

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 10, 2026 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. March 6, 2026 (**SEN-APR 10/26-1**)

Motion: That the minutes of the open session of the meeting of the Senate held on March 6, 2026 be approved and that the approved minutes be circulated in the usual way.

3. **BUSINESS ARISING FROM THE MINUTES**

4. **REMARKS FROM THE CHAIR**

5. **CORRESPONDENCE**

6. **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

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

i. Revisions to the Policy on Academic Integrity (**SEN-APR 10/26-2**) **ACTION**

Motion: That Senate approve the revisions to the Policy on Academic Integrity in the Academic Calendars, effective September 2026.

ii. Core Writing & Research Requirement Proposal (**SEN-APR 10/26-3**) **ACTION**

Motion: That Senate approve the establishment of the Core Writing & Research Requirement as a replacement for the current Academic Writing Requirement (AWR) and require the completion of the proposed Core Writing & Research Requirement for all undergraduate students.

b. Senate Committee on Awards - Maureen Ryan, Chair

i. New and Revised Awards (**SEN-APR 10/26-4**)

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:

- Active Earth Engineering Award for Indigenous Students in STEM (Revised)
- Alfred Joseph Memorial Award* (Revised)
- All Our Relations Award* (Revised)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (Revised)
- Betty Moyls Memorial Award (Revised)
- Birdwood Fund Award* (Revised)
- BME Elevate Award (Revised)
- BMO Alliance for Women in Business Award (Revised)
- Borden Ladner Gervais Professional Excellence Award (Revised)
- British Columbia Environment Industry Association Indigenous Award (Revised)
- Bryan & Audrey Williams Award* (Revised)
- Chris Lalonde Indigenous Wellbeing Award* (Revised)
- Cindy Player Award on Equity and Human Rights* (Revised)
- Crabtree Indigenous Legal Scholar Award (Revised)
- Del Meidinger Travel Scholarship (Revised)
- Edson-Simpson Graduate Scholarship in Nursing (Revised)
- Grace and Harry Hickman Scholarship* (Revised)
- "Honouring Aaron Devor" Scholarship for Transgender Studies* (New)
- Howlers Rugby Award* (Revised)
- Jessie L. and Frederic R. Sherwood Indigenous Assistance Bursary* (Revised)
- John Geerdes Memorial Bursary* (Revised)
- Lisa Koop Vikes Indigenous Athletic Award (Revised)
- Lyn Wayland Memorial Bursary* (Revised)
- Marion Cassels Memorial Indigenous Athletics Award* (Revised)
- Mary Lewis Graduate Scholarship in Nursing* (New)
- Mary Lewis Undergraduate Scholarship in Nursing* (New)
- Promise Bursary (Revised)
- Rosy and Steven Chan Memorial Bursary* (Revised)
- S. Aitken Graduate Award (Revised)
- Satir-Banmen-Lum Counselling Psychology Scholarship (Revised)

- SMONEĆ Natural Sciences Scholarship for Graduate Students (Revised)
- Trudy Usher Bursary* (Revised)
- Tsi'tsu'wu'tul Annual Award (Revised)
- Visual Arts Auction Bursary* (Revised)
- Dr. J. Donald Rowlatt Entrance Scholarship* (Revised)
- Qukin Scholarship - Joyce Green and James Johnson* (Revised)
- J. Anne Forsyth Bursary in Nursing* (New)
- R. H. Roy Scholarship in Military History* (Revised)

** Administered by the University of Victoria Foundation*

c. Senate Committee on Learning and Teaching – Li-Shih Huang, Chair

- i. Annual Report on Course Delivery Modes (2025/26)
(SEN-APR 10/26-5)

INFORMATION

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

- i. Proposed changes to the Major and Honours programs in Art History and Visual Studies (SEN-APR 10/26-6)

ACTION

Motion: That Senate approve the proposed changes to the Major and Honours programs in Art History and Visual Studies, as described in the document “AHVS changes to Major and Honours Programs”.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

- a. Consultation - Proposed Revisions to Resolution of Non-Academic Misconduct Allegations Policy (AC1300) (SEN-APR 10/26-7)

ACTION

9. OTHER BUSINESS

10. ADJOURNMENT

Meeting of Senate
March 6, 2026

MINUTES

A meeting of the Senate of the University of Victoria was held on March 6, 2026 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. MINUTES

a. January 9, 2026

Motion: (R. Hancock/M. Laidlaw)

That the minutes of the open session of the meeting of the Senate held on January 9, 2026 be approved and that the approved minutes be circulated in the usual way.

