of:
 - [COM290](#) - Introduction to Canadian Business (1.5)

Computer literacy

- Applicants must have demonstrated competence in the use of word processing, database and spreadsheet software packages (such as Microsoft Office).

Courses in other disciplines

- UVic students cannot use COM 202, 220, 240, 250, 303, 317 as Pre-Commerce course work. UVic students may take up to 4.5 units of pre-commerce business electives selected from COM 100, ENT 100, COM 247 and COM 203. Students transferring to UVic with a maximum 4.5 units of transfer credit in COM, IB, ENT may not take additional COM, IB, or ENT courses except COM 200.

Notes

- Students may wish to consider including courses in languages, other cultures and other political or economic systems.

economic systems.

- For students interested in specializing in International Business, 3.0 units of a foreign language, or equivalent competence are strongly recommended within their pre-Commerce course work. Students who intend to apply to participate in an academic exchange through the INTEP program, should refer to the description regarding language requirements under the INTEP entry.
- In addition to the above, a list of highly recommended pre-commerce courses is available on the school's website.

Co-op work term



- Applicants will need to have completed (or be able to challenge) one Co-op work term before entering the program or complete a third Co-op term during the program. For details, please see Co-op Work Term Requirements for Admission.

Program requirements Year 3 & Year 4

Required Commerce courses



- Complete all of the following
 - Complete all of:
 - [COM204](#) - Introduction to Professional Practice (0)
 - [COM205](#) - Professional Skills Development (0)
 - [COM315](#) - Financial Accounting (1.5)
 - [COM316](#) - Management Accounting (1.5)
 - [COM321](#) - Leading People and Organizations I (1.5)
 - [COM322](#) - Leading People and Organizations II (1.5)
 - [COM331](#) - Introduction to Management Information Systems (1.5)
 - [COM341](#) - Operations Management (1.5)
 - [COM351](#) - Marketing Principles and Management (1.5)
 - [COM361](#) - International Business (1.5)
 - [COM362](#) - Business and Sustainability (1.5)
 - [COM371](#) - Management Finance (1.5)
 - [COM402](#) - Legal Issues in Management (1.5)
 - [COM405](#) - Career Preparation Across Borders (0)
 - Complete 1 of:
 - [COM400](#) - Strategic Management (1.5)
 - [ENT400](#) - Strategic Management for the Entrepreneurship Specialist (1.5)

Program notes

- [COM 204](#) may be completed in Year 2. The BCom program core, consisting of the above-listed 300-level COM courses plus [205](#), must be taken during the Fall and Spring term of Year 3. [COM 400](#), [402](#) and [405](#) are completed during fourth

year. [COM 400](#) and [405](#) should normally be taken in the final academic term. [COM 402](#) can be taken at any point during fourth year, usually in the elective term.

- Students in the Entrepreneurship specialization complete [ENT 400](#) instead of [COM 400](#).

Specializations

There are three specializations:

- International Business Management
- Entrepreneurship
- Service Management

Entrepreneurship



International Business Management



Non-specialized



Service Management



Open commerce electives

Please note that in addition to the 18 units of core courses and the required courses within the chosen specialization (4.5-6.0 units), students are required to complete an additional 6.0-7.5 units of open upper-level Commerce electives (prerequisites and corequisites still apply). Note that students who have entered the BCom program with a Hospitality Management Diploma block transfer are required to complete 3.0 units of non-business electives and 3.0 to 4.5 units of open Commerce electives.

International Exchange Program

The International Exchange Program (INTEP) provides the opportunity for eligible Commerce students, regardless of their specialization, to spend approximately four months studying at an overseas institution and receive full course credits for one term. Normally, studies overseas are conducted in the English language; however, some exceptions do apply. Participation in INTEP is equivalent to 7.5 units:

[COM 460](#) (1.5)

[COM 480](#) (2 x 1.5)

[COM 499](#) (1.5)

and normally

[COM 470](#) (1.5)

INTEP requirements

To be eligible for international academic placements, student must meet the following requirements:

1. Completion of 300-level BCom program core.
2. A minimum GPA of 4.0 in all academic terms following entry to the BCom program core.
3. 3.0 units of a foreign language are strongly recommended. Note that students who have completed the language requirement will have priority in exchange placements.

4. Evidence the student has actively participated in international activities and events.
5. Permission of the Associate Director, International Programs and the Director, BCom Program.

Contact the International Programs Office for more details.

Co-op requirements

The Bachelor of Commerce program combines learning in the classroom with work experience, an internationally diverse cohort group, and the opportunity for international work and study. Students start the BCom program core in the Fall term upon completion of their pre-commerce course work (30 units). Students are expected to follow the schedule of academic and work term sequencing outlined for each area of specialization to complete the remaining two years of study (30 units) in the Bachelor of Commerce program.

The University regulations with respect to [Co-operative Education Programs](#) are applicable to the Business Co-op Program except to the extent that they are modified by regulations adopted by the Gustavson School of Business.

Admission to the Business Co-op program

Co-operative education is mandatory in the Bachelor of Commerce program and forms an integral part of the academic requirements of the BCom degree. As such, admission to the Bachelor of Commerce program automatically results in admission to the Business Co-op program.

Business Co-op general regulations

The following regulations apply to the Business Co-op program. General regulations found in the Co-operative Education Program section of the Calendar also apply to the Business Co-op program. Where Gustavson regulations differ from those of the Co-operative Education Program, Gustavson regulations will apply.

Co-operative Education work terms are four months of full-time paid work. The work placement must be related to the student's learning objectives and career goals. The placement must be supervised, and the employer willing to conduct a mid-term and final evaluation of the student in consultation with a Co-operative Education Program Coordinator (known hereafter as a Coordinator).

Students must receive credit for three Co-op work terms. As per the general regulations for Co-op, 4.5 units of academic credit are awarded for each approved work term successfully completed. These work term credits may not be applied towards the graduation requirements for any degree or program except in fulfillment of the Co-op work term requirement. Students are required to complete at least two of these work terms through the University of Victoria Business Co-op Program as part of their degree program. Students may be granted credit for the first of these three work terms as follows:

- Through the Work Term Challenge process, following the guidelines outlined in the [Work Term Credit By Challenge](#) section in [Co-operative Education Programs](#), credit will be granted where work experience is considered satisfactory and the requirements for a challenge are complete.
- A student with a recognized Co-op work term from another accredited post-secondary institution may apply for transfer credit. Students must apply in writing for work term transfer credit within the first 60 days of their initial academic term within the BCom program, identifying the program and work term for which they would like credit. *A transcript may be required.*
- Business students may be admitted into the Business Co-operative Education Program in their second year and complete their first Co-op work term before commencing third year Commerce courses.

Students registered for work terms are considered to be enrolled in a full-time course of studies and may not take university level credit courses while on a work term. Under extraordinary circumstances, students may submit, in writing to the BCom Director, Undergraduate Programs, a request to register in a maximum of 1.5 units of university level course credit. If a student is on probation then no units of credit will be allowed during the work term. Students are reminded of their responsibility to maintain the minimum academic performance required by Gustavson. See Review of Academic Performance. Students with a GPA below 3.0 in an academic term will not be eligible to participate in the next scheduled Co-op work term.

Students should not expect to complete all their work terms in the summer months, nor should they expect to complete their BCom program on a work term or series of work terms. In certain cases, a student will be permitted to end the program on a

Co-op work-term to satisfy the BCom Co-op work term requirements if the program scheduling would otherwise unduly prolong a student's program completion. All decisions regarding the eligibility of a student to complete their program on a Co-op term will be made at the discretion of the Gustavson School of Business.

Students must sign a current Terms and Conditions document as provided by the Business Co-op Program in order to be eligible to participate in the placement process.

Introduction to Professional Practice is a mandatory requirement for business students. This program is a corequisite for students participating in the placement process prior to their first work term.

Students will be provided more information regarding Introduction to Professional Practice, its curriculum, and the requirements for completion upon admission to the BCom program.

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, Gustavson is under no obligation to guarantee placement. Students should be prepared to spend at least one work term outside the greater Victoria area.

The Business Co-op Program reserves the right to approve any employer that provides placements for students and to withdraw a student from any placement. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in [Student Appeal Procedures](#). Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of N/X on the work term.

Students must be officially registered for the work term and provide any required documentation before the end of the first month of the semester in which the work term occurs. Students not registered by that time may not receive credit for that work term. A Co-op Program Fee, which is non-refundable, is due in the first month of each term for six (6) terms and is subject to the University's general fee regulations in [General Regulations: Undergraduate Co-op](#).

Note: students admitted to BCom program prior to September 2012 will be assessed a work term fee upon registration in each work term as per tuition regulations in [General Regulations: Undergraduate Co-op](#).

While on Co-operative Education work terms students are subject to the provisions of the Principles of Professional Behaviour and the Standards for Professional Behaviour documents developed for Gustavson students.

Academic and work term sequencing

Work terms are normally of four months duration and should be integrated within the student's academic program such that they alternate with academic terms, as designated by their area of specialization, until graduation.

The Gustavson School of Business may make amendments to a student's academic and work term sequencing during the course of the program.

Students are expected to remain in the prescribed academic and work term sequencing. Priority will be given to placing students who are scheduled to go on a work term, as defined by their area of specialization. Students not scheduled to go on a work term will not be eligible to participate in the placement process.

Assessment of work term performance

The requirements for a pass grade in a Co-op Work Term include the satisfactory completion of the following items:

- the student's Learning Objectives
- work site visit by the Co-op Coordinator
- the student's Final Competency Assessment and a work term report (or alternative) as assessed by the Coordinator and submitted by the deadlines specified below:
 - **Fall Work Term Report:** due December 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)
 - **Spring Work Term Report:** due April 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)

- **Summer Work Term Report:** due August 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)

Late work term reports will only be accepted (in the event of illness, accident or family affliction) with legitimate substantiation for academic concession. Otherwise, late reports will result in remedial requirements.

A grade of COM, F/X, or N/X will be assigned to students at the completion of each work term. Students who are assigned a grade of F/X or N/X for a work term that carries 4.5 units will have a 0 grade point assigned for that work term. Students who fail a work term or who have not completed a work term by the end of four academic terms may be required to withdraw from the faculty.

University of Victoria - 3800 Finnerty Road - Victoria BC V8P 5C2 - Canada - Phone: 1-250-721-7211 - Fax: 1-250-721-7212

Proposal Information

Workflow Status

In Progress

Consultation, Department of Mathematics and Statistics

expand ▲

Acknowledgement Requested | Consultee

Gary MacGillivray

Faculty Curriculum Committee: acknowledgement (optional step - not used by all faculties), Peter B. Gustavson School of Business

Acknowledgement Requested | UG Faculty Curriculum Committee Member

Jen Baggs

Faculty Curriculum Committee: approval, Peter B. Gustavson School of Business

Waiting for Approval | UG Faculty Curriculum Committee Chair

Shannon Perdigao

Graham Brown

Lu Nishida Coraiola

Changes

- Program rules
- Program requirements
- Co-op requirements
- Admission requirements
- General information

Show All ▼

Effective date of change

Proposed

Effective term

September 2025

Existing

Effective term

September 2024

Modify a program

Initial steps

Please answer the questions below **before** making any program changes. Your answers will determine the workflow steps; answering incorrectly may cause approval of the proposal to be delayed.

Note: Changes to admission requirements, progression requirements or regulations may require approval of the Senate Committee for Academic Standards (SCAS). Contact the secretary of SCAS, aus@uvic.ca, to determine if this is necessary.

Are you suspending, discontinuing, or reinstating this program?

No

Are you changing the name of the program and/or the name of the credential?

No

Are you changing a program or credential's focus, content, structure, or requirements?

Yes

Senate Committee on Planning

Proposal to Senate Committee on Planning (SCP)

A separate proposal must be submitted to the Senate Committee on Planning (SCP) using the relevant forms and guidelines from the Program Planning section of the AVPAP website. SCP approval may only occur before or at the same time as approval of this curriculum proposal.

Deadlines

- **Undergraduate programs:** Academic units are encouraged to contact the Academic Planning Unit early via apasst@uvic.ca to seek guidance in the required processes and deadlines for SCP proposals.
- **Graduate programs:** Program proposals to SCP are coordinated in collaboration with the Faculty of Graduate Studies (FGS) and must follow the deadlines specified by FGS. Academic units should contact fgscirc@uvic.ca as early as possible to seek guidance in the required processes and deadlines for SCP proposals.

Deadlines for both undergraduate and graduate proposals may be viewed on the Curriculum and Calendar SharePoint site.

Program details

The credential type and program name entered in the program details section of this proposal (below) must match the proposal that is sent to SCP (via FGS for graduate programs).

Date submitted to SCP

Rationale

Proposal rationale

The BCom program has undergone a one-year review process to identify what is working (the cohort model, opportunity for exchange, required work experience) and update where there are opportunities (moving business course content earlier in the program, reducing the number of required terms, improve specialization options, increase engagement with years 1 and 2, and an ability to pursue a minor). The intention of this proposal is to move our program structure to a 4-year experience, with required work experience, have business content as early as first year, and offer more specialization options. The hope is to become more attractive as a program, allow for students to choose more in-depth business content or remain broad in their area of study, and improve student belonging and satisfaction, all while preserving the cohort model, work experience, and option for exchange during the program.

Overarching Course Requirement Changes:

To meet the overarching goal of shifting our program structure, maintaining strengths, and addressing weaknesses, we have added two required business courses in year 1 (Com 100 and Com 120), moved Financial Accounting to the fall of year 2 (previously year 3), and shifted the first semester of our cohorted essential business content from fall of year 3 to spring of year 2. We have preserved space for between 10.5 and 13.5 units of non-business electives in years 1 and 2, and added space for at least 4.5 units, and up to 7.5 units, of non-business electives in year 3 (variation is a result of which specialization students select). Student may also have a small amount of space for non-business electives in year 4, depending on both sequencing and specialization choice. Combining the above, there are now many different minors across UVic that our students could potentially complete. In addition, shifting half of our cohorted essential business content from year 3 to year 2, frees up 7.5 units of flexible space in year 3. Students can use this for upper-level business electives, electives elsewhere on campus (perhaps toward a minor), or between 1.5 and 3.0 units can be allocated toward a specialization.

To address the demand for specialization options, we are adding a specialization in Financial Management, with two sub-streams. This specialization will allow students to pursue depth in either finance or accounting, working toward professional designations (Certified Professional Accountant and Chartered Financial Analyst). We are adding a specialization in AI and Technology Management. This specialization will develop digitally adaptable graduates who are skilled at both technology applications and human centered management. The Entrepreneurship and Innovation specialization has been created to better meet the needs of both students and employers. A new specialization in Service Design, Marketing, and Management now addresses an identified gap in both marketing and technology focused service management.

Our progression requirements, previously at entry to year 3, are now at entry to year 2, and mirror the requirements to transfer into the BCom program as a year 2 student. To enter year 2, students must have completed: 12.0 units of coursework, including all four required first year courses, and have a minimum GPA of 4.5 on the four required courses. Previously, we required a minimum grade of C+ on each required course as well as a minimum GPA of 4.0 on these courses cumulatively. We also required a minimum GPA of 5.0 on the students most recent 30 units of course work. We removed the minimum C+ on each course as it was resulting in unintended consequences: (1) students just below the C+ re-taking (and paying for) a course multiple times without meaningful improvement in their learning; and (2) extra workload for instructors in these courses where students struggled to meet the C+. Instead, we have required a minimum GPA across the four first year required courses, allowing us to anchor progression on a more holistic measure of student achievement. We moved from a 5.0 on most recent 30 units to a 4.5 GPA on required courses only. We removed the requirement for a minimum GPA on the student's overall course load, in order to leave room for students to take risks in their selection of electives rather than incentivizing grades for electives.

Com 200 has been removed as it was designed with our previous "2+2" model in mind and is not suitable for our revised structure, and some content will be moved throughout some new courses (including COM 120). Content from COM 205 and COM 405 will be integrated throughout new courses COM 224 and COM 324 and have been removed. We've removed MATH 151 and an AWR designated course from our progression conditions to reduce barriers for students related to a minimum GPA requirement on individual courses. MATH 151 is a pre-requisite for STAT 252, so in consultation with the Department of Mathematics and Statistics, we also expanded this list of alternative acceptable courses to meet our statistics requirements, adding STAT 260. An AWR-designated course will remain a pre-requisite for ATWP 250 as per the calendar.

Move to Mandatory Work Experience:

One result of the large scale program review we undertook in 2023 was to identify that while our students deeply valued work experience as part of their program, many of them felt constrained by our mandatory co-op requirement (minimum three work terms). Specifically, some of our students would have liked the flexibility to complete fewer work terms as part of their degree, either to allow space for unpaid experiential learning (internships, volunteering, community focused work that did not meet the minimum co-op requirements, or similar), or to complete their degree more quickly. It was also noted that both UBC and SFU's business programs are optional co-op, and that our mandatory co-op might be a competitive disadvantage in recruitment. To preserve the value of work integrated learning in our classrooms, we will continue to require students to complete at least one work experience term as part of their degree, and while they will be encouraged to complete two or more, they will retain the ability to choose what works best for them. All students will have the option to opt into a full Co-op program, without the requirement of a minimum GPA. We have worked closely with Co-op in designing these new requirements.

Consultation

Consultation ⓘ

Yes

Select academic units to consult

Co-operative Education Program and Career Services
Academic and Technical Writing Program
Department of Economics
Department of Mathematics and Statistics

Consultation information

Co-op - Language reviewed with Chelsey and Rishi on November 7th 2024

ATWP - Please see the inclusion of ATWP 250 as a requirement of the program, as per the meeting and emails with Genevieve Thompson

Economics - Please see the continuation of ECON 103 as a program requirement

Math and Stats - Please see the continuation of STATS 252 as a requirement, the reference to a pre-req, and the list of alternate courses, as per the meeting with Jen Baggs

Upload any consultation that has occurred outside of Kuali

- Andrea Giles Consultation Letter - Co-op.pdf
- Zane Robison Consultation - BCom Changes.pdf
- ATWP Calendar Consultation Cycle 2.pdf
- Math & Stats Emails.pdf
- Econ email.pdf
- Brenna Admissions Language Consultation.pdf

Program details

Program title ⓘ

Commerce

Program level

Undergraduate

Academic unit(s) ⓘ

Peter B. Gustavson School of Business

Credential type ⓘ

Bachelor of Commerce

Faculty ⓘ

Peter B. Gustavson School of Business

Changes

General information

This degree program is offered by the **Peter B. Gustavson School of Business**~~Peter B. Gustavson School of Business~~. In addition to the requirements below, students must consult the **Business: Requirements**~~School of Business academic regulations~~.

Requirements

Changes

Admission requirements

Admission requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first and second year. Each admission point has specific admission criteria that applicants must meet; refer to the Business: Requirements for details.

Admission requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first, second and third year. Each admission point has specific admission criteria that applicants must meet; refer to the School of Business admission requirements for details.

Program requirements Year 1 & Year 2

Students complete pre-commerce courses including required courses prior to progressing to BCom core:

- Students must obtain a minimum GPA of 4.0 (B-) on their required courses, with a minimum grade of C+ in each of them (minimum D grade for COM 200).
- Students must complete all required and elective courses (30 units) by the end of the Spring (January-April) term of their Year 2 prior to commencement of BCom program core:
 - Students admitted directly in Year 3 may complete COM 200 over the Summer Session preceding the BCom program core (Year 3) instead.
- Students must achieve a GPA of at least 5.0 (B) on their most recent 30 units to be eligible for entry into the BCom program core.
- Students may undertake their first Co-op work term prior to entry into the BCom program core.

Required courses

Admission rules ⓘ

Commerce

- Complete all of the following
 - Complete all of:
 - COM200—Strategy and Business Fundamentals- (1.5)

Notes

- Complete – all of the following
 - Students admitted directly into BCom core will need to complete this course at UVic or an accepted equivalent prior to commencing BCom core. Decisions regarding the appropriateness of a course are at the discretion of the Program Director.

Economics

- Complete all of the following
 - Earned a minimum grade of C+ in 1 of:
 - ECON103—Principles of Microeconomics- (1.5)
 - ECON103C—Introduction to Principles of Microeconomics and Financial Project Evaluation- (1.5)
 - ECON180—Introduction to Economics and Financial Project Evaluation- (1.5)

English

- Complete all of the following
 - Earned a minimum grade of C+ in 1 of:
 - ATWP135—Academic Reading and Writing- (1.5)

- ENSH101—Themes in Literature- (1.5)
- ENSH102—Literature in Action- (1.5)
- Earn a minimum grade of C+ in each of the following:
 - ATWP250—Genres of Business Communication- (1.5)

Notes

- Complete – **all** of the following
 - ATWP 135 may be replaced with ENGL 135. ENSH 101 may be replaced with ENGL 146. ENSH 102 may be replaced with ENGL 147.
 - Applicants must have satisfied the Academic Writing Requirement.
 - Alternate combinations of English courses including AWR 100 level or equivalent may be acceptable including for applicants to Year 3 without access to ATWP 250. Decisions regarding the appropriateness of English courses are at the discretion of the Program Director.

Mathematics and Statistics

- Complete + **all** of the following
 - Earn a minimum grade of C+ in each of the following:
 - MATH151—Finite Mathematics- (1.5)
 - STAT252—Statistics for Business- (1.5)
 - Earn a minimum grade of C+ in each of the following:
 - ECON245—Descriptive Statistics and Probability- (1.5)
 - ECON246—Statistical Inference- (1.5)
 - Earn a minimum grade of C+ in each of the following:
 - STAT255—Statistics for Life Sciences I- (1.5)
 - STAT256—Statistics for Life Sciences II- (1.5)
 - Complete 3 units of:
equivalent courses. It is recognized that students transferring from other institutions may have different combinations of Math and Statistics courses. At a minimum, students must have 3.0 units of courses in the Math and Statistics area. The following are acceptable: One course in Business Statistics (1.5 units), and one other Math course (1.5 units) which may not include Pre-Calculus, Pre-Calculus Math or Pre-Calculus Algebra, or Math for Elementary Education. Acceptable topics for other Math courses include Linear Algebra, Business Math, Math for Economics, among others. A minimum transfer credit of 100 level MATH must be awarded for the other Math courses.

Notes

- Complete – **all** of the following
 - Math 12 is a prerequisite to the above mentioned courses. If MATH 120 is taken at UVic as a Math 12 equivalent, it will not be counted as 1.5 units of Other Math as described above.
 - ECON 245, ECON 246, STAT 255 and STAT 256 have additional prerequisites. Check the individual course entries.
 - Students who select the ECON 245 and ECON 246 or the STAT 255 and STAT 256 combinations can satisfy both the statistics requirements (1.5 units) and the other math requirement (1.5 units).
 - Decisions regarding the appropriateness of Math and Statistics courses are at the discretion of the Faculty.

~~Additional course requirements for international students (Year 1 and 2 admission)~~

- Complete all of the following
 - Complete all of:
 - COM290—Introduction to Canadian Business- (1.5)

~~Computer literacy~~

- Complete – **all** of the following
 - Applicants must have demonstrated competence in the use of word processing, database and spreadsheet software packages (such as Microsoft Office).

~~Courses in other disciplines~~

- Complete – **all** of the following
 - UVic students cannot use COM 202, 220, 240, 250, 303, 317 as Pre-Commerce course work. UVic students may take up to 4.5 units of pre-commerce business electives selected from COM 100, ENT 100, COM 247 and COM 203. Students transferring to UVic with a maximum 4.5 units of transfer credit in COM, IB, ENT may not take additional COM, IB, or ENT courses except COM 200.

~~Notes~~

- Complete – **all** of the following
 - Students may wish to consider including courses in languages, other cultures and other political or economic systems.
 - For students interested in specializing in International Business, 3.0 units of a foreign language, or equivalent competence are strongly recommended within their pre-Commerce course work. Students who intend to apply to participate in an academic exchange through the INTEP program, should refer to the description regarding language requirements under the INTEP entry.
 - In addition to the above, a list of highly recommended pre-commerce courses is available on the school's website.

~~Co-op work term~~

- Complete – **all** of the following
 - Applicants will need to have completed (or be able to challenge) one Co-op work term before entering the program or complete a third Co-op term during the program. For details, please see Co-op Work Term Requirements for Admission.

- **Complete all of the following**

Inherit from 

Inherited description text

No Parent Selected

Inherited rules

No Parent Selected

Inherited notes

No Parent Selected

Academic regulations

Changes

Program requirements

Program requirements

Completion of the following set of courses satisfies the requirements for a Bachelor of Commerce as offered by the Gustavson School of Business.

Refer to the Bachelor of Commerce Program Planning Worksheet for a normal course schedule to complete the program in four years. Speak to an academic adviser for scheduling options to complete the program in a different timeframe.

Program requirements Year 3 & Year 4

Program rules ⓘ

Required Commerce courses

- Complete all of the following
 - Complete all of:
 - COM204 Introduction to Professional Practice (0)
 - COM205 Professional Skills Development (0)
 - COM315 Financial Accounting (1.5)
 - COM316 Management Accounting (1.5)
 - COM321 Leading People and Organizations I (1.5)
 - COM322 Leading People and Organizations II (1.5)
 - COM331 Introduction to Management Information Systems (1.5)
 - COM341 Operations Management (1.5)
 - COM351 Marketing Principles and Management (1.5)
 - COM361 International Business (1.5)
 - COM362 Business and Sustainability (1.5)
 - COM371 Management Finance (1.5)
 - COM402 Legal Issues in Management (1.5)
 - COM405 Career Preparation Across Borders (0)
 - Complete 1 of:
 - COM400 Strategic Management (1.5)
 - ENT400 Strategic Management for the Entrepreneurship Specialist (1.5)

Year 1 Courses

- Complete all of the following
 - Complete 6.0 units from:
 - COM100 - Understanding World-Class Organizations (1.5)
 - ECON103 - Principles of Microeconomics (1.5)
 - STAT252 - Statistics for Business (1.5)
 - COM120 - Introduction to Organizational Behaviour (1.5)
 - Earned a minimum GPA of 4.5 in all of:
 - COM100 - Understanding World-Class Organizations (1.5)
 - ECON103 - Principles of Microeconomics (1.5)
 - STAT252 - Statistics for Business (1.5)
 - COM120 - Introduction to Organizational Behaviour (1.5)
 - Complete 6 to 9 units from:
 - elective courses.

Notes

- Complete all of the following
 - Students admitted into Year 1 must complete the Year 1 Courses, with minimum average listed, to be permitted to progress to Year 2 . This is referred to as the Progression Conditions.
 - STAT 252 has a prerequisite course.
 - Alternate acceptable courses to STAT 252 are: STAT 254, STAT 256, STAT 260, ECON 246.
 - An alternate acceptable course to ECON 103 is: ECON 180.

- Students admitted in Year 2 will need to complete the required courses at UVic or an accepted alternate prior to commencing BCom cohorted courses. Decisions regarding the appropriateness of courses are at the discretion of the Program Director.

Year 2 Courses

- Complete all of the following
 - Year 2 Fall Courses
 - Complete all of the following
 - Complete all of:
 - ATWP250 - Genres of Business Communication (1.5)
 - COM204 - Introduction to Professional Practice (0)
 - COM315 - Financial Accounting (1.5)
 - Complete 4.5 units of electives
 - Year 2 Spring Courses
 - Complete all of:
 - COM224 - Organizations, Community & Society I (1.5)
 - COM232 - Business Analytics (1.5)
 - COM251 - Marketing in Motion: Strategies for a Digital World (1.5)
 - COM292 - Law and Ethics (1.5)
 - COM316 - Management Accounting (1.5)

Notes

- Complete all of the following
 - ATWP 250 has a prerequisite course.
 - Alternate combinations of English courses including AWR 100-level or equivalent may be acceptable including for applicants without access to ATWP 250. Decisions regarding the appropriateness of English courses are at the discretion of the Program Director.
 - Introduction to Professional Practice course must be completed prior to the first work term.
 - COM 224, COM 232, COM 251, COM 292, and COM 316 are normally offered in a set schedule in a cohorted experience.

Year 3 Courses

- Complete all of the following
 - Year 3 Fall Courses
 - Complete all of:
 - COM324 - Organizations, Community, and Society II (1.5)
 - COM331 - Introduction to Management Information Systems (1.5)
 - COM341 - Operations Management (1.5)
 - COM361 - International Business (1.5)
 - COM371 - Management Finance (1.5)
 - Year 3 Spring Courses
 - Complete 7.5 units of:
 - commerce courses or non-commerce electives.

Notes

- COM 324, COM 331, COM 341, COM 361, and, COM 371 are normally offered in a set schedule in a cohort experience.

Year 4 Courses

- Complete all of the following
 - Complete all of:
 - COM400 - Strategic Management (1.5)
 - Complete 13.5 units of:
Course work that must include a Bachelor of Commerce Specialization, and that can include the International Exchange Program (INTEP) and other commerce courses or non-commerce electives.

Notes

- Specialization courses are normally offered in a set schedule in a cohort experience.

Changes

Total units

Changes

Program notes

Program notes

Minimum degree requirements for graduation

The minimum requirements for graduation are:

1. completion of 60.0 units of course work, including all courses listed above. This includes at least 21.0 units numbered at the 300 or 400 level (of which at least 18.0 must be UVic courses).
2. completion of at least 30.0 unit of course work at UVic to meet residency requirement.
3. satisfactory academic performance as outlined in Business: Requirements.
4. satisfactory completion of required work terms within the regulations of the Gustavson School of Business as outlined below.

See Graduation for more information.

Electives

Electives in the Bachelor of Commerce program can be commerce or non-commerce courses.

Minors

Students in the Bachelor of Commerce program may use their elective course work to pursue a Minor in a different Faculty. Only one Minor may be declared on any degree program.

International Exchange Program

The International Exchange Program (INTEP) provides the opportunity for eligible Bachelor of Commerce students, regardless of their specialization, to spend approximately four months studying at an overseas institution and receive full course credits for one term. Normally, studies overseas are conducted in the English language; however, some exceptions do apply. Participation in INTEP is equivalent to 6.0 to 7.5 units, depending on the Specialization of the student:

COM 460 (1.5)

COM 480 (2 x 1.5)

COM 499 (1.5)

and normally

COM 470 (1.5)

To be eligible, student must meet the following requirements:

- 1. Completion of the following courses: COM 232, COM 292, COM 224, COM 251, COM 316, COM 371, COM 331, COM 341, COM 324, COM 361 with a minimum of 4.0.**
- 2. 3.0 units of a foreign language are strongly recommended. Note that students who have completed the language requirement will have priority in exchange placements.**
- 3. Evidence the student has actively participated in international activities and events.**
- 4. Permission of the Associate Director, International Programs and the Director, Undergraduate Programs.**

Contact the International Programs Office for more details.

Specializations

All Bachelor of Commerce students must complete a specialization. There are six specializations:

- **Entrepreneurship & Innovation**
- **Service Design, Marketing & Management**
- **Financial Management**
- **AI & Technology Management**
- **Entrepreneurship**
- **Service Management**

Program notes

- COM 204 may be completed in Year 2. The BCom program core, consisting of the above listed 300-level COM courses plus 205, must be taken during the Fall and Spring term of Year 3. COM 400, 402 and 405 are completed during fourth year. COM 400 and 405 should normally be taken in the final academic term. COM 402 can be taken at any point during fourth year, usually in the elective term.
- Students in the Entrepreneurship specialization complete ENT 400 instead of COM 400.

Specializations

There are three specializations:

- International Business Management
- Entrepreneurship
- Service Management

Concentrations ⓘ

Code	Title
BCOM-IB	International Business Management
BCOM-NOSP	Non-specialized
BCOM-SVMU	Service Management
BCOM-ENTP	Entrepreneurship
BCOM-FINM*	Financial Management
BCOM-AITM*	AI and Technology Management
BCOM-ENTI*	Entrepreneurship and Innovation
BCOM-SDMM*	Service Design, Marketing and Management

Inherited course list

No Parent Selected

Changes

Other requirements

Other Requirements

See Business: Requirements for information on admission requirements, academic regulations and academic performance.

Open-commerce electives

Please note that in addition to the 18 units of core courses and the required courses within the chosen specialization (4.5-6.0 units), students are required to complete an additional 6.0-7.5 units of open upper-level Commerce electives (prerequisites and corequisites still apply). Note that students who have entered the BCom program with a Hospitality Management Diploma block transfer are required to complete 3.0 units of non-business electives and 3.0 to 4.5 units of open Commerce electives.

International Exchange Program

The International Exchange Program (INTEP) provides the opportunity for eligible Commerce students, regardless of their specialization, to spend approximately four months studying at an overseas institution and receive full course credits for one term. Normally, studies overseas are conducted in the English language; however, some exceptions do apply. Participation in INTEP is equivalent to 7.5 units:

COM 460 (1.5)
 COM 480 (2 x 1.5)
 COM 499 (1.5)
 and normally
 COM 470 (1.5)

INTEP requirements

To be eligible for international academic placements, student must meet the following requirements:

1. Completion of 300-level BCom program core.
2. A minimum GPA of 4.0 in all academic terms following entry to the BCom program core.
3. 3.0 units of a foreign language are strongly recommended. Note that students who have completed the language requirement will have priority in exchange placements.
4. Evidence the student has actively participated in international activities and events.
5. Permission of the Associate Director, International Programs and the Director, BCom Program.

Contact the International Programs Office for more details.

Academic advice ⓘ

Changes

Co-op requirements

Work Experience and Co-op Requirements

Bachelor of Commerce Work Experience Program

The Bachelor of Commerce Work Experience program is mandatory for students enrolled in the Bachelor of Commerce program. Admission to the Bachelor of Commerce program automatically results in admission to the Undergraduate Business Work Experience program.

Bachelor of Commerce students are required to pass one work experience term, and it's recommended to complete a minimum of two work experience terms. Two work terms is a total of eight months of full-time, discipline related work under the supervision of the Business Co-op Program. These work terms are subject to the General Regulations:

Undergraduate Co-op, with the exception that work experience credit by challenge is not permitted.

Co-op requirements

The Bachelor of Commerce program combines learning in the classroom with work experience, an internationally diverse cohort group, and the opportunity for international work and study. Students start the BCom program core in the Fall term upon completion of their pre-commerce course work (30 units). Students are expected to follow the schedule of academic and work term sequencing outlined for each area of specialization to complete the remaining two years of study (30 units) in the Bachelor of Commerce program.

The University regulations with respect to Co-operative Education Programs are applicable to the Business Co-op Program except to the extent that they are modified by regulations adopted by the Gustavson School of Business.

Admission to the Business Co-op program

Co-operative education is mandatory in the Bachelor of Commerce program and forms an integral part of the academic requirements of the BCom degree. As such, admission to the Bachelor of Commerce program automatically results in admission to the Business Co-op program.

Business Co-op general regulations

The following regulations apply to the Business Co-op program. General regulations found in the Co-operative Education Program section of the Calendar also apply to the Business Co-op program. Where Gustavson regulations differ from those of the Co-operative Education Program, Gustavson regulations will apply.