CARRIED

b. February 6, 2026

Motion: (P. Loock/C. Eagle)

That the minutes of the open session of the meeting of the Senate held on February 6, 2026 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Qwul'siy'yah'maht Robina Thomas opened the meeting by thanking Senators for attending the meeting and acknowledged the territorial lands. She noted that while Black History month had concluded in February, March carried a wide range of days of significance. She highlighted that March is recognized as Irish Heritage Month, and that the month also includes International Women's Day on March 8, the National Day of Observance for COVID-19 on March 11, Commonwealth Day on March 14, the International Day to Combat Islamophobia on March 15, the International Day for the Elimination of Racial

Discrimination on March 21, and both the International Transgender Day of Visibility, and the National Indigenous Languages Day on March 31.

R. Thomas reported on the recently announced Distinguished Alumni Awards, noting that eleven recipients had been selected across the President's, Indigenous Community, and Emerging Alumni categories. She encouraged Senators to take time to learn about the the accomplishments of these graduates and expressed appreciation to those who had taught, supported, or worked alongside the recipients, acknowledging their contributions to the awardees' success and to the broader community.

R. Thomas announced the upcoming United Way Pub Quiz scheduled for March 19, describing it as the annual trivia night fundraiser in support of the United Way.

R. Thomas provided an update on Vikes Giving Day, which took place on February 4 and resulted in more than \$370,000 raised from 856 donations. She noted that contributions from the Vikes community, alumni, fans, student athletes, families, and supports help provide high-quality equipment, expanded completeive opportunities, and an environment that continues to make Uvic a destination of choice for student athletes across Canada.

Finally, R. Thomas reported on recent award recipients. She recognized Lisa Bourque Bearskin, Associate Professor in the School of Nursing, who received the 2026 Indspire Award for Health in recognition of her outstanding contributions to the field. She also acknowledged Anne-Sofie Ahm, Assistant Professor in the School of Earth and Ocean Sciences, who received the 2026 CUFA BC Early in Career Award, which honours faculty members at BC universities for exceptional contributions to the wider community through their academic work.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

On behalf of the Chair, CindyAnn Rose-Redwood introduced the list of new and revised awards. There were no questions.

Motion: (C. Rose-Redwood/A. Lepp)

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:

- Eunice Lowe Award for Entrepreneurship Studies* (Revised)

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

- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (Revised)

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CARRIED

b. Senate Committee on Planning

i. Proposal to discontinue the Bachelor of Nursing Post-Diploma Program (PDP)

On behalf of the Chair, Robin Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/D. Constantinescu)

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

CARRIED

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

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

Motion: (R. Hicks/A. Lepp)

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

CARRIED

Motion: (R. Hicks/Tim Hopper)

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

CARRIED

Motion: (R. Hicks/M. Caryk)

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

CARRIED

Motion: (R. Hicks/Tim Hopper)

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

CARRIED

iii. Proposed changes to the Master of Arts in Community Development

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

Motion: (R. Hicks/J. Clarke)

That Senate approve the proposed changes to the Master of Arts in Community Development, as described in the document "UVic MA in Community Development Program Change – Cycle 2 (Sept 2026)".

CARRIED

iv. Proposed changes to the Master in Management program

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

Motion: (R. Hicks/G. Brown)

That Senate approve the proposed changes to the Master in Management program, as described in the document "Master in Management course changes".

CARRIED

v. Proposed changes to the Business Minor Program

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

Motion: (R. Hicks/C. Eagle)

That Senate approve the proposed changes to the Business Minor, as described in the document "Business Minor program change".

CARRIED

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

R. Hicks introduced the proposal. A member of Senate asked whether the certificate program would align with international certificates. Tim Anderson, Associate Professor, Curriculum and Instruction, responded that the program was an in-house version that remained consistent with comparable offering at other universities.

Motion: (R. Hicks/Tim Hopper)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), as described in the document "TESOL Professional Specialization Certificate", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

vii. Proposed changes to the Master of Engineering - Biomedical Systems program

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

Motion: (R. Hicks/E. Maher)

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

CARRIED

c. Senate Committee on Academic Standards

i. Proposed Change to the Admission Requirement for the TESOL Professional Specialization Certificate

Danu Stinson, Chair of the Senate Committee on Academic Standards, introduced the proposal. There were no questions.

Motion: (Tim Hopper/A. Lepp)

That Senate approve the proposed change to the admission requirement for the TESOL Professional Specialization Certificate.

CARRIED

ii. **Proposed Change to the Non-Thesis Option in the Master of Arts Stream for Holocaust Studies**

D. Stinson introduced the proposal. There were no questions.

Motion: (A. Lepp/D. Sharpe)

That Senate approve the proposed change to the non-thesis option in the Master of Arts stream for Holocaust Studies in the Graduate Academic Calendar.

CARRIED

iii. **Proposed Changes to the Admission Requirement for the Bachelor of Nursing program**

D. Stinson introduced the proposal. There were no questions.

Motion: (Tim Hopper/D. Sharpe)

That Senate approve the proposed changes to the admission requirements for the Bachelor of Science in Nursing effective September 2026.

CARRIED

iv. **Proposed Updates to Special Access First Nations, Métis, and Inuit - Undergraduate Calendar Entry**

D. Stinson introduced the proposal. A member of Senate asked why the inclusion for an exemption from the Indigenous Declaration process. Zane Robison, Associate Registrar, explained that consultation had taken place with the Office of the Vice-President Indigenous (OVPI), and it was determined that requiring the declaration at the application stage would create an unnecessary barrier. He outlined the steps an applicant would need to complete in order to access the required documentation, including obtaining a Netlink ID, logging into the university's VPN, and using multi-factor authentication, noting that the risk of fraud was considered low. He confirmed that the OVPI supported the exemption.

A Senator observed that the proposal placed operational discretion with Admission Officers and asked what training was in place, given that this discretion has not previously existed in this context. Z. Robison responded that Admission Officers already exercise discretion in other areas and rely on a rubric to guide decisions. He added that, when uncertain, an Officer would consult with the faculty or with senior Admission Officers.

A member of Senate asked why self-identification was insufficient for this purpose when it is used for awards. Z. Robison explained that OVPI viewed monetary awards differently from admissions, as financial gain was what was addressed through the Indigenous Citizenship Declaration (ICD) policy. In response to a follow-up question, Wendy Taylor, Registrar, confirmed that consultation had occurred within the ICD team.

A Senator expressed concern that decisions were being taken away from the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) to Admission Officers, and suggested piloting the change before making it permanent. W. Taylor responded that, while pilots can be useful, the proposal could be monitored and evaluated by the Office of the Registrar and Enrolment Management (OREM), with reporting to Senate. She added that next steps would depend on Senate's decision regarding the proposal.

Another Senator asked what recourse a student would have if dissatisfied with a decision. Z. Robison advised the student would proceed through the SCARTA process. A Senator then asked how evaluation of the process would occur and how harms to students would be addressed depending on the outcome. W. Taylor emphasized the importance of ensuring an inclusive and welcoming process, noting the need for fair and transparent planning. A Senator recalled that in 2016-17 it had been identified that declining a student could cause greater harm than requiring the student to appeal.

A member of Senate expressed support for the change but suggested the proposal would be strengthened by outlining the internal mechanism, given the importance of Senate oversight. Another Senator noted that harms were real and significant and argued that planning for mitigation should occur now. Another Senator further commented that moving away from access barriers was positive and observed that the criteria applied by Admission Officers and SCARTA were the same, meaning SCARTA members did not hold greater expertise than Admission Officers.

A Senator suggested an amendment for the committee's consideration to ensure a review was conducted on the proposed change. It was decided that this would be recorded in the minutes and such a task would be undertaken by the Office of the Registrar and Enrolment Management.