Co-operative Education work terms are four months of full time paid work. The work placement must be related to the student's learning objectives and career goals. The placement must be supervised, and the employer willing to conduct a mid-term and final evaluation of the student in consultation with a Co-operative Education Program Coordinator (known hereafter as a Coordinator).

Students must receive credit for three Co-op work terms. As per the general regulations for Co-op, 4.5 units of academic credit are awarded for each approved work term successfully completed. These work term credits may not be applied towards the graduation requirements for any degree or program except in fulfillment of the Co-op work term requirement. Students are required to complete at least two of these work terms through the University of Victoria Business Co-op Program as part of their degree program. Students may be granted credit for the first of these three work terms as follows:

- Through the Work Term Challenge process, following the guidelines outlined in the Work Term Credit By Challenge section in Co-operative Education Programs, credit will be granted where work experience is considered satisfactory and the requirements for a challenge are complete.
- A student with a recognized Co-op work term from another accredited post secondary institution may apply for transfer credit. Students must apply in writing for work term transfer credit within the first 60 days of their initial academic term within the BCom program, identifying the program and work term for which they would like credit. *A transcript may be required.*
- Business students may be admitted into the Business Co-operative Education Program in their second year and complete their first Co-op work term before commencing third year Commerce courses.

Students registered for work terms are considered to be enrolled in a full time course of studies and may not take university level credit courses while on a work term. Under extraordinary circumstances, students may submit, in writing to the BCom Director, Undergraduate Programs, a request to register in a maximum of 1.5 units of university level course

credit. If a student is on probation then no units of credit will be allowed during the work term. Students are reminded of their responsibility to maintain the minimum academic performance required by Gustavson. See Review of Academic Performance. Students with a GPA below 3.0 in an academic term will not be eligible to participate in the next scheduled Co-op work term.

Students should not expect to complete all their work terms in the summer months, nor should they expect to complete their BCom program on a work term or series of work terms. In certain cases, a student will be permitted to end the program on a Co-op work term to satisfy the BCom Co-op work term requirements if the program scheduling would otherwise unduly prolong a student's program completion. All decisions regarding the eligibility of a student to complete their program on a Co-op term will be made at the discretion of the Gustavson School of Business.

Students must sign a current Terms and Conditions document as provided by the Business Co-op Program in order to be eligible to participate in the placement process.

Introduction to Professional Practice is a mandatory requirement for business students. This program is a corequisite for students participating in the placement process prior to their first work term.

Bachelor of Commerce Co-operative Education Program

Students **See** will **also** be provided more information regarding Introduction to Professional Practice, its curriculum, and the requirements **general** for **regulations** completion **pertaining** upon admission to the BCom program: **Undergraduate Co-operative Education. Programs of the University of Victoria governing all co-operative education students.**

Students **The** are **Business** expected **Co-operative Education option provides students with an opportunity to** participate **combine** fully **their** in **academic** the **studies** placement **with** process **alternating** While **periods** every **of** attempt **paid** will **employment** be in made **Business-related** to **positions** ensure in that **the** all **public**, eligible **private** students **or** are **non-profit** placed **sectors**. **Normally**, Gustavson **the expected number of weeks per work term** is under **15** no **and** obligation **the** to **expected** guarantee **number** placement **of** Students **hours** should **per** be **week** prepared **is** to **35**. spend **The** at **minimum** least **number** one **of** **weeks per** work term outside **is** the **12** greater **and/or** Victoria **420** area **hours**.

The **Through** Business Co-op Program reserves the right **Work to Term** approve **Challenge** any employer that provides placements for students and to withdraw a student from any placement. The student **process**, however, **following** has the right **guidelines** to **outlined** be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in **Work Term Credit By Challenge section in Co-operative Education Programs, credit will be granted where work experience is considered satisfactory and the requirements for a challenge are complete. A student with a recognized Co-op work term from another accredited post-secondary institution may apply for transfer credit. Students must apply in writing for work term transfer credit within the first 60 days of their initial academic term within the BCom program, identifying the program and work term for which they would like credit. A transcript may be required.** Student Appeal Procedures. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of N/X on the work term.

Admission to the Commerce Co-op Program

Students **Entry** must **into** be officially registered for the work **Business** term and provide any required documentation before the end of the first month of the semester in which the work term occurs. Students not registered by that time may not receive credit for that work term. A Co-op Program **program** Fee; **is** which **open** is **to** non **full**-refundable; **time** is **Bachelor** due in

the first month of each ~~Commerce term~~ **students for (those six taking (6) terms or and more is units subject per to the University's general fee regulations in term).** General Regulations: Undergraduate Co-op.

Note: ~~Students~~ **students interested** admitted ~~in to participating BCom in the Co-op program prior~~ **should to normally** September ~~apply 2012 at will~~ **the beginning of their second year of studies. Applications must be assessed submitted at to work the term Business fee Co-op upon Office registration by in the each advertised deadline. The first work term as will per normally tuition start regulations eight in months after the application deadline. Work terms will normally alternate with study terms thereafter.** General Regulations: Undergraduate Co-op.

While ~~To on graduate with a Co-operative Education designation, students must satisfactorily complete three work terms. students Each are work subject term to is recorded on the provisions student's official transcript of the academic Principles record of (as Professional COM, Behaviour N/X and or F/X). A student may withdraw at any time during an academic term from the Standards Business for Co-op Professional program Behaviour and documents graduate developed with for a Gustavson Bachelor students of Commerce degree without the Co-op designation.~~

Work Terms: General Regulations

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the Gustavson School of Business is under no obligation to guarantee placement.

The Business Co-op Program reserves the right to approve any employer that provides placements for students and to withdraw a student from any placement. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in Student Appeal Procedures. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of N/X on the work term.

Students must be officially registered for the work term and provide any required documentation before the end of the first month of the semester in which the work term occurs. Students not registered by that time may not receive credit for that work term.

A Co-op program fee is due per work term, for Work Experience and Co-op program students, in the first month of each work term as stated in General Regulations: Undergraduate Co-op and under the Business tuition section of Fees for undergraduate programs.

While on a work term students are subject to the Standards for Professional Behaviour developed for students in the Gustavson School of Business.

Academic and work term sequencing

~~Work terms are normally of four months duration and should be integrated within the student's academic program such that they alternate with academic terms, as designated by their area of specialization, until graduation.~~

~~The Gustavson School of Business may make amendments to a student's academic and work term sequencing during the course of the program.~~

Students are expected to remain in the prescribed academic and work term sequencing. Priority will be given to placing students who are scheduled to go on a work term, as defined by their area of specialization. Students not scheduled to go on a work term will not be eligible to participate in the placement process.

Assessment of work term performance

The requirements for a pass grade in a Co-op Work Term include the satisfactory completion of the following items:

- the student's Learning Objectives
- work site visit by the Co-op Coordinator
- the student's Final Competency Assessment and a work term report (or alternative) as assessed by the Coordinator and submitted by the deadlines specified below:
 - **Fall Work Term Report:** due December 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)
 - **Spring Work Term Report:** due April 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)
 - **Summer Work Term Report:** due August 15 (unless it falls on a holiday or weekend, in which case the report will be due the next business day)

Late work term reports will only be accepted (in the event of illness, accident or family affliction) with legitimate substantiation for academic concession. Otherwise, late reports will result in remedial requirements.

A grade of COM, F/X, or N/X will be assigned to students at the completion of each work term. Students who are assigned a grade of F/X or N/X for a work term that carries 4.5 units will have a 0 grade point assigned for that work term. Students who fail a work term or who have not completed a work term by the end of four academic terms may be required to withdraw from the faculty.

Practicum or other work experience ⓘ

Academic unit use only

?

Proposal Information

Workflow Status

Proposal not yet submitted for approval.

Effective date of change

Effective term

No Date Chosen

Create a new program

Initial steps

Creating a new program requires additional steps that are managed outside Kuali Curriculum Management, as described on the AVPAP website for creating an academic program. The following steps must be completed before creating a curriculum proposal for a new program:

1. You must consult with the head of your academic unit to confirm the new program is a priority
2. The head of your academic unit must consult with the disciplinary dean
3. The head of the academic unit and disciplinary dean must consult with the Associate VP Academic Planning (AVPAP) and, for graduate programs, the Dean of the Faculty of Graduate Studies; if non-standard tuition and/or special fees are proposed, a tuition template must be submitted to the AVPAP

To ensure your submission goes as smoothly as possible, we also recommend that you contact the Curriculum and Calendar unit prior to completing a proposal for a new program. Email calendar@uvic.ca.

Confirm steps 1-3 have been completed:

Rationale

Proposal rationale

Consultation

Consultation ⓘ

--

Program details

Program title ⓘ

Commerce

Program level

Undergraduate

Academic unit(s) ⓘ

Peter B. Gustavson School of Business

Credential type ⓘ

Bachelor of Commerce

Faculty ⓘ

Peter B. Gustavson School of Business

General information

This degree program is offered by the Peter B. Gustavson School of Business. In addition to the requirements below, students must consult the Business: Requirements.

Requirements

Admission requirements ⓘ

Admission requirements

The Gustavson School of Business Bachelor of Commerce (BCom) program admits students into the first and second year. Each admission point has specific admission criteria that applicants must meet; refer to the Business: Requirements for details.

Admission rules ⓘ

No Rules

Inherit from ⓘ**Inherited description text**

No Parent Selected

Inherited rules

No Parent Selected

Inherited notes

No Parent Selected

Academic regulations

Program requirements ⓘ

Program requirements

Completion of the following set of courses satisfies the requirements for a Bachelor of Commerce as offered by the Gustavson School of Business.

Refer to the Bachelor of Commerce Program Planning Worksheet for a normal course schedule to complete the program in four years. Speak to an academic adviser for scheduling options to complete the program in a different timeframe.

Program rules ⓘ

Year 1 Courses

- Complete all of the following
 - Complete 6.0 units from:
 - COM100 - Understanding World-Class Organizations (1.5)
 - ECON103 - Principles of Microeconomics (1.5)
 - STAT252 - Statistics for Business (1.5)
 - COM120 - Introduction to Organizational Behaviour (1.5)
 - Earned a minimum GPA of 4.5 in all of:
 - COM100 - Understanding World-Class Organizations (1.5)
 - ECON103 - Principles of Microeconomics (1.5)
 - STAT252 - Statistics for Business (1.5)
 - COM120 - Introduction to Organizational Behaviour (1.5)
 - Complete 6 to 9 units from: elective courses.

Notes

- Complete all of the following
 - Students admitted into Year 1 must complete the Year 1 Courses, with minimum average listed, to be permitted to progress to Year 2. This is referred to as the Progression Conditions.
 - STAT 252 has a prerequisite course.
 - Alternate acceptable courses to STAT 252 are: STAT 254, STAT 256, STAT 260, ECON 246.
 - An alternate acceptable course to ECON 103 is: ECON 180.
 - Students admitted in Year 2 will need to complete the required courses at UVic or an accepted alternate prior to commencing BCom cohorted courses. Decisions regarding the appropriateness of courses are at the discretion of the Program Director.

Year 2 Courses

- Complete all of the following
 - Year 2 Fall Courses**
 - Complete all of the following
 - Complete all of:
 - ATWP250 - Genres of Business Communication (1.5)
 - COM204 - Introduction to Professional Practice (0)
 - COM315 - Financial Accounting (1.5)

- Complete 4.5 units of electives

Year 2 Spring Courses

- Complete all of:
 - COM224 - Organizations, Community & Society I (1.5)
 - COM232 - Business Analytics (1.5)
 - COM251 - Marketing in Motion: Strategies for a Digital World (1.5)
 - COM292 - Law and Ethics (1.5)
 - COM316 - Management Accounting (1.5)

Notes

- Complete all of the following
 - ATWP 250 has a prerequisite course.
 - Alternate combinations of English courses including AWR 100-level or equivalent may be acceptable including for applicants without access to ATWP 250. Decisions regarding the appropriateness of English courses are at the discretion of the Program Director.
 - Introduction to Professional Practice course must be completed prior to the first work term.
 - COM 224, COM 232, COM 251, COM 292, and COM 316 are normally offered in a set schedule in a cohorted experience.

Year 3 Courses

- Complete all of the following

Year 3 Fall Courses

- Complete all of:
 - COM324 - Organizations, Community, and Society II (1.5)
 - COM331 - Introduction to Management Information Systems (1.5)
 - COM341 - Operations Management (1.5)
 - COM361 - International Business (1.5)
 - COM371 - Management Finance (1.5)

Year 3 Spring Courses

- Complete 7.5 units of:
 - commerce courses or non-commerce electives.

Notes

- COM 324, COM 331, COM 341, COM 361, and, COM 371 are normally offered in a set schedule in a cohorted experience.

Year 4 Courses

- Complete all of the following
 - Complete all of:
 - COM400 - Strategic Management (1.5)
 - Complete 13.5 units of:
 - Course work that must include a Bachelor of Commerce Specialization, and that can include the International Exchange Program (INTEP) and other commerce courses or non-commerce electives.

Notes

- Specialization courses are normally offered in a set schedule in a cohorted experience.

Total units

Program notes

Program notes

Minimum degree requirements for graduation

The minimum requirements for graduation are:

1. completion of 60.0 units of course work, including all courses listed above. This includes at least 21.0 units numbered at the 300 or 400 level (of which at least 18.0 must be UVic courses).
2. completion of at least 30.0 unit of course work at UVic to meet residency requirement.
3. satisfactory academic performance as outlined in Business: Requirements.
4. satisfactory completion of required work terms within the regulations of the Gustavson School of Business as outlined below.

See Graduation for more information.

Electives

Electives in the Bachelor of Commerce program can be commerce or non-commerce courses.

Minors

Students in the Bachelor of Commerce program may use their elective course work to pursue a Minor in a different Faculty. Only one Minor may be declared on any degree program.

International Exchange Program

The International Exchange Program (INTEP) provides the opportunity for eligible Bachelor of Commerce students, regardless of their specialization, to spend approximately four months studying at an overseas institution and receive full course credits for one term. Normally, studies overseas are conducted in the English language; however, some exceptions do apply. Participation in INTEP is equivalent to 6.0 to 7.5 units, depending on the Specialization of the student:

COM 460 (1.5)

COM 480 (2 x 1.5)

COM 499 (1.5)

and normally

COM 470 (1.5)

To be eligible, student must meet the following requirements:

1. Completion of the following courses: COM 232, COM 292, COM 224, COM 251, COM 316, COM 371, COM 331, COM 341, COM 324, COM 361 with a minimum of 4.0.

2. 3.0 units of a foreign language are strongly recommended. Note that students who have completed the language requirement will have priority in exchange placements.
3. Evidence the student has actively participated in international activities and events.
4. Permission of the Associate Director, International Programs and the Director, Undergraduate Programs.

Contact the International Programs Office for more details.

Specializations

All Bachelor of Commerce students must complete a specialization. There are six specializations:

- Entrepreneurship & Innovation
- Service Design, Marketing & Management
- Financial Management
- AI & Technology Management
- Entrepreneurship
- Service Management

Concentrations ⓘ

Code

Title

Inherited course list

No Parent Selected

Other requirements ⓘ

Other Requirements

See Business: Requirements for information on admission requirements, academic regulations and academic performance.

Academic advice ⓘ

Co-op requirements ⓘ

Work Experience and Co-op Requirements

Bachelor of Commerce Work Experience Program

The Bachelor of Commerce Work Experience program is mandatory for students enrolled in the Bachelor of Commerce program. Admission to the Bachelor of Commerce program automatically results in admission to the Undergraduate Business Work Experience program.

Bachelor of Commerce students are required to pass one work experience term, and it's recommended to complete a minimum of two work experience terms. Two work terms is a total of eight months of full-time, discipline related work under the supervision of the Business Co-op Program. These work terms are subject to the General Regulations: Undergraduate Co-op, with the exception that work experience credit by challenge is not permitted.

Introduction to Professional Practice is a mandatory requirement for business students. This program is a corequisite for students participating in the placement process prior to their first work term.

Bachelor of Commerce Co-operative Education Program

See also the general regulations pertaining to Undergraduate Co-operative Education. Programs of the University of Victoria governing all co-operative education students.

The Business Co-operative Education option provides students with an opportunity to combine their academic studies with alternating periods of paid employment in Business-related positions in the public, private or non-profit sectors. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and/or 420 hours.

Through the Work Term Challenge process, following the guidelines outlined in the Work Term Credit By Challenge section in Co-operative Education Programs, credit will be granted where work experience is considered satisfactory and the requirements for a challenge are complete. A student with a recognized Co-op work term from another accredited post-secondary institution may apply for transfer credit. Students must apply in writing for work term transfer credit within the first 60 days of their initial academic term within the BCom program, identifying the program and work term for which they would like credit. *A transcript may be required.*

Admission to the Commerce Co-op Program

Entry into the Business Co-op program is open to full-time Bachelor of Commerce students (those taking 6 or more units per term).

Students interested in participating in the Co-op program should normally apply at the beginning of their second year of studies. Applications must be submitted to the Business Co-op Office by the advertised deadline. The first work term will normally start eight months after the application deadline. Work terms will normally alternate with study terms thereafter. To graduate with a Co-operative Education designation, students must satisfactorily complete three work terms. Each work term is recorded on the student's official transcript of academic record (as COM, N/X or F/X). A student may withdraw at any time during an academic term from the Business Co-op program and graduate with a Bachelor of Commerce degree without the Co-op designation.

Work Terms: General Regulations

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the Gustavson School of Business is under no obligation to guarantee placement.

The Business Co-op Program reserves the right to approve any employer that provides placements for students and to withdraw a student from any placement. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in Student Appeal Procedures. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of N/X on the work term.

Students must be officially registered for the work term and provide any required documentation before the end of the first month of the semester in which the work term occurs. Students not registered by that time may not receive credit for that work term.

A Co-op program fee is due per work term, for Work Experience and Co-op program students, in the first month of each work term as stated in General Regulations: Undergraduate Co-op and under the Business tuition section of Fees for undergraduate programs.

While on a work term students are subject to the Standards for Professional Behaviour developed for students in the Gustavson School of Business.

Practicum or other work experience ⓘ

Academic unit use only

ⓘ

Kali Wilson Cseke - Director Administration, Undergraduate Programs

From: Zane Robison - Associate Registrar
Sent: November 13, 2024 1:11 PM
To: Kali Wilson Cseke - Director Administration, Undergraduate Programs
Subject: RE: Undergraduate Changes: Consultation & Support

Kali

Thanks again for taking the time to meet with us to discuss the following proposed undergraduate changes in the Gustavson School of Business.

- New pathway – Business Minor in Entrepreneurship
- Change in specialization options
- New structure (students could begin cohorted studies, similar to our current “core”, in 2nd year)
- Shift in progression requirements
- Potential addition of courses
- Shift from 3 mandatory co-op work terms to 2 mandatory work terms with optional 3rd work term with co-op designation
- Potential micro-certificate options

From a student recruitment and admissions perspective the changes proposed would be very beneficial. In particular, changing the specializations to succinct names that are easily identifiable by prospective students (Marketing, Management, Finance), no longer requiring a supplemental application, the new core where students take business courses sooner and the shift from 3 mandatory work terms to 2 with an optional 3rd are all very positive changes.

Please let me know if we can provide any further support.

Together, we transform students' lives.

--



Zane Robison (*he/him/his*)
Associate Registrar
Student Recruitment, Undergraduate Admissions, Awards
and Financial Aid
Office of the Registrar and Enrolment Management
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
T 250-853-3756
Fax 250-472-4031
Email assocreg@uvic.ca
www.uvic.ca



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From: Kali Wilson Cseke - Director Administration, Undergraduate Programs <bcomdira@uvic.ca>

Sent: November 1, 2024 2:16 PM

To: Zane Robison - Associate Registrar <assocreg@uvic.ca>

Subject: Undergraduate Changes: Consultation & Support

Hi Zane,

I'm following up from the meeting on October 21st where we discussed some of the proposed program changes for cycle 2 with the Undergraduate program. I need to provide emails or letters that prove consultation happened and if there was support. I was hoping you might be able to respond to this email with a few highlights as to what, in particular, you support about these program changes and what you see as being beneficial. It will help us make our case with senate and the Senate Committee on Planning when the time comes.

I've also attached our most up to date slide deck on our proposed changes, if it helps!

Thank you in advance for considering this request! I appreciate it!

Kali

Kali Wilson Cseke Director, Undergraduate Programs Admin

Gustavson School of Business | The University of Victoria

PO Box 1700 STN CSC Victoria BC, V8W2Y2

bcomdira@uvic.ca | T: 2507216056 | BEC 274 |

uvic.ca/gustavson

Pronouns: she/her/hers

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Kali Wilson Cseke - Director Administration, Undergraduate Programs

From: Brenna Pagnotta, UG Senior Admission Officer
Sent: November 19, 2024 10:53 AM
To: Kali Wilson Cseke - Director Administration, Undergraduate Programs; Stacey Gavora
Cc: Genevieve Thompson - Assistant Director, Undergraduate Programs
Subject: RE: Admissions section

Hi Kali,

Sorry for the delay in response! I didn't see the letter that Zane provided attached, but I assume that will be included? Otherwise, the Admissions content looks good to me.

A couple grammatical edits:

- Under "Assessment for Admission" there appears to be a period and then a comma after (see Commerce) in the third paragraph.
- Under "Admission Decisions" there is a period and then comma after "normally" in the first sentence of the third paragraph.

Thanks!

Brenna

Brenna Pagnotta (she/her)
Senior Admission Officer | Undergraduate Admissions
Office of the Registrar and Enrolment Management|
Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2 | Canada
250-721-6640 | www.uvic.ca/undergraduate
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From: Kali Wilson Cseke - Director Administration, Undergraduate Programs <bcomdira@uvic.ca>
Sent: November 19, 2024 10:34 AM
To: Kali Wilson Cseke - Director Administration, Undergraduate Programs <bcomdira@uvic.ca>; Stacey Gavora <sgavora@uvic.ca>
Cc: Brenna Pagnotta, UG Senior Admission Officer <admsofficer9@uvic.ca>; Genevieve Thompson - Assistant Director,

Undergraduate Programs <bcomad@uvic.ca>

Subject: RE: Admissions section

Hi Brenna,

I would love to get your written okay with what is here for admissions so I can add it to our consultations for our BCom proposal. Would you mind just confirming that you are okay with (or not okay with) all of the content in the admissions section of our Business Requirements page?

Thank you!

Kali

From: Kali Wilson Cseke - Director Administration, Undergraduate Programs <bcomdira@uvic.ca>

Sent: November 18, 2024 1:10 PM

To: Stacey Gavora <sgavora@uvic.ca>

Cc: Brenna Pagnotta, UG Senior Admission Officer <admsofficer9@uvic.ca>; Genevieve Thompson - Assistant Director, Undergraduate Programs <bcomad@uvic.ca>

Subject: Re: Admissions section

Hi Stacey,

Great catch! We've made those changes now.

Thanks!

Kali

On Nov 18, 2024, at 11:07 AM, Stacey Gavora <sgavora@uvic.ca> wrote:

Hi Kali and Genny,

Thanks for sharing this document! I have read it through – the language appears simplified and is also clear and concise making it easy to read and understand.

The only comment I have is at the bottom of page 5. Academic Regulations > Student Responsibility

1 – there is a period at the end of Student Responsibility subtitle (where there isn't such a period on any other subtitle)

2 – The last sentence states (...and the Business Co-operative Education (Co-op) program...).

My question is: are you leaving the Co-op wording there for now as there's been no chance to change this unit's title? Will this title change later (knowing that we're moving to "work experience" over a formal Co-op program (except for those students who opt in to formal Co-op)? Just thought I'd highlight this in case it's supposed to be "...and the Business Work Experience program...)

To everyone involved; Kali, Genny, Brenna – thanks for all your hard work and effort on this!

Warm regards,

Stacey Gavora (she/her)

Administrative Coordinator

[Gustavson School of Business](#) | University of Victoria

bcom.admissions@uvic.ca | 250.472.4728 | BEC 283

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<image001.png>

From: Kali Wilson Cseke - Director Administration, Undergraduate Programs <bcomdira@uvic.ca>

Sent: November 15, 2024 1:41 PM

To: Brenna Pagnotta, UG Senior Admission Officer <admsofficer9@uvic.ca>; Stacey Gavora <sgavora@uvic.ca>

Cc: Genevieve Thompson - Assistant Director, Undergraduate Programs <bcomad@uvic.ca>

Subject: Admissions section

Hi Brenna and Stacey,

Just wanted to share our latest draft of the calendar language for the new program. We are putting this in for cycle 2 (which should theoretically be Sept 2025) but it will need Ministry approval so it'll likely not be in effect until May 2026.

Thank you for the help with consulting with RISS about the different entry points. We have to have these calendar changes to our Faculty Advisory Committee by Monday, so this is more of an FYI. If you see any blaring red flags, please let me know!

Thanks team,

Kali

Kali Wilson Cseke Director, Undergraduate Programs Admin

Gustavson School of Business | The University of Victoria

PO Box 1700 STN CSC Victoria BC, V8W2Y2

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Pronouns: she/her/hers

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationship with the land continue to this day. More [here](#).



Date: February 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed changes to MBA in Sustainable Innovation admission requirements for Cycle 2, Sep 2025**

At its meeting on February 10, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the School of Business on changes to the MBA in Sustainable Innovation admission requirements effective September 2025.

Recommended Motion:

That Senate approve the revisions to the admission requirements for the MBA in Sustainable Innovation, effective September 2025.

Respectfully submitted,

2024/2025 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hōkūlani Aikau, Faculty of Human and Social Development
 Sarah Buchanan, UVSS representative
 Ashley de Moscoso, Acting Associate Registrar
 Dennine Dudley, Faculty of Fine Arts
 Jade Fischer, GSS representative
 Andrea Giles, Executive Director, Coop and Career Services
 Rob Hancock, Faculty of Social Sciences
 Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
 Evan Maher, Student Senator
 Andrew Newcombe, Faculty of Law
 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Laura Vizina, Division of Continuing Studies
 Alivia Wang, Convocation Senator
 Ada Saab (Secretary), Associate University Secretary



MEMO

DATE: December 10, 2024

TO: Senate Committee on Academic Standards (SCAS), Attention Ada Saab, Associate University Secretary

FROM: Dr. Cheryl Mitchell, Academic Director, MBA in Sustainable Innovation, Graduate Programs, Gustavson School of Business

RE: **Proposed changes to MBA in Sustainable Innovation admission requirements for Cycle 2, Sep 2025**

I am pleased to share with you proposed calendar changes for Cycle 2, Sep 2025, which will have an impact on admission requirements to our MBA in Sustainable Innovation, over and above published minimum [admission requirements for Master's degrees](#) from the Faculty of Graduate Studies. These changes affect normal work experience expected from applicants. They are a result of streamlining the delivery of this program from a Daytime and Weekend format to only one format, targeting professional students.

Current calendar language:

Work experience in any professional or managerial capacity is considered a major asset. Normally, successful applicants to the Daytime MBA program will have two or more years' full-time professional work experience following their undergraduate degree and those to the Weekend MBA program will have six or more years' full-time professional work experience following their undergraduate degree, with two or more years in a managerial role.

Proposed calendar language:

Work experience in any professional or managerial capacity is considered a major asset. Normally, successful applicants to the ~~Daytime~~ MBA program will have ~~two~~ five or more years' full-time professional work experience following their undergraduate degree ~~and those to the Weekend MBA program will have six or more years' full-time professional work experience following their undergraduate degree~~, with two or more years in a managerial role.

Further context and rationale:

Research and data analysis completed by the MBA Program Review Committee over the last year indicated that:

- demand and enrollment for the "Daytime" delivery format was declining. The small class sizes resulted in poor faculty utilization and use of resources; and

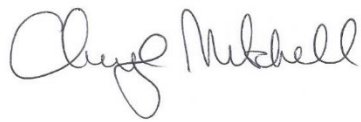
- the average “Daytime” student met the new proposed admission requirements (5 or more years of professional experience) and could participate in this delivery format.

We believe that the proposed calendar language still leaves room for the program to use its discretion to admit high calibre applicants who do not clearly meet the normally expected 5 years of work experience.

More importantly, while we propose this calendar language to reflect the average class profile, we are confident that our focus on holistic recruitment conversations at, and following, information sessions fosters the best predictors of success for application into our program, thus minimizing the risk of a high calibre applicant self-selecting out and not applying based on work experience.

Thank you for your consideration and let us know if you or the Senate Committee on Academic Standards (SCAS) have any questions.

In parallel, we are submitting a proposal for the Senate Committee on Planning and have had a pre-consultation meeting with Elizabeth Adjin-Tettey (Associate Vice-President Academic Programs), Rachel Strandquist (Director, GARO) and Yvonne Rondeau (Administrative Manager, FGS) on December 6, 2024.

A handwritten signature in cursive script that reads "Cheryl Mitchell". The signature is written in dark ink and is positioned above the printed name.

Dr. Cheryl Mitchell

Academic Director, MBA in Sustainable Innovation



Date: February 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposal to update the identification requirements in the exam regulations in the academic calendars**

At its meeting on February 10, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the Office of the Registrar for updates to the academic calendars on the identification requirements in the exam regulations effective September 2025.

Recommended Motions:

That Senate approve the change to the examination regulations in the Undergraduate Academic Calendar, effective September 2025.

AND

That Senate approve the addition of the amended regulations governing administration of examinations to the Graduate Academic Calendar, effective September 2025.

Respectfully submitted,

2024/2025 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hōkūlani Aikau, Faculty of Human and Social Development
 Sarah Buchanan, UVSS representative
 Ashley de Moscoso, Acting Associate Registrar
 Dennine Dudley, Faculty of Fine Arts
 Jade Fischer, GSS representative
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 Rob Hancock, Faculty of Social Sciences
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 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Laura Vizina, Division of Continuing Studies
 Alivia Wang, Convocation Senator
 Ada Saab (Secretary), Associate University Secretary



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University Centre | PO Box 3025 STN CSC Victoria BC V8W 3P2 Canada
T 250-721-8121 | uvic.ca/registrar

DATE:	January 24, 2025
TO:	Danu Stinson, Chair Senate Committee on Academic Standards
FROM:	Wendy Taylor, Registrar Office of the Registrar and Enrolment Management
CC:	
RE:	Proposal to update the identification requirements in the exam regulations in the academic calendar

On October 19, 2024, UVic launched the [mobile ONECard](#) to provide students, faculty, and staff with enhanced security and functionality for the ONECard.

The [Regulations governing administration of University examinations](#) in the undergraduate academic calendar require students to bring their ONECard with them for identification purposes. The current regulations restrict students from having cell phones and/or wearable technology in their possession. To permit either the physical or mobile ONECard to be accepted as identification going forward would require updating of more than just the type(s) of identification accepted in the exam regulations. As well, consultation with a number of groups would be needed to discuss not only the regulation changes to permit the mobile ONECard as official identification for examinations, but also the procedural changes that would be required.

The ONECard office will no longer print or offer physical ONECards as of September 2025; therefore, it will be important that students can provide another approved form of photo ID if they do not possess a physical ONECard. In the short term, the exam regulations must be updated to clarify that only physical ONECards are acceptable forms of identification and expanded to include any valid (non-expired), government-issued photo ID. Many post-secondary institutions across North America accept any valid (non-expired), government-issued photo ID as exam ID.

Longer term, a working group will be convened to discuss expanding the ID requirements for examinations to include the mobile ONECard. The working group will conduct an environmental scan, consult with relevant groups on campus and come to Senate standing committees and Senate for consultation before bringing forward a final proposal.

Currently, the Regulations governing the administration of examinations are included only in the undergraduate calendar. As graduate students also write final examinations and should be subject to the same regulations, we propose to add the exam regulations to the graduate academic calendar as well. We consulted with Robin Hicks, Dean Faculty of Graduate Studies (FGS), regarding adding the examination regulations to the graduate calendar.

Appendix A shows the current calendar entry with track changes, followed by the updated calendar entry in Appendix B. Appendix C provides support from Robin Hicks and his FGS leadership team to include the exam regulations in the graduate calendar.

Recommended Motions:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the change to the examination regulations in the Undergraduate Academic Calendar, effective September 2025.

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the addition of the amended regulations governing administration of examinations to the Graduate Academic Calendar, effective September 2025.

Appendix A - Current calendar entry (with proposed edits)

In-person Examinations

Identification, entering and exiting the examination

- Students are required to present identification upon entering the examination room. Acceptable forms of identification include the physical UVic ONECard or valid (non-expired), government-issued photo ID.
- Students may not enter the examination room until invited to do so by the invigilator in charge.
- Students may not enter the examination room after the expiration of the first half hour, nor leave during the first half hour of an examination.
- Students may not leave the examination room without first delivering their examination booklets to the invigilator.
- Students are expected to limit the number of washroom breaks they take during an exam due to the disruption breaks cause to other students writing the exam and due to the increased opportunity for a violation of the **Policy on Academic Integrity** that can occur during a break. Students should be aware that washroom breaks may be limited to one student at a time, students may be escorted to and from the washroom by an invigilator.
- The invigilator may require students to remain quietly in their seats for the last 15 minutes of the examination.
- Students leaving or entering examination rooms should do so quietly to avoid disturbing others and are asked not to gather in adjacent corridors in consideration of students who are still writing.
- Students must leave the examination environment upon completion of the examination.

Permitted/restricted materials

- Students should not bring valuables (e.g. laptops, tablets) to the examination environment as the university is not responsible for theft of personal items. Cell phones must be turned off and left with students' personal belongings at the location instructed.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course or have any mobile electronic devices (e.g. cell phones, wearable technology) in their possession. All materials or equipment are subject to inspection.
- Students may bring food and drink to consume during the examination provided they are in a container that has had all labels removed prior to entering the examination environment.
- The invigilator may inspect containers.

Appendix B - Proposed calendar regulation (clean version)

In-person Examinations

Identification, entering and exiting the examination

- Students are required to present identification upon entering the examination room. Acceptable forms of identification include the physical UVic ONECard or valid (non-expired), government-issued photo ID.
- Students may not enter the examination room until invited to do so by the invigilator in charge.
- Students may not enter the examination room after the expiration of the first half hour, nor leave during the first half hour of an examination.
- Students may not leave the examination room without first delivering their examination booklets to the invigilator.
- Students are expected to limit the number of washroom breaks they take during an exam due to the disruption breaks cause to other students writing the exam and due to the increased opportunity for a violation of the **Policy on Academic Integrity** that can occur during a break. Students should be aware that washroom breaks may be limited to one student at a time, students may be escorted to and from the washroom by an invigilator.
- The invigilator may require students to remain quietly in their seats for the last 15 minutes of the examination.
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- Students must leave the examination environment upon completion of the examination.