A member of Senate asked about the distinction between scholarships, which involve financial gain, and undergraduate admissions, which may lead to financial benefit through degree completion. A Senator responded that materials gain referred to access to a limited opportunity, whereas admission to UVic was not a limited resource in the same way. It was noted that the distinction lay between a general seat and an Indigenous-designated seat within a program.

A Senator requested the votes to be recorded in the minutes.

Motion: (Tim Hopper/R. Hancock)

That Senate approve the proposed change to the update to the current Undergraduate Calendar entry "Special Access First Nations, Métis and Inuit" effective September 2026.

CARRIED
4 abstained

After the motion was carried, a Senator expressed disappointment in the way in which proposals before Senate were presented. The Senator stated a desire for broader representation of the issues to ensure all avenues were considered in the discussion.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

There was none.

9. OTHER BUSINESS

There was none.

There being no other business the meeting was adjourned at 4:19 p.m.

March 6, 2026 Senate Meeting				SEN-APR 10/26-1
Name	In Attendance	Regrets		Page 10 of 11 Position
Adjin-Tetty, Elizabeth		X	Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav			Student Senator	Elected from the Student Societies
Alatorre, Carmen	X		Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie		X	University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	Ex officio
Bradley, Colin	X		A/Dean, Faculty of Engineering and Computer Science	Ex officio
Brown, Graham	X		Acting Dean, Peter B. Gustavson School of Business	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Caruncho, Hector			Acting Head, Division of Medical Sciences	Additional Member
Caryk, Michael	X		Student Senator	Elected from the Student Societies
Cohen Cheetham			Student Senator	Elected from the Student Societies
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Colby, Jason		X	Faculty of Humanities	Elected by the Faculty Members
Con, Adam			Faculty of Fine Arts	Elected by the Faculty Members
Constantinescu, Daniela	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Croft, Elizabeth		X	Vice-President Academic and Provost	Ex officio
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
Farnham, Martin		X	Faculty of Graduate Studies	Elected by the Faculty
Filipovich, Daniil	X		Student Senator	Elected from the Student Societies
Gair, Jane			Faculty of Health	Elected by the Faculty
Goodman, Emily			Student Senator	Elected from the Student Societies
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
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hopper, Tammy	X		Dean, Faculty of Health	Ex officio
Hopper, Tim	X		Faculty of Health	Elected by the Faculty Members
Hudson, Logan		X	Student Senator	Elected from the Student Societies
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Ipiroti, Vita			Student Senator	Elected from the Student Societies
Irvine, Valerie			Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
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
Kong, May			Student Senator	Elected from the Student Societies
Krueger, Charlie			Student Senator	Elected from the Student Societies
Kuklev, Artem			Student Senator	Elected from the Student Societies
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana			Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Loomer, Geoff			Faculty of Law	Elected by the Faculty
Macleod, Colin	X		Faculty of Humanities	Elected by the Faculty
Maher, Evan	X		Student Senator	Elected from the Student Societies
Mallidou, Anastasia			Faculty of Health	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
McNiven, Mackenzie	X		Student Senator	Elected from the Student Societies
Milford, Todd		X	Acting Dean, Faculty of Education	Ex officio
Nair, Sudhir			Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Nowell, April			Faculty of Social Sciences	Elected by the Faculty
Prest, Anita	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Social Sciences	Elected by the Faculty
Ryan, Maureen		X	Faculty of Health	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Sharpe, Deborah	X		Student Senator	Elected from the Studies Societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Swayne, Leigh Anne			Faculty of Health	Elected by the Faculty
Taylor, Wendy	X		Registrar	By Invitation
Thomas, Robina	X		Acting President and Vice-Chancellor	Ex officio
Thompson, Eva			Student Senator	Elected from the Student Societies
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
Weber, Jens	X		Faculty of Engineering and Computer Science	Elected by the Faculty
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

Effective January 9, 2026

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/27)

Acting President and Vice-Chancellor:

Qwul'sih'yah'maht, Robina Thomas, Chair

Vice-President Academic and Provost: Elizabeth Croft

Vice-President Research and Innovation: Lisa Kalynchuk

Acting Dean of Peter B. Gustavson School of Business:

Graham Brown

Acting Dean of Education: Todd Milford

Acting Dean of Engineering: Colin Bradley

Dean of Continuing Studies: Jo-Anne Clarke

Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean Faculty of Health: Tammy Hopper

Dean of Humanities: Annalee Lepp (Vice-Chair)

Dean of Law: Freya Kodar

Dean of Science: Peter Look

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES - Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/28)

Brock Smith (30/6/27)

EDUC: Valerie Irvine (30/6/28)

Anita Prest (30/6/26)

ENGR: Daniela Constantinescu (30/6/26)

Jens Weber (30/6/28)

FINE: Carmen Alatorre (30/6/28)

Dennine Dudley (30/6/27)

GRAD: Martin Farnham (30/6/28)

Martha McGinnis (30/6/26)

HLTH: Jane Gair (30/6/28)

Leigh Anne Swayne (30/6/28)

HUMS: Lynne Marks (30/6/27)

Colin Macleod (30/6/28)

LAW: Geoff Loomer (30/6/28)

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 (30/6/26)

Jason Colby (30/6/27)

Adam Con (30/6/26)

Chris Eagle (30/6/26)

Rob Hancock (30/6/27)

Tim Hopper (30/6/28)

Sara Humphreys (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

(continued)

Anastasia Mallidou (30/6/26)

Maureen Ryan (30/6/27)

Jill Walshaw (30/6/28)

Andrew Weaver (30/6/27)

Lina Zhou (30/6/26)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES -

Section 35 (2) (h)

Aarav Aggarwal (30/6/26)

Michael Caryk "

Cohen Cheetham "

Daniil Filipovich "

Emily Goodman "

Logan Hudson "

Vita Ipiroti "

Cole Kennedy "

May Kong "

Charlie Krueger "

Artem Kuklev "

Evan Maher "

Mackenzie McNiven "

Deborah Sharpe "

Eva Thompson "

Vacancy "

MEMBERS ELECTED BY THE CONVOCATION

- Section 35 (2) (i)

Kelly Diether (30/6/27)

Kate Donovan (30/6/27)

Alivia Wang (30/6/27)

Victoria Wyatt (30/6/27)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Acting Head, Division of Medical Sciences:

Hector Caruncho (30/04/26)

Acting Dean of HSD: TBD (01/05/26)

Member elected by the Professional Librarians:

Inba Kehoe (30/06/27)

Continuing Sessional: Vacancy (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Members of the Senate
From: Senate Committee on Academic Standards
Date: March 26, 2026
Subject: Revisions to the Policy on Academic Integrity

Recommended Motion:

That Senate approve the revisions to the Policy on Academic Integrity in the Academic Calendars, effective September 2026

Introduction

For the past number of years, a sub-committee of the Senate Committee on Academic Standards has undertaken the task to consult with the university community and revise the Policy on Academic Integrity. This memo outlines the work that was accomplished and the proposed revision to the policy for undergraduate and graduate academic calendars.

Background

In August 2022, a sub-committee was formed to begin consultation across campus to review, revise and update the Policy on Academic Integrity. During the process of research, examination and discussion with a large variety of campus groups, the subcommittee determined that the existing undergraduate and graduate Policy on Academic Integrity, last revised February 2017, was no longer reflective of current issues and presented a series of liabilities.

Since this time, the subcommittee undertook a comprehensive consultation process to identify challenges and opportunities and collect feedback.

Consultation with student groups, instructors, administrators and other Senate standing committees identified a number of challenges and concerns with the existing regulation. In general, these concerns were related to concerns surrounding generative artificial intelligence, transparency, process equity, confidentiality, and educational remediation. The subcommittee received widespread feedback from students, instructors, and administration about the importance of a revised policy that centers student retention and success by applying a way in which instructors could address lower stakes errors of judgement or poor scholarship with opportunities for learning before more severe penalties are assigned.