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- Students should not bring valuables (e.g. laptops, tablets) to the examination environment as the university is not responsible for theft of personal items. Cell phones must be turned off and left with students' personal belongings at the location instructed.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course or have any mobile electronic devices (e.g. cell phones, wearable technology) in their possession. All materials or equipment are subject to inspection.
- Students may bring food and drink to consume during the examination provided they are in a container that has had all labels removed prior to entering the examination environment.
- The invigilator may inspect containers.

Appendix C – Letter of Support from Faculty of Graduate Studies

From: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>
Sent: January 23, 2025 10:16 AM
To: Wendy Taylor, Registrar <registrar@uvic.ca>
Subject: RE: Question about adding examination regulations to the graduate academic calendar

Hi Wendy,

Thank you for consulting FGS on this. My leadership team and I have reviewed the proposed changes to the graduate calendar and we have no objections to the addition of language pertaining to exam regulations.

Cheers,
Robin

Dr Robin G Hicks (he/him)
Dean | Faculty of Graduate Studies
Professor | Department of Chemistry
University of Victoria | Victoria, BC | Canada
+1 250 472 5187



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From: Wendy Taylor, Registrar <registrar@uvic.ca>
Sent: Friday, January 17, 2025 3:33 PM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>
Subject: Question about adding examination regulations to the graduate academic calendar

Hi Robin,

With the launch of the mobile ONECard, I've been working with a few others on a memo to SCAS to update the ID requirements in the exam regulations in the calendar. As we reviewed the current exam regulations, we realized that the current exam regulations are in the undergraduate calendar but not in the graduate calendar.

Since graduate students also need to write examinations, I would like to propose that the amended exam regulations are also added to the graduate academic calendar. Please find attached a draft proposal to SCAS to update the identification requirements in the exam regulations in the academic calendar. The memo has two recommended motions:

- To update the identification requirements in the undergraduate academic calendar.
- To add the amended examination regulations to the graduate academic calendar.

Can you please let me know if you have any questions or feedback about adding the exam regulations to the graduate calendar or the proposal itself? I'm still waiting for feedback from a few others so am happy to add in additional feedback on the proposal. I would be happy to share this proposal with Cedric for his feedback as well, since he now sits on SCAS, but wanted to check with you first.

Thanks, and have a good weekend,

Wendy

Wendy Taylor (she/her)
Registrar



Date: February 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposal to change the Faculty of Science graduation requirements for BSc programs combined with other Faculties**

At its meeting on February 10, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the Faculty of Science on changes to the Faculty of Science graduation requirements for BSc programs combined between the Faculty of Science and other Faculties effective September 2025.

Recommended Motion:

That Senate approve the revisions to the Faculty of Science graduation requirements for BSc programs combined with other Faculties, effective September 2025.

Respectfully submitted,

2024/2025 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Hökūlani Aikau, Faculty of Human and Social Development

Sarah Buchanan, UVSS representative

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, Faculty of Fine Arts

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop and Career Services

Rob Hancock, Faculty of Social Sciences

Cedric Littlewood, Faculty of Graduate Studies/VPAC designate

Evan Maher, Student Senator

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Irina Paci, Faculty of Science

Tim Pelton, Faculty of Education

Ben Pin-Yun Wang, Faculty of Humanities

Yang Shi, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)

Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Faculty of Science | Office of the Dean
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-4725-030 | scieada@uvic.ca | uvic.ca/science | @uvicscience

To: Senate Committee on Academic Standards
From: Chris Eagle, Associate Dean Academic, Faculty of Science

Re: Proposal to change Faculty of Science graduation requirements for BSc programs combined with other Faculties

Dear members of the Senate Committee on Academic Standards,

I am writing with a proposal to change the Faculty of Science graduation requirements for BSc programs combined between the Faculty of Science other Faculties. At present, these programs are:

Biology and Psychology (Honours and Major) – with Faculty of Social Sciences
Climate Science (Honours and Major) – with Faculty of Social Sciences
Computer Science and Mathematics (Honours and Major) – with Faculty of Engineering and Computer Science
Data Science (Honours and Major) – with Faculty of Engineering and Computer Science
Financial Mathematics and Economics (Honours and Major) – with Faculty of Social Sciences
Physical Geography and Earth and Ocean Sciences (Honours and Major) – with Faculty of Social Sciences
Physics and Computer Science (Honours and Major) – with Faculty of Engineering and Computer Science

The existing [graduation requirement](#) for the Faculty of Science states that students must have taken 33 units of science courses. A [science course](#) is defined in the Calendar as follows:

A science course is any one of the following:

- a course offered in the Faculty of Science
- any course offered by the Department of Computer Science (CSC), all Software Engineering courses (SENG) and Medical Science (MEDS) courses
- a course that a student has taken at another institution for which the student has received transfer credit applicable to the categories defined above or for which the student has received transfer credit for a specified number of science units that are not equated to specific science courses

All programs within the Faculty of Science meet this 33 unit requirement with their existing set of required courses. Some combined programs across Faculties – such as the Biology and Psychology BSc and the Climate Science BSc – require students to carefully select their electives to meet this requirement.

Students graduating from combined programs across Faculties must meet the graduation requirements of at least one of the two Faculties, and can select their graduation Faculty if they satisfy both sets of requirements (with the exception of Computer Science and Mathematics and Physics and Computer Science, for which all students must meet the graduation requirements of the Faculty of Science). The Faculty of Science has heard from the Tri-Faculty Academic Advising Centre that many students in the Combined Program in Biology and

Psychology have conveyed that they would prefer to graduate from the Faculty of Science, but were unable to because they were unable to meet the 33 units of science requirement. This is also expected to be the case for students in other combined programs.

Students in these combined programs graduate with the same credential irrespective of their home Faculty. The content of these programs has been determined through academic unit, Faculty, Senate, and Board curriculum processes to meet the standards of a BSc. The current definition of a science course is arbitrary and excludes many courses that are manifestly scientific in their content. For example: a hydrology course in GEOG or a biopsychology course in PSYC are excluded as science courses by this definition, simply because they happen to be offered by an academic unit in Social Sciences. In other institutions (such as McGill) both Geography and Psychology are in the Faculty of Science. At UVic, these departments are in Social Sciences. It is not appropriate for the definition of a science course to be based on specific details of institutional structure rather than course content. While it would be possible to extend the list of science courses in the Calendar this would lead to an unwieldy entry that would require regular updating, as well as inviting counterproductive debates regarding what constitutes science. No comparable graduation requirement exists for the other two members of the Tri-Faculties.

The Faculty of Science proposes that the 33 unit graduation requirement be removed for BSc programs combined between the Faculty of Science and other Faculties. Program rigour can be maintained through well-established curriculum processes at the levels of the academic unit, Faculty, and Senate. The proposed change would simplify the path for students graduating from combined programs across Faculties to graduate from their preferred Faculty.

This proposed change was approved by a vote of Faculty of Science Council at a meeting on April 18, 2024. A proposed calendar change, with changes tracked is provided at the end of this memo. Support from the Faculty of Social Sciences and the Faculty of Engineering and Computer Science (the two faculties with whom we currently have joint programs) are attached. A confirmation from the Office of the Registrar and Enrolment Management that these changes can be operationalized is also attached.

Thank you in advance,



Chris Eagle
Associate Dean Academic
Faculty of Science



Proposed change to [Faculty of Science: Requirements](#)

Requirements common to all Bachelor's degrees

A student may proceed to a BSc degree, normally in one of three programs: Honours, Major or General. Combined Honours and Major programs are also offered (see below).

Each candidate for a Bachelor's degree must:

1. complete at least 3.0 units from each of three areas of study on the following listing:
 - Astronomy
 - Biochemistry
 - Biology
 - Chemistry
 - Earth and Ocean Sciences
 - Marine Science
 - Mathematics
 - Microbiology
 - Physics
 - Statistics
2. have satisfied the [Academic Writing Requirement](#).
3. have received credit for at least 21 units of courses at the 300 or 400 level, of which at least 18 units must have been taken at UVic.
4. have received credit for at least 60 units of university-level courses numbered 100 and above, of which normally at least 30 units have been taken at UVic.
5. have received credit for at least 33 units of science courses ([Definition of a Science Course](#)).
6. have satisfied the requirements specified in this Calendar by the department whose program the student has taken.
7. have a graduating grade point average of at least 2.0 (see [Graduating Average](#) under [Standing at Graduation](#)).

The 33 units of science courses requirement will not apply to combined BSc degrees between the Faculty of Science and another Faculty.

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Thursday, January 23, 2025 1:13 PM
To: Science - Associate Dean Academic <scieada@uvic.ca>
Subject: Re: 33 units of Science in combined programs

Hi Chris,

Yes, I can confirm that Social Sciences is okay to proceed with this change.

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Science - Associate Dean Academic <scieada@uvic.ca>
Date: Thursday, January 23, 2025 at 11:04 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: FW: 33 units of Science in combined programs

Hi Reuben,

Just a reminder to please let me know if the Faculty of Social Sciences is OK with this proposal.

Thanks,

Chris

--

Chris Eagle *he/him/his*
Associate Dean Academic
Faculty of Science



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From: Science - Associate Dean Academic
Sent: Tuesday, January 7, 2025 10:35 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: 33 units of Science in combined programs

Hi Reuben,

As you might know (I don't know if Adam talked to you about this), the Faculty of Science has a graduation requirement of "33 units of Science courses" for all our programs, but we are planning to propose removing this requirement for combined B.Sc. programs with other Faculties. The reason is that we have heard from the Advising Centre that there are many students in combined programs who would like to graduate from the Faculty of Science, but because the combined programs often have a large number of requirements, they find it difficult to fit in the right choices of electives to meet this 33 units of Science requirement. We've been told that this is particularly an issue in the combined Biology and Psychology program. At the same

time, many of the courses they are taking in these combined programs could be reasonably interpreted as being scientific in content, but because of which unit offers them they happen to not fit the calendar definition of "Science course". Changing that definition would cause other difficulties, hence our proposal to remove the "33 units of Science courses" requirement from combined programs.

I'm writing to ask if you have any concerns about this proposal. I've attached a draft memo to SCAS, in case you'd like any more information.

Thanks, and happy new year,

Chris

--

Chris Eagle *he/him/his*
Associate Dean Academic
Faculty of Science



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From: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Sent: Friday, January 17, 2025 12:14 PM
To: Science - Associate Dean Academic <scieada@uvic.ca>
Subject: Re: 33 units of Science requirement in combined programs

Hi Chris and the Faculty of Science,

On behalf of the Faculty of Engineering and Computer Science, I want to let you know that we support this initiative.

Sincerely,
LillAnne Jackson

--

LillAnne Jackson, PhD, P.L.Eng.,
Associate Dean Undergraduate Programs
Faculty of Engineering and Computer Science
University of Victoria

Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

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From: Science - Associate Dean Academic <scieada@uvic.ca>
Date: Tuesday, January 7, 2025 at 10:33 AM
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>
Subject: 33 units of Science requirement in combined programs

Hi LillAnne,

As you might know (I don't know if Adam talked to you about this), the Faculty of Science has a graduation requirement of "33 units of Science courses" for all our programs, but we are planning to propose removing this requirement for combined B.Sc. programs with other Faculties. The reason is that we have heard from the Advising Centre that there are many students in combined programs who would like to graduate from the Faculty of Science, but because the combined programs often have a large number of requirements, they find it difficult to fit in the right choices of electives to meet this 33 units of Science requirement. At the same time, many of the courses they are taking in these combined programs could be reasonably interpreted as being scientific in content, but because of which unit offers them they happen to not fit the calendar definition of "Science course". Changing that definition would cause other difficulties, hence our proposal to remove the "33 units of Science courses" requirement from combined programs.

This change would not affect students in the programs that we have joint with your Faculty, because the calendar definition of "Science course" includes CSC and SENG courses, so students in the combined programs we have with you already meet the 33 units of Science requirement anyway. Nevertheless, since we do have joint programs with you, I thought it best to ask if you have any concerns. I've attached the draft memo to SCAS in case you'd like more information.

Thanks, and happy new year,

Chris

--

Chris Eagle *he/him/his*
Associate Dean Academic
Faculty of Science



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From: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Sent: Tuesday, November 12, 2024 11:26 AM
To: Science - Associate Dean Academic <scieada@uvic.ca>
Subject: RE: Proposed change to graduation requirements from the Faculty of Science

Hi Adam,
Yes, all ok from our perspective. Thanks for checking 😊
-Ashley



Ashley de Moscoso, BA, MEd (she/her)
Associate Registrar
Office of the Registrar and Enrolment Management
Division of Student Affairs | University of Victoria

PO Box 3025 STN CSC | Victoria BC V8W 3P2
P: 250-472-5328 | E: oregar@uvic.ca | W: www.uvic.ca/registrar

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From: Science - Associate Dean Academic <scieada@uvic.ca>
Sent: October 25, 2024 1:58 PM
To: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Subject: Re: Proposed change to graduation requirements from the Faculty of Science

Hi Ashley,

Thanks for getting back to me, and don't worry about the delay. Does this mean that from your end our plan is OK?

Chris

From: Ashley de Moscoso, Acting Associate Registrar
Sent: Monday, October 14, 2024 3:07 PM
To: Science - Associate Dean Academic
Subject: RE: Proposed change to graduation requirements from the Faculty of Science

Hi Chris,
I am working through some email cleanup, and came across this question from you that it appears I never answered. My sincerest apologies!

The CAPP requirements we flagged as necessary aren't difficult – they just require adequate lead time and resourcing to complete. I do apologize if I gave the impression this could be challenging to do. We tend to flag any critical systems updates or changes that would be required in order to operationalize an approved proposal but our intention is only to make you aware of the work required. If a particular proposal would not be possible to implement due to systems limitations, or if significant additional time or resources would be required in order to operationalize a particular proposal, we would certainly let you know and work with you to identify alternatives or to flesh out a realistic implementation timeline in more detail.

Thanks for checking, and please don't hesitate to let me know if you have any other questions!
-Ashley



Ashley de Moscoso, BA, MEd (she/her)
Acting Associate Registrar
Office of the Registrar and Enrolment Management
Division of Student Affairs | University of Victoria

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From: Science - Associate Dean Academic <scieada@uvic.ca>

Sent: August 27, 2024 3:40 PM

To: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Cc: Wendy Taylor, Acting Registrar <registrar@uvic.ca>

Subject: RE: Proposed change to graduation requirements from the Faculty of Science

Hi Ashley,

I'm picking up this thread from Adam, having just talked to him about the background for the change being proposed here. Thanks very much for your comments. I'll give some responses in the same order as the points you brought up.

- We understand that it wasn't Advising's intention to ask Science to make any changes. Nevertheless, there's an opportunity here for us to make improvements. The changes we're discussing could benefit students and the advising staff by simplifying the planning process students have to go through to graduate from the Faculty of Science in these combined programs.
- My understanding is that the list of courses that could count as "science" for this purpose would be long and likely to be frequently changing. In addition, it could be difficult to come up with a list that would be satisfactory to everyone involved, while the current proposal has already been approved by our Faculty Council.
- Our intention is to remove the 33 units requirement for all programs that are combined with any other Faculty. At present, we only have combined programs with SOSC and ECS, but if we later introduce joint programs with another Faculty we would also like for the 33 unit of Science requirement to not apply there. As mentioned in the proposal, since any such new programs will have to go through all of the usual approvals, there will be ample oversight to make sure that sufficient science content is included.
- I understand that CAPP requirements will need to be updated to reflect the change. Is this a difficult update to do?

I hope that this answers the comments you've brought up. However, as you know, I'm still new to the role, so if there's something I've overlooked, please feel free to let me know.

Thanks,

Chris

Chris Eagle he/him/his
Associate Dean Academic
Faculty of Science
University of Victoria

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From: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Sent: Wednesday, July 10, 2024 11:30 AM

To: Science - Associate Dean Academic <scieada@uvic.ca>

Cc: Wendy Taylor, Acting Registrar <registrar@uvic.ca>

Subject: RE: Proposed change to graduation requirements from the Faculty of Science

Hi Adam,

Thank you very much for your patience while we reviewed your proposal and compiled our feedback. I've now received feedback from Academic Advising, Curriculum and Calendar, Registrar Information Systems, Student Support Services, and Undergraduate Records, and have provided a summary below. If you have any questions or would like me to seek clarification on any of this feedback, please don't hesitate to let me know!

- The proposal focuses heavily on anecdotal evidence regarding students' preferences with respect to their graduating Faculty. Some students who have applied to graduate from the Faculty of Science must, or chose to, graduate from the Faculty Social Sciences due to not meeting the current requirement to complete 33 units of science coursework. It is my understanding, through conversations with our Academic Advising team, that this anecdotal information was shared by the Academic Advising Consultant when they highlighted that the program requirements of the Impacts, Adaptations and Mitigations (IAM) stream of the new BSc Climate Science (a combined program through the Faculties of Science and Social Sciences) falls short of meeting the 33-unit science requirement. It was noted that other long-standing combined BSc Science and Social Science programs can also fall short of the 33 units of science coursework.

We would like to clarify that the intention of the Academic Advising Consultant who raised this matter for discussion was simply to note that the 33-unit requirement is not built into the program structure of these combined programs. It was not their intent to suggest or request that the 33-unit requirement be removed, but rather to highlight that some students in BSc combined programs (in the faculties of Science and Social Sciences) will need to be aware that they will need to take additional courses as electives in order to meet this requirement, especially those students completing the IAM stream of the BSc Climate Science.

We'd also like to note that our Academic Advising team includes in their standard advising practice for students in these programs a communication highlighting that they will need to meet the 33-unit requirement if they wish to graduate from the Faculty of Science. This proactive communication approach by Academic Advising reminds students to select courses that enable them to successfully graduate through the Faculty of Science, should they choose to do so. In addition to being aware of the impact this requirement can have on a graduating student's faculty, it is important to acknowledge that in this way we are enabling students opting to graduate through the Faculty of Science to meet this faculty requirement through our reminders.

- The proposal notes that "the current definition of a science course is arbitrary and excludes many courses that are manifestly scientific in their content," and that providing a list of eligible courses would be unwieldy as a calendar entry. However, there are several examples of such lists in the calendar already that they have proven quite effective for students and straightforward to manage for the academic units (examples include [Film Studies](#) and [Linguistics](#)). The inclusion of topics courses, if desired, could be addressed by a note in the course list indicating that permission for other courses may be granted. Updating the definition of a science course and/or adding a list of eligible courses would provide expanded options to students in combined programs without the need to remove the 33-unit requirement. Curriculum and Calendar would be happy to assist with determining the best formatting option for Science's needs should the faculty wish to consider this approach.
- It was noted that the removal of the requirement to complete 33.0 units of Science coursework may be helpful to departments partnering in combined programs with the Faculty of Science by enabling more balanced coursework across disciplines and providing students with more flexibility with course selection (See: [Combined Biology & Psychology](#) or [Climate Science](#) programs). Should this change be approved, however, we strongly recommend that the calendar language be made clearer with respect to the fact that this requirement is not applicable to students completing a combined SQSC and SCI major or honours program only. I've added a comment to the proposed calendar entry with some sample clarifying language for consideration.

There is some concern that the removal of this requirement from the combined programs only could lead to requests from students in non-combined programs to waive this requirement. The faculty may wish to consider adding language to explicitly address that this requirement will not be waived for students in non-combined programs.

- Finally, please note that CAPP requirements will need to be updated should this requirement be removed.

Best,
Ashley



Ashley de Moscoso, BA, MEd (she/her)
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Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
250-721-7013 | provasst@uvic.ca
uvic.ca/vpacademic

DATE: February 14, 2025
TO: Members of Senate
FROM: Elizabeth Croft, Vice-President Academic and Provost
CC: Tony Eder, Associate Vice-President, Academic Resource Planning
RE: **Enrolment projections for 2025/26**

Background

Under the [BC University Act](#), the Board of Governors determines UVic's student enrolments targets upon recommendation from Senate.


The university's operating grant from the province is based on a specified enrolment expectation of undergraduate domestic students and graduate students. The enrolment projections and the funded levels set by government are defined in terms of annualized full-time equivalent ([FTE](#)) students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to equivalent enrolments taught ([EETs](#)), which are calculated by dividing the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Any domestic or graduate students we enrol over the level set by government provides only tuition revenue to UVic, which is insufficient to cover the full cost of their education. International undergraduate students are not covered by the grant, and the full cost of their education is paid through tuition fees. Together, the provincial grant and tuition account for approximately 90% of UVic's operating budget.

UVic frequently works with the BC Government on targeted expansions of specific academic programs, aligned with government priorities and student interest. These expansions increase our enrolment targets and provincial operating grant and are included in the summary below.

Summary

This memo recommends a level of FTE enrolment for UVic for the coming year (2025/26). The levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other external factors. UVic's **overall enrolment recommendation for 2025/26 is 19,879 FTE**.



The memo presents the Ministry of Post-Secondary Education and Future Skills (PSFS) target for UVic for 2025/26, provincially-funded expansions, and recommended enrolment by undergraduate/graduate and domestic/international categories. For context, the memo also outlines enrolment trends and reports against UVic's 2024/25 targets.

UVic is positioning itself to help the province address critical environmental and societal issues facing our society, including through our teaching and research priorities. We will continue to advocate for additional funded spaces for domestic and graduate students to meet student demand and respond to government priorities. Future investments from the province will likely continue to be highly targeted and support government priorities, although their impacts are felt broadly at the university, including because they help to fund supports and services for all students.

Enrolment trends

Our domestic enrolment recovered following a decline in 2022/23 and is at its highest level to date. This is a result of strategic investments in entrance scholarships, earlier admission offers, and significant efforts within the faculties and in the Division of Student Affairs to encourage student applicants to register and to make high-demand courses more available. Graduate enrolment is also tracking well, ahead of previous years, thanks in part to our research reputation and the quality of our faculty and graduate programs. Domestic applications remain strong for 2025/26, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population.

Population growth in BC over the past two decades has largely been driven by immigration and by inter-provincial migration. According to BC Stats, the population of BC is expected to grow by almost 800,000 people over the coming decade, but the projected population of 18-24-year-olds is expected to decline by almost 50,000 individuals over that same period. While population growth informs the demand for post-secondary education, the personal economic benefits of attending university are well known to prospective students and their families, and we expect domestic interest to remain strong. The major research universities in BC, including UVic, are already above target with respect to funded domestic enrolments.

In contrast to the positive domestic outlook, the international outlook for post-secondary in Canada is continues to be constrained, and post-secondary institutions across the province and country have experienced—and continue to experience—a decline in international student registrants.

Immigration, Refugees and Citizenship Canada has limited immigration to Canada, with additional constraints on study permit applications and requirements. We are into the second year of the requirement for prospective international students to obtain a Provincial Attestation Letter (PAL) before applying for a Canadian study permit. The allocation of PALs is highly regulated and constrained and, as of this year, encompasses all graduate students as well as undergraduate students, including those already onshore and who wish to transition from K-12 to post-secondary or transfer from one post-secondary institution to another. These new entry requirements are in addition to financial requirements, limits to hours worked in a week, and limits to online studying imposed earlier. We believe these changes continue to create uncertainties for students and affect application numbers.

There is also increased competition globally for students. Many of our principal source countries, including China and India, continue to increase onshore domestic opportunities for students. The

United Kingdom and Australia remain top destinations for Chinese students, but Asian countries such as Japan, Hong Kong and Singapore are becoming increasingly popular.

In this increasingly competitive post-secondary market, we continue to reinforce the UVic value proposition to prospective students, which is research-inspired teaching and learning, high-quality and relevant programs, one of the most successful co-operative education programs in Canada, and a pledge to hold ourselves accountable to *ʔetal nəwəl* | ÁTOL,NEUEL—all within a West Coast environment that offers land- and water-based learning opportunities.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest in Canada and Canadian post-secondary education. For example, UVic, like most Canadian institutions, is experiencing a significant drop in applications from India—one of our longstanding top three recruitment countries.

These factors, and potentially more, are contributing to international enrolment shortfalls across the sector and are informing our international enrolment targets.

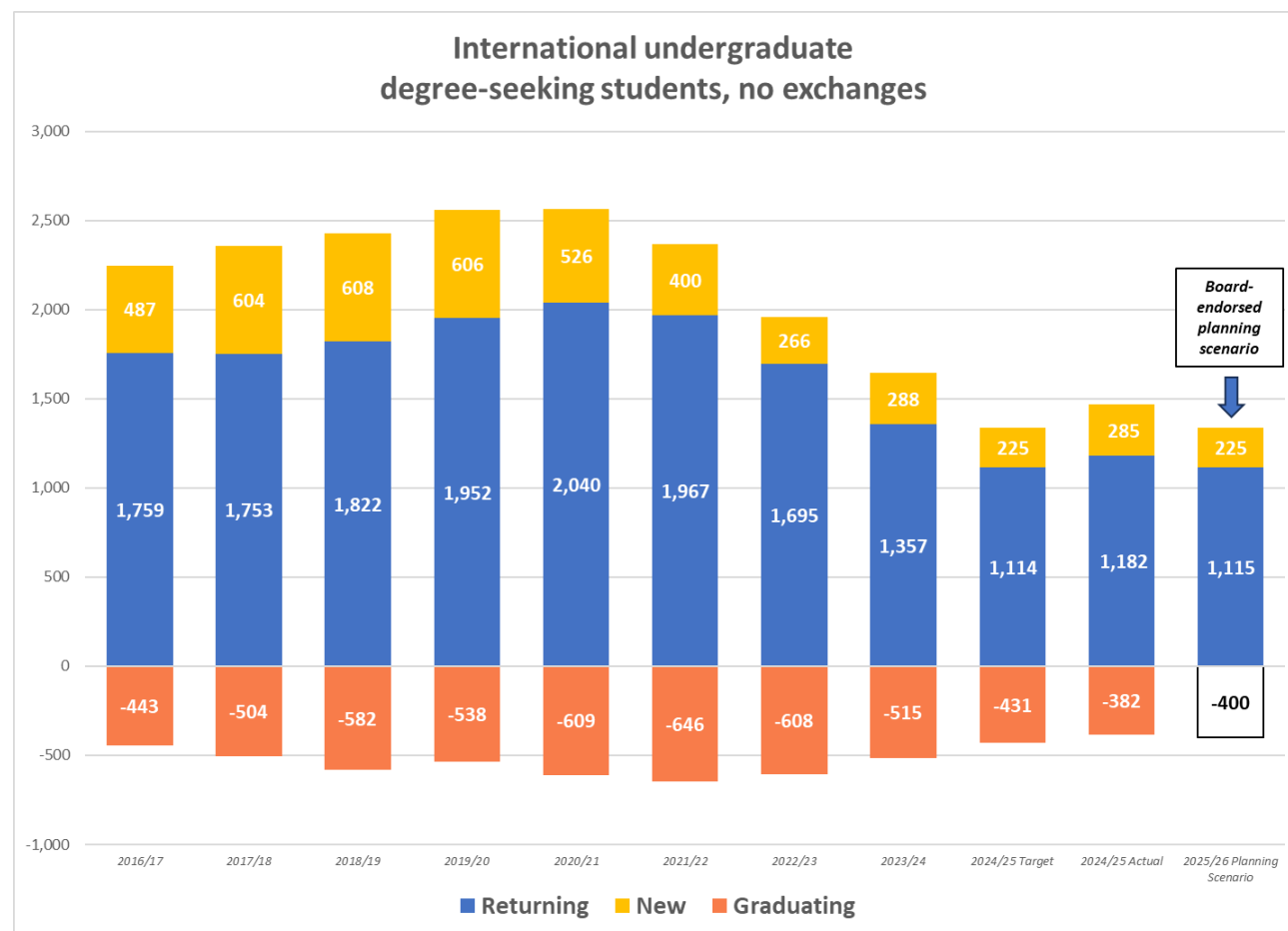


Figure 1: UVic's international undergraduate enrolment over time and planned level for 2025/26.

Recruitment efforts at UVic include scholarships for domestic and international students, diversifying both in terms of countries and the programs we are marketing, strengthening our international network of recruiters and agents, and targeted marketing campaigns. We have also clarified and sped up our admission processes, with offer letters going out four weeks earlier than in previous years. We continue to look for new pathway opportunities, including through the

Division of Continuing Studies and the BC Transfer System. New degree programs, micro-credentials and professional graduate degrees are also helping to set us apart and attract learners.

Report on 2024/25 targets

Our fall interim enrolment report to PSFS shows that we will exceed our 2024/25 funded enrolment accountabilities for domestic undergraduate students (which do not include international students) and that we will exceed our graduate student target.

On a domestic undergraduate basis, UVic is at 105.9% of our PSFS target (15,211 FTE on a target of 14,363) and on a graduate basis, UVic is at 134.8.3% of PSFS target (3,206 FTE on a target of 2,378). For budget planning purposes, UVic set undergraduate and graduate enrolment targets higher than PSFS targets at 15,111 FTE and 2,997 FTE respectively. Including international undergraduate FTE, UVic's total enrolment is 102.1% of target or 19,863 FTE on a target of 19,447 FTE.

Annually, the Office of the Vice-President Academic and Provost works with Deans to ensure adequate resourcing for enrolment fluctuations, and internal, faculty-specific targets are reviewed and adjusted to align with student demand and approved plans.

Annualized FTE target comparison

	2024/25 projection	2024/25 target	FTE difference	% difference
Domestic undergraduates	15,211	15,111	100	0.7%
International undergraduates	1,446	1,339	107	8.0%
Total undergraduates	16,657	16,450	207	1.3%
Total graduates	3,206	2,997	209	7.0%
Total students	19,863	19,447	416	2.1%

Table 1: UVic's overall annualized enrolment for 2024/25 is projected to exceed our target by 2.1%.

Annualized student FTEs over time

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	7-yr % chg
Undergrad domestic	14,064	14,129	14,239	14,083	14,299	14,818	15,211	8.2%
Undergrad international	2,333	2,577	2,492	2,275	1,907	1,587	1,446	-38.0%
Total undergraduates	16,397	16,706	16,731	16,358	16,171	16,405	16,657	1.6%
Total graduates	2,732	2,688	2,630	2,791	2,853	2,974	3,206	17.3%
Total students	19,129	19,364	19,361	19,149	19,059	19,379	19,863	3.8%

Table 2: UVic's overall annualized student FTEs have been stable, with a growth of 3.8% in seven years. As we are currently in 2024/25, this number is a projection and includes a best estimate of spring term 2025.

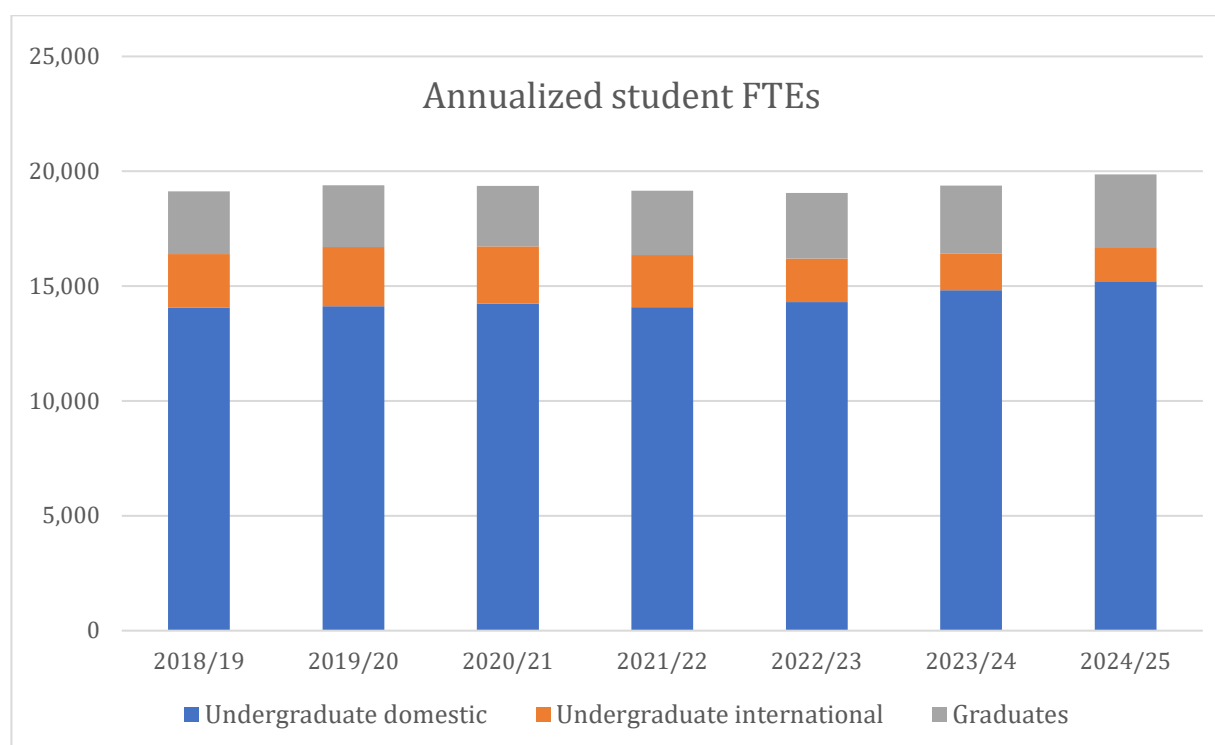


Figure 2: UVic's overall annualized student FTEs have been stable, with a growth of 3.8% in seven years. As we are currently in 2024/25, this number is a projection and includes a best estimate of spring term 2025.

Recommended enrolment levels for 2025/26

For 2024/25, UVic was funded by PSFS to enrol **16,741 FTE** students, which included the second year of the recent expansion of student spaces in technology-related programs and expansions in the Nurse Practitioner and Health Information Sciences programs. For 2025/26, **an additional 175 FTE** including 145 FTE for technology-related programs, 15 FTE for graduate health information sciences and 15 FTE for graduate nurse practitioners are anticipated, bringing **PSFS's total funded enrolment target for UVic to 16,946 FTE**.

2025/26 PSFS-funded expansions	FTE
Bachelor Software Engineering	60
Bachelor Computer Science	75
Bachelor Health Information Science	10
Master Health Information Science	15
Nurse Practitioner	15
Total funded expansion	175

Table 3: The province provided UVic with funding for an additional 175 FTE in 2025/26 for specific academic programs aligned with government priorities and student demand.

Because international enrolments are not included in the PSFS target, UVic's total recommended enrolment level will be higher than what is funded for by the province. Total enrolment includes international undergraduate students, domestic undergraduate students, and graduate students.

Thanks to significant recruitment initiatives outlined earlier, as well as immigration and onboarding efforts, UVic was able to achieve the planned level of 1,339 international undergraduate FTE in 2024/25 and had an actual enrolment of 1,446 FTE. Senators will recall that

the recommended target, which was approved by the Board of Governors, reflected prudent planning and the continuing challenges with international enrolment across the Canadian post-secondary sector, which are expected to persist into 2025/26. Continuing with this planning and outlook, the recommended international undergraduate target for 2025/26 is 1,340 FTE.