In addition, the subcommittee was informed of the Vice-President Academic & Provost office clarified position on artificial intelligence and the need for students to be allowed to utilize such



software when clearly permitted by the instructor as an academic source with articulated parameters. Finally, the subcommittee undertook further consultation with other post-secondary institutions and a national academic integrity list-serve to better understand a comparable institutions' policy support.

Based on the feedback collected and further consultations with the campus community, the subcommittee has drafted a proposed regulation for the academic calendars along with a set of forms for guiding administrators of the process and recommendations for future consideration.

Scope of the Work

The subcommittee considered all aspects of the academic integrity process, including the various forms of academic integrity which includes admission, registration, and after a student has left the university.

In general, the subcommittee's work has been focused on the following areas:

- creating a more student-centered academic integrity process which balances education and opportunities for remediation with the requirement to maintain academic integrity standards;
- developing a set of parameters for which instructors have the responsibility to apply a limited set of academic integrity penalties and the opportunity for conversation regarding poor scholarship;
- the addition of academic fraud to apply to issues identified that are not tied to a specific course;
- reducing difficult to understand language with clarified grounds for the application of penalties and process for appeal;

Proposed Revisions

The proposed regulation is attached to this memo (Appendix A) in addition to a document of tracked changes to the current policy (Appendix B). Given the extensive revisions to the existing policy and the fact that much of the previous version has been revised, this memo also summarizes the key features proposed. The full text of the current regulation can be found the [undergraduate](#) and [graduate](#) academic calendar.

The proposed policy represents a substantial expansion and modernization of UVic's academic integrity framework. It introduces detailed definitions, clearer procedural steps, explicit expectations for students and instructors, and a structured penalty system.

Key features include:

1. **Expanded Definitions and Scope**

The draft introduces comprehensive definitions, including academic advantage, academic dishonesty, academic fraud, standard of proof, and editor or content generator. It applies to current students, former students, alumni (for misconduct discovered post-graduation), and non-students who misrepresent UVic credentials.



2. Distinction Between Academic Fraud and Academic Dishonesty
Academic fraud is defined as misconduct not tied to a specific course (e.g., forged documents, impersonation). Academic dishonesty refers to misconduct occurring within a course. This distinction does not exist in the current policy.
3. Detailed Categories of Violations
The draft continues to provide examples of misconduct, including plagiarism, unauthorized editing, multiple submissions, falsification of materials, cheating, and aiding others but expands the listings with unauthorized use of generative artificial intelligence and intellectual property violations.
4. Procedural Framework
The policy outlines role-specific responsibilities for Instructors, Chairs/Directors, the Registrar, Deans, the Provost, and the President. It includes timelines for notices, expectations for documentation, and requirements for student response. The process expands the ability for instructors to address academic integrity issues in order to ensure students can learn from poor scholarship or lesser incidents of violation of academic integrity.
5. Consistent Education, Support and Communication
The inclusion of an academic integrity advisor in each unit, positioned according to each unit's needs, to act as a consistent source of education, support and communication for instructors. As well, students are encouraged to take the Integrity Matters Brightspace modules at the start of their first term of their studies at the University of Victoria.
6. Standard of Proof
The draft explicitly adopts the balance of probabilities standard.
7. Penalty Structure
Penalties are detailed and escalating, including transcript notations, disciplinary academic probation, suspension, and permanent suspension for repeated or severe violations. A penalty chart is included. Mostly notably, the draft implements the development of a remediation stage for students who first violate the policy but not to the degree that would result in a formal reprimand.
8. Graduate Student Provisions
A dedicated section addresses increased clarity regarding misconduct in theses, dissertations, candidacy exams, and other graduate-level work, with specific penalties and expectations.
9. Forms and Records Management
Clear guidelines and procedures are created to support this policy will be provided in the Notice of Academic Integrity Violation form and the Academic Integrity Incident Report both formally defined in the policy. The draft also includes retention periods, access rules, and confidentiality requirements for academic integrity records.