Given the projected intake of international undergraduates and the strong demand from domestic undergraduate students, the Board of Governors endorsed a planned domestic undergraduate enrolment level 1,004 FTE higher than our target with PSFS. Similarly, at the graduate level, UVic enrolls an additional 589 FTE beyond our PSFS target, and that enrolment level is expected to persist.

The table below shows expected enrolment levels for both PSFS-funded enrolment accountabilities and UVic's internal enrolment expectations for 2025/26. **The recommended enrolment level of 19,879 FTE be approved**, which includes additional FTE for provincially funded expansions: 145 FTE for technology-related programs, 15 FTE for graduate health information sciences and 15 FTE for graduate nurse practitioners. International undergraduate enrolments and additional graduate as well as domestic undergraduate enrolments are also factored into the recommended enrolment level.

PSFS-funded undergraduate FTE	14,508
PSFS-funded graduate FTE	2,438
Total PSFS-funded FTE for 2025/26	16,946
International enrolments*	1,340
Additional domestic undergrad enrolments*	1,004
Additional graduate enrolments*	589
Recommended enrolment level for 2025/26	19,879

Table 4: Expected and recommended enrolments for UVic. *Recommended in consultation with the Board of Governors.

Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending on levels of student interest and demand but, as in past years, will be well above the Senate-approved standards of 67% for high school graduates and 60% for college transfers.

This recommended enrolment level informs our financial outlook and annual Planning and Budget Framework, which is approved by the Board of Governors in March. Provided these enrolment levels are met, we anticipate a balanced budget for 2025/26.

Motion

*THAT Senate approve and recommend to the Board of Governors that it also approve a recommended enrolment level of **19,879 FTE** for the 2025/26 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*



**University
of Victoria**

Office of the Vice-President
Academic and Provost

MEMO

Date: February 24, 2025

To: Senate

From: Elizabeth Croft, Vice-President Academic and Provost

CC: Helga Hallgrímsdóttir, Deputy Provost
Carrie Andersen, University Secretary

Re: Faculty of Health interim governance structure

Background

In March 2024, Senate and the Board of Governors unanimously approved a [proposal to establish the Faculty of Health](#), effective May 1, 2024 and operational as of May 1, 2025. Included in this proposal were several sections of the Senate-approved motion that addressed the steps required to establish a governance structure for the new Faculty.

With respect to unit-level governance, the motion stated that:

- *All duly established committees in the School of Exercise Science, Physical and Health Education; School of Health Information Science; School of Medical Sciences; School of Nursing; School of Public Health and Social Policy; and School of Social Work continue as properly established in the academic unit and the Faculty of Health as appropriate, until such time as the Faculty of Health establishes faculty and unit governance structures.*
- *That all proceedings initiated in the School of Exercise Science, Physical and Health Education; School of Health Information Science; School of Medical Sciences; School of Nursing; School of Public Health and Social Policy; and School of Social Work be continued in the academic unit and the Faculty of Health as appropriate.*

With the establishment of a new Faculty, it was acknowledged that an interim Faculty governance structure would be necessary, and the motion required:

- *The creation of interim faculty governance structure for the Faculty of Health effective May 1, 2025 (to be presented to Senate for approval before May 1, 2025).*

According to the University Act section 37(1)(k), Senate has the authority to “determine the members of the teaching and administrative staffs who are to be members of each faculty.” This has become known as membership in each Faculty’s governing body (Faculty Council).

In established Faculties, changes to Faculty Council membership are made on recommendation of the Council. Subject to the approval of Senate, section 40 of the University Act gives a Faculty the authority to:

- a) make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- b) provide for student representation in the meetings and proceedings of the faculty;
- c) make rules for the government, direction and management of the faculty and its affairs and business.

Summary

In the case of the new Faculty of Health, an interim governance structure must be established so that a Faculty Council can begin meeting and make decisions about its governance and decisions requiring the Faculty's immediate attention (e.g., curriculum submissions, program proposals).

As mandated by the University Act, Faculties develop rules governing their proceedings, including the determining of the quorum necessary for the transaction of business, subject to Senate approval. Importantly, the proposed interim governance structure was designed to be minimal, allowing the Faculty of Health to hold their first meeting without impeding the Faculty's authority to create their own governance framework.

While many Faculties at the university have more detailed governance documents, some Faculties still operate on a governance model that simply defines voting and non-voting membership in Faculty Council.

Following consultations with the Faculty of Health Operations Working Group, Faculty of Health Leadership Table, University Secretary's Office and Office of the Vice-President Indigenous, we recommend one meeting take place under the interim structure outlined in this memo, and that the Faculty must revise the structure as the first item of business at their second meeting.

Pursuant to section 37(1)(k), and following consultation with the University Secretary, the following membership in the Faculty is proposed for approval by Senate.

Proposed membership

Voting members:

- Dean (1), who is also the chair.
- All regular faculty members.
- One (1) undergraduate student enrolled in a program in the Faculty and elected by undergraduate students enrolled in programs in the Faculty.
- One (1) graduate student enrolled in a program in the Faculty and elected by graduate students enrolled in programs in the Faculty.
- One (1) continuing sessional employed in the Faculty elected by continuing sessionals employed in the Faculty.
- One (1) PEA/CUPE 951 staff member employed in the Faculty elected by PEA/CUPE 951 staff members employed in the Faculty.

Quorum:

- 20 regular faculty members

Recommended Motion:

THAT Senate approve the proposed membership in the Faculty of Health, to be used 1) to govern the first meeting of the Faculty and 2) to vote on an updated Faculty governance structure as the first order of business at the second meeting of the Faculty.



**University
of Victoria**

Office of the Vice-President
Academic and Provost

MEMO

Date: February 24, 2025

To: Senate

From: Elizabeth Croft, Vice-President Academic and Provost

CC: Helga Hallgrímsdóttir, Deputy Provost
Carrie Andersen, University Secretary
Michael Prince, Acting Dean, Human and Social Development

Re: **Faculty of Health interim Associate Dean policy**

Background

The [Faculty of Health proposal](#)—approved unanimously by Senate and the Board of Governors in March 2024—included an omnibus motion which stated “the Procedures for the Appointment of the Associate Dean of Human and Social Development (GV0640) be rescinded effective May 1, 2025.”

Although dis-establishing these procedures was included in the omnibus motion, developing appointment procedures for the Faculty of Health’s Associate Dean positions was deemed to be outside of the scope of the ad-hoc Senate Committee on Academic Health Programming. Instead, this work was identified for the Vice-President Academic and Provost to lead in the interim before the Faculty of Health becomes operational on May 1, 2025.

Summary

Appointment procedures must be developed and approved by Senate and the Board of Governors for the Faculty of Health to have Associate Deans on May 1, 2025.

Following consultations with the Acting Dean of Human and Social Development, University Secretary’s Office, Faculty of Health Operations Working Group, and Faculty of Health Leadership Table, interim appointment procedures for the Faculty of Health have been prepared using the Procedures for the Appointment of the Associate Dean of Human and Social Development as a framework.

The proposed policy would be used for up to 11 months. Once onboarded, the inaugural Dean of Health will need to develop new appointment procedures and bring a revised policy to Senate and the Board of Governors for approval by early 2026. This timeline allows the Faculty of Health to do this work after beginning to develop their mandate.

Next steps

The Board of Governors, following the approval of Senate, establishes appointment procedures for Associate Deans. Assuming a positive vote at the March 7 Senate, the motion will proceed to the Board of Governors for their March 2025 meeting.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, revisions to policy GV0640, *Procedures for the Appointment of the Associate Dean Human and Social Development* with a mandated review date of March 2026, and that the title of the policy be updated to *Interim Procedures for the Appointment of the Associate Dean of Health*.

Attached:

- Revised Procedures for the Appointment of the Associate Dean of Health (GV0640)
- Procedures for the Appointment of the Associate Dean of Health (GV0640) with track changes



University

**INTERIM PROCEDURES FOR THE
APPOINTMENT OF THE ASSOCIATE
DEAN OF HEALTH**

Policy No.: GV0640
Classification: Governance
Approving Authority: Board of Governors
Effective Date: May/25
Supersedes: June/07
Last Editorial Change:
Mandated Review: March 31, 2026

1. COMPOSITION OF THE SELECTION COMMITTEE

In the appointment of an Associate Dean of Health, the Dean of Health shall establish a Search Committee consisting of:

- one faculty member elected from each of the Schools in the Faculty (i.e., Exercise Science, Physical and Health Education, Health Information Science, Medical Sciences, Nursing, Public Health and Social Policy and Social Work)
- Chair of Department of Psychology (or designate)
- one faculty member elected from the Health level faculty
- a member of the Administrative Professional staff, elected from the staff
- a member of the Office/Technical staff, elected from the staff
- one graduate student in the Faculty
- one undergraduate student in the Faculty
- the Dean of the Faculty of Health as Chair

In the event that an alternate faculty member is needed, then the alternate shall be appointed by the remaining faculty members on the Committee.

2. PROCEDURES FOR THE SEARCH COMMITTEE

- 2.1. The quorum shall be at least two-thirds of Committee membership.
- 2.2. During the selection process, the Committee will develop criteria for the position after acquainting itself with the requirements of the position, human rights requirements, University equity and harassment policies, the Faculty's equity plans, include equity issues in its consideration of criteria for the position, and take steps to widen the pool of qualified applicants to include the four designated groups.
- 2.3. In the case of an incumbent seeking a second term, a review for reappointment shall be conducted before proceeding to an open search, internal or external. A positive review will culminate in the normal ratification ballot (see III, Reappointment Procedures of the Committee).
- 2.4. Appointments as Acting Associate Dean for twelve months or less may be made by the Dean and the Vice-President Academic and Provost after appropriate consultation within the Faculty, and such appointments are subject to the normal

ratification ballot. Appointments for greater than twelve months will follow the usual search process.

- 2.5. The Committee will invite members of the Faculty to suggest possible candidates.
- 2.6. Postings for the position shall include an employment equity statement encouraging applications from the four designated groups: women, aboriginal peoples, persons with disabilities and members of visible minorities.
- 2.7. The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that person has agreed to be considered as a candidate by the Committee.
- 2.8. Candidates will submit relevant information about themselves, the Committee will gather relevant information about the applicants, will short-list candidates and interview stronger candidates.
- 2.9. Short-listed candidates will meet publicly with interested faculty, staff and students on at least one occasion. Typically, the candidate will give a short presentation followed by a question period.
- 2.10. Deliberations of the Committee shall be confidential. It is the Chair's responsibility to discuss guidelines for confidentiality within the Committee. A person who has breached confidentiality may be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.
- 2.11. Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.
- 2.12. Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.
- 2.13. The Committee shall keep in camera minutes of its decisions and actions. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded.
- 2.14. The Committee shall review all evidence and reach a decision on a recommendation to the Vice-President Academic and Provost through a simple majority vote.
- 2.15. Faculty in Health must vote by secret ballot, to be administered by the Dean's Office, to ratify the appointment. The candidate recommended to the Vice-President Academic and Provost by the Committee must be acceptable to 60% of faculty members voting.

- 2.16 The Vice-President Academic and Provost shall decide whether to appoint the recommended candidate as Associate Dean.

3. REAPPOINTMENT PROCEDURES OF THE COMMITTEE

- 3.1. If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment:

The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include: an updated curriculum vitae; the criteria established as part of the search process; the criteria and objectives established for the Associate Dean at the time of first appointment; the evaluation carried out by the Dean; and the results of consultation with the Schools. In addition, the incumbent shall be invited by the Committee to provide a self-assessment which should include a statement of past and projected leadership in the context of the criteria established for continuation in the position.

- 3.2. Under normal circumstances, a review should take no longer than six weeks. During the period of assessment, the Committee must ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.
- 3.3. The incumbent must be advised of: measures to be used under section III.1 for assessment; the individuals and Schools the Committee plans to consult; and the schedule for each stage of the process.
- 3.4. The Committee shall review all evidence and reach a decision on a recommendation to the Vice-President Academic and Provost on reappointment by a simple majority vote.
- 3.5. The recommendation for reappointment shall be in the form of a report including recommendations for action and a rationale for the Committee's recommendation. If the Vice-President Academic and Provost decides to offer the reappointment to the candidate and the candidate accepts, the ratification ballot results shall be published.
- 3.6. When the Vice-President Academic and Provost has approved the appointment, and the incumbent has accepted, there shall be a meeting between the Dean and the reappointed Associate Dean to discuss any issues arising from the reappointment process as they relate to the mandate for the next term.

4. TERMS AND CONDITIONS OF APPOINTMENT

- 4.1. The term of the appointment will be for either three or five years.
 - 4.2. Three units of release from teaching will be provided for the position each year.
 - 4.3. The usual stipend for Associate Deans applies to this position.
-



University

**INTERIM PROCEDURES FOR THE
APPOINTMENT OF THE ASSOCIATE
DEAN OF ~~HEALTH~~HUMAN AND SOCIAL
DEVELOPMENT**

Policy No.: GV0640
Classification: Governance
Approving Authority: Board of Governors
Effective Date: ~~May/25~~June/07
Supersedes: ~~June/07~~September/96
Last Editorial Change:
Mandated Review: March 31, 2026

1. COMPOSITION OF THE SELECTION COMMITTEE

In the appointment of an Associate Dean of ~~Health~~Human and Social Development, the Dean of ~~Health~~Human and Social Development shall establish a Search Committee consisting of:

- ~~one~~ one faculty member elected from each of the Schools in the Faculty (i.e., ~~Exercise Science, Physical and Health Education, Child and Youth Care,~~ Health Information Science, ~~Medical Sciences,~~ Nursing, ~~Public Health and Social Policy~~ ~~Public Administration,~~ and Social Work)
- ~~Chair of Department of Psychology (or designate)~~
- one faculty member elected from the ~~Health~~HSD level faculty
- a member of the Administrative Professional staff, elected from the staff
- a member of the Office/Technical staff, elected from the staff
- one graduate student in the Faculty
- one undergraduate student in the Faculty
- the Dean of the Faculty of ~~Health~~Human and Social Development as Chair

In the event that an alternate faculty member is needed, then the alternate shall be appointed by the remaining faculty members on the Committee.

2. PROCEDURES FOR THE SEARCH COMMITTEE

- 2.1. The quorum shall be at least two-thirds of Committee membership.
- 2.2. During the selection process, the Committee will develop criteria for the position after acquainting itself with the requirements of the position, human rights requirements, — University equity and harassment policies, the Faculty's equity plans, include equity issues in its consideration of criteria for the position, and take steps to widen the pool of qualified applicants to include the four designated groups.
- 2.3. In the case of an incumbent seeking a second term, a review for reappointment shall be conducted before proceeding to an open search, internal or external. A positive review will culminate in the normal ratification ballot (see III, Reappointment Procedures of the Committee).

- 2.4. Appointments as Acting Associate Dean for twelve months or less may be made by the Dean and the Vice-President Academic and Provost after appropriate consultation within the Faculty, and such appointments are subject to the normal ratification ballot. Appointments for greater than twelve months will follow the usual search process.
- 2.5. The Committee will invite members of the Faculty to suggest possible candidates.
- 2.6. Postings for the position shall include an employment equity statement encouraging applications from the four designated groups: women, aboriginal peoples, persons with disabilities and members of visible minorities.
- 2.7. The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that person has agreed to be considered as a candidate by the Committee.
- 2.8. Candidates will submit relevant information about themselves, the Committee will gather relevant information about the applicants, will short-list candidates and interview stronger candidates.
- 2.9. Short-listed candidates will meet publicly with interested faculty, staff and students on at least one occasion. Typically, the candidate will give a short presentation followed by a question period.
- 2.10. Deliberations of the Committee shall be confidential. It is the Chair's responsibility to discuss guidelines for confidentiality within the Committee. A person who has breached confidentiality may be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.
- 2.11. Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.
- 2.12. Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.
- 2.13. The Committee shall keep in camera minutes of its decisions and actions. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded.
- 2.14. The Committee shall review all evidence and reach a decision on a recommendation to the Vice-President Academic and Provost through a simple majority vote.

- 2.15. Faculty in ~~Human and Social Development~~Health must vote by secret ballot, to be administered by the Dean's Office, to ratify the appointment. The candidate recommended to the Vice-President Academic and Provost by the Committee must be acceptable to 60% of faculty members voting.
- 2.16 The Vice-President Academic and Provost shall decide whether to appoint the recommended candidate as Associate Dean.

3. REAPPOINTMENT PROCEDURES OF THE COMMITTEE

- 3.1. If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment:

The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include: an updated curriculum vitae; the criteria established as part of the search process; the criteria and objectives established for the Associate Dean at the time of first appointment; the evaluation carried out by the Dean; and the results of consultation with the Schools. In addition, the incumbent shall be invited by the Committee to provide a self-assessment which should include a statement of past and projected leadership in the context of the criteria established for continuation in the position.
- 3.2. Under normal circumstances, a review should take no longer than six weeks. During the period of assessment, the Committee must ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.
- 3.3. The incumbent must be advised of: measures to be used under section III.1 for assessment; the individuals and Schools the Committee plans to consult; and the schedule for each stage of the process.
- 3.4. The Committee shall review all evidence and reach a decision on a recommendation to the Vice-President Academic and Provost on reappointment by a simple majority vote.
- 3.5. The recommendation for reappointment shall be in the form of a report including recommendations for action and a rationale for the Committee's recommendation. If the Vice-President Academic and Provost decides to offer the reappointment to the candidate and the candidate accepts, the ratification ballot results shall be published.
- 3.6. When the Vice-President Academic and Provost has approved the appointment, and the incumbent has accepted, there shall be a meeting between the Dean and the reappointed Associate Dean to discuss any issues arising from the reappointment process as they relate to the mandate for the next term.

4. TERMS AND CONDITIONS OF APPOINTMENT

4.1. The term of the appointment will be for either three or five years.

4.2. Three units of release from teaching will be provided for the position [each year](#).

4.3. The usual stipend for Associate Deans applies to this position.



MEMO

Office of the University Secretary

Michael Williams Building A138
Victoria British Columbia Canada
250-721-8102 |
usec2@uvic.ca | uvic.ca/universitysecretary/

Date: February 19, 2025
To: Senate
From: Carrie Andersen, University Secretary
CC: Wendy Taylor, Registrar
Re: **University Parchment**

Request Received

The University Secretary's Office and Registrar's Office have received a request from a graduating student to alter their degree parchment. While the university has principles and procedures to support students who wish to request changes to personal information on the parchment, the request received is to alter the standard university information on the parchment template.

The university does not have principles or a process to consider requests to change standard university information on the parchment. Senate discussions regarding the parchment have instead emphasized the requirement for consistency in the parchment over time. A summary of the most recent approval of the university parchment and the discussion surrounding the requirement for consistency and stability of the parchment is included in this memo.

2022 Senate Discussion

At the March 2022 Senate meeting, after a decade of maintenance of the previous design, Senate approved a renewal of the university parchment (Appendix 1). This renewal consisted of the following:

- revision to the degree achieved to include the first level of differentiation of a student's program,
- modernized wording and text placement,
- replaced the watermark for the embossed university seal,
- increased paper quality,
- embedded microprinting security, and
- addition of the territorial acknowledgement where the university resides.

The discussion at the 2022 Senate meeting emphasized that in the evolving landscape of higher education, certain elements retain their fundamental importance, one of which is the university parchment. The parchment awarded upon completion of an academic program is more than a ceremonial artifact; it signifies the culmination of academic labour, intellectual development, and personal achievement. However, beyond its personal significance, the stability and consistency of the university parchment are crucial to preserving the credibility, integrity, and global recognition of academic qualifications.

Senate recognized that modification of the content, format, or criteria governing the issuance of the parchment beyond personal attributes related to a student's name, would undermine the consistency and value of academic qualifications. Such alterations could lead to confusion and diminish the overall credibility of academic credentials.

In addition, a stable university parchment is essential to ensure that graduates are able to present their credentials to employers, immigration authorities, and academic institutions worldwide and ensures the ability for student to have their academic qualifications recognized across borders. Modifications to the format or content of the parchment could introduce complexities for graduates seeking to prove the validity of their qualifications in other countries. By maintaining a consistent and internationally accepted format, universities help facilitate the global mobility of graduates, enabling them to pursue employment opportunities or further academic pursuits abroad without facing undue challenges.

Adding to the issue of stability, the university parchment, as official academic documents, are vulnerable to fraud and counterfeiting. It is imperative that universities employ security features to ensure the authenticity of their diplomas and protect against unauthorized reproduction. A stable university parchment, equipped with security measures, aids in the prevention of fraudulent activities by making it more difficult to forge or alter the document. Maintaining consistency and security in the design of university parchments is vital to safeguarding the integrity of academic qualifications. A stable and secure document serves as an effective deterrent to the circulation of counterfeit credentials, ensuring that the value of a degree is not undermined by fraudulent representations.

Additional Consideration

The stability and consistency of the university parchment also support effective data management and record-keeping practices within academic institutions. The details contained in the parchment, such as the degree program, date of graduation, and student information, serve as critical records for future reference. The unchanging nature of these documents facilitates accurate cataloging and retrieval of information by university officials or other relevant entities. A consistent format ensures that the data contained in the university parchment is easily verifiable and accessible, which is especially important when alumni or employers request confirmation of academic credentials. Furthermore, the

stability of these documents helps maintain the integrity of institutional records and supports the smooth operation of university administration.

Question for Consideration by Senate

- 1. Is Senate willing to consider a request from an individual student to alter standard university information on the parchment?**

If Senate is willing to consider a request from an individual student to alter the parchment, a proposal will be presented to Senate at its next meeting outlining a process to consider such a request.

Included is a sample of the current undergraduate parchment with highlighted sections of what would be considered the standardized information provided in the template for the University of Victoria. This template also includes the university crest and seal (Appendix 2).



Office of the Registrar | Division of Student Affairs
JCC A115 | PO Box 3025 STN CSC Victoria BC V8W 3P2
T 250-721-8135 | registrar@uvic.ca | uvic.ca/studentaffairs

MEMO

DATE: February 16, 2022

TO: Senate

FROM: Carrie Andersen, University Secretary

CC: Nicole Greengoe, Registrar

RE: **Renewed UVic Parchment**

In collaboration with the Office of the University Secretary, the Office of the Registrar has initiated the Parchment Renewal Project to adapt the University of Victoria's parchment into a tangible artifact that is worthy of its outstanding graduates of today and in the future.

Recommended Motion:

That Senate approve the UVic parchment template as outlined in Appendix A with illustrated examples for Undergraduate, Graduate, Partnership, and Honorary Degree parchments effective Fall 2022.

Appendix A illustrates the proposed parchment as defined by each parchment type:

- Undergraduate parchment
- Graduate
- Partnership
- Honorary Degree

In addition, Appendix B provides an example of a proposed parchment in a UVic Bookstore Frame. An example of the current UVic parchment may be viewed in Appendix C.

What is the purpose of the parchment and why is it important?

A university parchment serves as an important function in conveying to the graduate and to the world the graduate's knowledge accrual, recognizes their life-long connection to the university, and presents a public display of their attained prestige and honour of being a University of Victoria graduate.

Why is UVic undertaking this process now?

UVic's current parchment was last updated in 1995 and no longer meets the expectations of graduates or reflects best practices of similar post-secondary institutions. During the pandemic, in absence of a convocation ceremony, the parchment has taken on additional importance in promoting the ongoing connection the graduate will have as a University of Victoria alumni.

Survey responses and direct feedback over the past few years indicate graduates are consistently underwhelmed with multiple components of the parchment. Recurring themes include "not authentic looking",

“frustrating that my degree is not on my diploma”, “my printer paper is better quality”, and “I spent over \$28,000 and UVic cheats out on the parchment”.

While a high-level review of the parchment began over 10 years ago, focused research occurred this past year including Canada-wide surveys in the post-secondary sector, and the project officially launched in August 2021. Recent work has included validating graduate feedback and current best practices and expectations, analyzing and suggesting possible solutions, a proposed redesigned parchment by UC&M, and incorporating UVic community feedback.

What are the recommended enhancements?

Recommendation	Why is this important?	Additional Detail
Adding <i>First Level of Differentiation</i> (where appropriate) to signify the program the graduate completed.	The current parchment lists only the Degree and Faculty (e.g. Bachelor of Arts)	Typically the <i>First Level of Differentiation</i> would be a ‘major’. There are some programs where additional review with the faculty will be required, such as programs where there is not a major but a specialization that is considered equal, programs where the <i>first level of differentiation</i> would repeat (i.e., Bachelor of Nursing // Nursing) and no <i>first level of differentiation</i> will be displayed, etc.
Modernization of Parchment wording	Aligns with UVic’s Strategic Framework (1.2, 4.5, 6.5)	* See below
Removal of University Seal as a watermark	When framed, the embedded University Seal is not visible.	Watermark was added as a security feature in 1995 and will be replaced by additional and more relevant security features, noted below.
Addition of embossed University Seal on a gold foil	Creates an ‘official’ document.	An embossed gold foil provides the parchment with a visual confirmation of authentication and is considered a security feature.
Indigenous elements to be added	Aligns with UVic’s Strategic Initiatives to Truth and Reconciliation	The Territorial Acknowledgement for the University of Victoria has been added to the parchment. A font is available that accurately displays Indigenous characters for the graduate’s name.
Shift location of the month, year, and location to the text phrase.	Moving from a text block into the text phrase allows for an improved modernized layout	* See below
80lb archival and sustainable paper	Currently < 60lb paper and considered by many graduates as similar to their computer paper.	Research indicates 80lb paper meets the requirement of an increased quality paper and the supplier has indicated it could be sustainable paper.
Microprinting security Feature	False parchments are a billion dollar a year business.	A line under UNIVERSITY OF VICTORIA heading will be finely printed with “University of Victoria” but will view as a solid line.

Parchment Wording:

Both the Office of the Registrar and Office of the University Secretary have researched the origin of the wording for the language currently existing on our parchment. A survey of other Canadian universities have shown that none of the other respondents mentioned “duties” with only Dalhousie University mentioning “responsibilities”. All other institutions shared wording regarding “rights and privileges”. Unfortunately, there is no original record of a University of Victoria Senate discussion to reference on this matter.

Dr. Eric Sager, Emeritus Professor and Adjunct in the Department of History, has explained that while many universities will have content regarding the rights and privileges in their degree certificates, these words will vary according to each institution. A “right” would include the right to have the university confirm that the degree was awarded. “Rights and privileges” could include lifetime membership in the university convocation, the right to attend convocation and membership in the alumni association. Universities in England may denote a right to visit one’s college on specific occasions and even to stay overnight in this college. As for “duties and responsibilities”, Dr. Sager could only surmise that this could include the duty to represent the university in an honest way and to represent fairly the qualifications indicated by the degree.

Recommendations of the proposed wording is outlined below:

Undergraduate: *The Senate of the University of Victoria upon the recommendation of the Faculty of [Faculty Name] admits [Graduate’s Name] to the degree of [Credential] with all the rights, and privileges, ~~and responsibilities~~ of this degree.*

Graduate: *The Senate of the University of Victoria upon the recommendation of the Faculty of Graduate Studies admits [Graduate’s Name] to the degree of [Credential] ~~in recognition of the fulfilment of the requirements for this degree~~ with all the rights, and privileges, ~~and responsibilities~~ of this degree.*

Date and Location: *The Senate of the University of Victoria upon the recommendation of the Faculty of [Faculty Name] admits [Graduate’s Name] to the degree of [Credential] with all the rights and privileges of this degree in [Month] [Year] in Victoria, British Columbia, Canada.*

Consultations:

Consultations have been conducted across the university community and a complete list of areas consulted is available in Appendix D.

Consultations allowed for validation of the key objectives and the opportunity to refine each of the recommended enhancements. Feedback has been overwhelmingly positive in support of recognizing the key objectives to add *first level of differentiation*, Indigenous element, authenticity displayed with embossed gold seal, modern font and wording.

Graduates who have earned “Co-Operative Education” and/or “With Distinction” as part of their credential will continue to have these items displayed on their parchment.

UVic Alumni requesting a replacement parchment will receive the new format that will include their program and *first level of differentiation* and with the signatures (Dean, Registrar, President, Chancellor) at the time of their graduation. The ability for graduates to be issued a renewed parchment with their original credential and signatures has been very well received.

What is the timeline?

Date	Activity
August – November 2021	Complete full review of graduate surveys, best practices, environmental scan across Canada and globally, coordinate with University Communications & Marketing.
November 2021 – February 2022	Consultation & Information Tour
March 4, 2022	Senate
March – September 2022	Parchment Systems development, testing & implementation; confirmation of <i>first level of differentiation</i> for each program.
Fall 2022	First renewed Parchments issued.

Thank you for your assistance as UVic works to showcase a revitalized UVic parchment that will be worthy of our graduates and alumni.

/Attachment

Appendix A: Proposed Parchment Samples

- *Proposed Undergraduate Template*
- *Proposed Graduate Template*
- *Proposed Partnership Template*
- *Proposed Honorary Degree Template*

Appendix B: Photo of Proposed Parchment in a UVic Bookstore frame

Appendix C: Current Parchment Example

Appendix D: Parchment Renewal Project Consultations



UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

FACULTY OF SOCIAL SCIENCES

admits

Graduate's Name

to the degree of

**BACHELOR OF ARTS
ECONOMICS**

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.



A handwritten signature in black ink, appearing to read "Jois Harte".

Dean of the Faculty

A handwritten signature in black ink, appearing to read "W. J. [unclear]".

Registrar

We acknowledge and respect the lə'kʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Marion Buller

Chancellor

A handwritten signature in black ink, appearing to read "K. [unclear]".

President and Vice-Chancellor



UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

FACULTY OF GRADUATE STUDIES

admits

Graduate's Name

to the degree of

**DOCTOR OF PHILOSOPHY
LAW**

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.



Robin Hicks

Dean of the Faculty

[Signature]

Registrar

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Marion Buller

Chancellor

[Signature]

President and Vice-Chancellor



UNIVERSITY OF VICTORIA

in partnership with

AURORA COLLEGE

Yellowknife, Northwest Territories, Canada

The Senate of the University of Victoria upon the recommendation of
THE FACULTY OF HUMAN AND SOCIAL DEVELOPMENT
admits

Graduate's Name

to the degree of

BACHELOR OF SCIENCE IN NURSING WITH DISTINCTION

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.



Registrar

President

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Registrar

President and Vice-Chancellor



UNIVERSITY OF VICTORIA

In recognition of devotion in the service of others and of contribution to the advancement of knowledge the Senate of the University of Victoria this day confers upon

Honourand's Name

to the title and degree of

HONORARY DOCTOR OF LAWS

Month YYYY

Victoria, British Columbia, Canada.




Registrar

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Marion Buller
Chancellor


President and Vice-Chancellor

Appendix B



UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

THE FACULTY OF SOCIAL SCIENCES

admits

Graduate's Name

to the degree of

BACHELOR OF ARTS

with all the rights, privileges, duties and responsibilities of this degree

VICTORIA, BRITISH COLUMBIA, CANADA

OCTOBER 2021



Registrar



Chancellor



President and Vice-Chancellor



Dean of the Faculty

Appendix D: Parchment Renewal Project Consultations

- Executive Council
 - Alumni Relations
 - Associate Vice-President Indigenous
 - Bookstore framing team
 - Convocation Committee
 - Deans
 - Faculty of Law staff
 - Graduate Students' Society
 - Legal Counsel & Chief Privacy Officer
 - Office of Indigenous Academic and Community Engagement (IACE)
 - Ombudsperson
 - Individual Senators (as requested consultation)
 - University of Victoria Students' Society
 - UVic Alumni Association
-



UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

FACULTY OF SOCIAL SCIENCES

admits

Graduate's Name

to the degree of

**BACHELOR OF ARTS
ECONOMICS**

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.



Dean of the Faculty

Registrar

We acknowledge and respect the lə'kʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Marion Buller

Chancellor

President and Vice-Chancellor

To: Kevin Hall, President of UVic and Chair of Senate

From: 19 Members of Senate

Lynne Marks
Mark Laidlaw
Erin Campbell
Victoria Wyatt
Jason Colby
Martha McGinnis
Anita Prest
Rishi Gupta
Andrew Weaver
Brock Smith
Phalguni Mukhopadhyaya
Adam Con
Sara Humphreys
Jill Walshaw
Inba Kehoe
Anastasia Mallidou
Henning Struchtrup
Lina Zhou
Sonja Foss

Date: January 29, 2025

Re: Proposed change to the 36.00 in Procedures of Senate

The proposed change to the Procedures of Senate is in reference to article 36.00

The language in red is the proposed change, and the struck-out language is the language to be removed.

*36.0. Voting will normally be by show of hands. **Alternatively, one or more secret ballots shall be held at the meeting by the open request of fourteen members of Senate.***

~~A member of Senate may request at any time through a motion that a roll call or secret ballot be conducted. Such a motion requires a simple majority in the affirmative to pass.~~

Rationale for proposed change:

The current system, where voting is normally by a show of hands, is fine for most motions that come before Senate, which are not very controversial. The only current way of moving to a secret ballot—in which all members of Senate vote, through a show of hands, as to whether to move to a secret ballot—has significant limitations in voting on controversial motions. In order to agree to go to a secret ballot on a particular motion (which is likely to be controversial, or it would not need a secret ballot), members of Senate have to risk making their position on the matter clear by publicly voting either for or against the use of a secret ballot.

This process does not recognize the issue of unequal power dynamics in Senate. The President, the VP Academic and the VP Research all sit on Senate, as do all of the Deans. Faculty members, particularly but not exclusively pre-tenure faculty members, may be nervous about voting against measures supported by the senior administration, or by their Deans. And voting for a secret ballot in this context can realistically be interpreted as a very public indication of how a member plans to vote on a controversial motion.

Even many tenured faculty members, who might need their Dean's support, or the support of the VP Academic, whether in promotion decisions, or in a range of other matters that impact them or their department, may be concerned about publicly stating their position on a matter, or publicly voting for a secret ballot on that matter. Students can be particularly vulnerable to the power of Deans and senior administrators, as well as to faculty members on Senate who may be their instructors. Secret ballots are a valuable democratic tool to allow members of Senate to express their democratic preferences without fearing potential negative consequences to their careers that could result from the power inequities existing in Senate.

We are not suggesting that all or most motions voted on in Senate should go to a secret ballot. We believe that only a very few would warrant a request from fourteen Senators to move to a secret ballot. Over the past five years we have seen two motions moving to a secret ballot because many Senators were not comfortable with public voting on these motions. We do not see this proposed motion as leading to a greater number of secret ballots than we have seen in the past. Having fourteen members (20 per cent of Senators) ask for a secret ballot is a relatively high bar, ensuring that this procedure would only be used in cases where significant controversy exists, and a secret ballot will protect those who otherwise may not feel able to vote as they believed was appropriate. We see this proposal as leading to an improved system, which limits the impact of power differentials that may induce members to vote contrary to their convictions. Our proposed system would allow us to move to a secret ballot on a motion without effectively requiring a de facto public vote on the motion, as in the current system.