Each of the changes above has come as a result of extensive consultation and feedback over the past three years with a variety of members from the campus community including Associate Deans Academic, Chairs and Directors, Deans' Council, Teaching Assistants and Sessional Instructors, individual departments, First Year Instructor's Working Group, undergraduate and graduate

student groups, Student Affairs (Tri-Faculty Advising, Centre for Accessible Learning, International Centre for Students, Office of Student Life, Office of the Registrar), various Faculty Advising offices, the Ombudsperson, the Office of Indigenous Academic and Community Engagement, the Division of Learning and Teaching Support and Innovation, the Library, Academic and Technical Writing Program, Privacy Office, Equity and Human Rights office, the Senate Committee on Learning and Teaching, and the Senate Committee on Appeals.

Conclusion

The proposed policy represents a significant modernization of UVic's academic integrity framework. It provides clearer expectations, more robust procedures, and a more transparent penalty structure. The draft policy is substantially more detailed than the current Calendar policy and introduces new categories, processes, and accountability mechanisms.

Attached Documents:

Appendix A: Proposed Policy on Academic Integrity
Appendix B: Tracked changes to the current policy
Academic Dishonesty – Notice of Alleged Academic Integrity Violation
Academic Dishonesty – Notice of Academic Integrity Violation
Academic Dishonesty – Academic Integrity Violation Report
Academic Fraud – Notice of Alleged Academic Integrity Violation
Academic Fraud – Notice of Academic Integrity Violation
Academic Fraud – Academic Integrity Violation Incident Report

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
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
Crystal Seibold, President's nominee



Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



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Policy on Academic Integrity

Academic integrity requires a commitment to honesty, trust, fairness, respect, courage and responsibility. The University of Victoria recognizes that its students, faculty members and staff form an intellectual community and thus expects all university community members to adhere to these principles in all learning, teaching, research and service activities. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates fundamental academic principles. This policy ensures that the university's standards are upheld fairly and transparently.

Nothing in this policy is intended to prohibit students from developing their academic skills through exchanging ideas and using resources the university makes available to support learning. Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor or graduate supervisor.

Every academic unit should have at least one Academic Integrity Advisor who assists Instructors and Chairs/Directors with the proper handling of academic dishonesty cases.

1 Scope and Jurisdiction

This policy covers student academic dishonesty and academic fraud in university-related scholarly activities, including activities involving University of Victoria alumni when the matters occurred before graduation and were unknown at the time of graduation. This policy also applies to academic fraud in which individuals (past or present students or non-students) misrepresent credentials concerning the scholarly work at the University of Victoria. The forms of academic dishonesty and fraud set out in this policy include attempts to engage in dishonesty or fraud and aiding and abetting dishonesty or fraud. Ignorance of these standards will not excuse an individual from consequences, including penalties, for academic dishonesty and/or fraud.

2 Definitions

"Academic Advantage"

A situation that may result in a student gaining an unearned or unfair benefit in their academic matters, such as their academic work, academic records, or academic progress.

"Academic Dishonesty"

An act or omission that occurs within or as part of a course and contravenes the standard of academic integrity.

"Academic Integrity"

The set of principles on which good academic work relies: honesty, trust, fairness, respect, responsibility and courage. Academic integrity includes a commitment not to engage in or tolerate acts of dishonesty, falsification, misrepresentation, or deception in a student's academic work. Such acts violate the fundamental ethical principles of the university community and compromise the worth of work completed by others.

"Academic Integrity Advisor"

A member of a department who is a source of education, support and communication for their colleagues.

"Academic Integrity Incident Report"

The document by which the Registrar, Instructor, Chair/Director, Dean (or designate), the Vice-President Academic and Provost, and the President report academic dishonesty and fraud.

“Academic Integrity Modules/Training”

The self-paced course that addresses the university’s expectations concerning academic integrity. These modules will be periodically updated.

“Academic Fraud”

Behaviour that may or may not relate to a specific course that contravenes the standard of academic integrity.

“Chair/Director”

The Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean (or designate).

“Dean”

The Dean (or designate) of the Faculty in which the course is offered. In the Faculties of Humanities, Science and Social Sciences, the Dean’s designate may be the Associate Dean Academic Advising. In the case of graduate students, the Dean is defined as the Dean of the Faculty of Graduate Studies (or designate).

“Disciplinary Academic Probation”

The penalty that is applied for multiple, subsequent instances of academic integrity violations (normally a culmination of three or more instances with the exception of particularly unusual or serious academic integrity violations – section 8). In the case of three instances, this penalty will be temporarily recorded on a student’s transcript to be removed upon graduation. In the case of four instances, the notation is permanently applied to the student’s transcript. Graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

“Disciplinary Academic Suspension”

The penalty for an instance of serious academic integrity violation (normally a culmination of five or more instances) that result in a student’s permanent suspension from the university.

“Editor or Content Generator”

An editor or content generator (genAI) is an individual, service, or software other than the instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a student’s written or non-written work.

“Instructor”

Course instructors, faculty members, sessional instructors and graduate supervisors. Teaching Assistants are responsible for reporting academic dishonesty to the main course instructor.

“Notice of an Academic Integrity Violation”

The formal, written reprimand to the student regarding an academic integrity violation due to academic dishonesty or academic fraud. This communication also includes an Academic Integrity Incident Report. A copy of this notice and adjoining report is placed in the student’s university file in the Office of the Registrar and Enrolment Management.

“Notice of Alleged Academic Integrity Violation”

The formal, written notice to the student outlining an alleged academic integrity violation due to academic dishonesty or academic fraud.

“Office of Student Life (OSL)”

The office within the Division of Student Affairs which is responsible for the response to, and resolution of, non-academic student misconduct allegations and high-risk student behaviour. The OSL administers the relevant policies and develops both responsive and prevention initiatives to address student conduct concerns and promote safety and well-being throughout the university community.

“Registrar”

The Registrar (or designate) of the Office of the Registrar and Enrolment Management (OREM) who, for the purpose of this policy, supports university admission, course registration, transfer credit application, program change requests, record management, graduation confirmation, transcript and degree verification.

“Standard of Proof”

The level of certainty required by the decision-maker to determine whether an academic integrity violation occurred. For academic integrity matters, the standard of proof is the balance of probabilities. This means that, based on the evidence available, the decision-maker must be satisfied that it is more likely than not (i.e., greater than a 50% likelihood) that the alleged violation took place. The balance of probabilities standard does not require proof beyond a reasonable doubt; rather, it requires a clear assessment of the credibility, relevance, and weight of the evidence to determine whether the facts support the conclusion that a violation occurred.

“Student”

Any of the following: a person who has applied for admission or re-admission to the university; an undergraduate or graduate student who is registered in one or more courses in the current term and is eligible to continue; an undergraduate or graduate student who is not registered in the current term but is eligible to enroll at the university; a Visiting, Exchange, or Audit student who has been admitted to the university for the purposes of taking courses or to take part in an approved research term; a person enrolled at the university in a non-credit program or course; a former undergraduate or graduate student; or an alumnus of the university.

“Work”

Written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or artworks, oral reports, audiovisual or recorded presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

3 Student Responsibility

All students should complete the Academic Integrity Modules at the start of their first term at the University of Victoria.

Students are responsible for understanding the principles of academic integrity as they apply in the discipline in which their work is being submitted and/or as indicated by the course instructor or graduate supervisor.

Any action that contravenes the standard of academic integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one's academic work.

All forms of academic fraud are prohibited. See Academic Fraud (section 4.1) for examples.

All forms of academic dishonesty that occur within or as part of a course are prohibited. See Academic Dishonesty (section 4.2) for examples.

It is a violation to help others or attempt to help others engage in any forms of academic dishonesty or fraud.

Both undergraduate and graduate students are covered under this policy. However, graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

4 Academic Integrity Violations

Violations of Academic Integrity include Academic Fraud and Academic Dishonesty. Any action that contravenes the standard of academic integrity, as outlined in the policy, is prohibited and may result in disciplinary measures. In determining whether academic dishonesty or fraud has occurred, it is not necessary to show that a student has achieved an improper academic advantage or benefit.

Examples of academic dishonesty and fraud are listed below to illustrate the types of behaviours that will be subject to university action and that might lead to intervention or discipline by the university.

The list of examples is not exhaustive, and any conduct a student knows or ought reasonably to know to be a violation is subject to this policy.

4.1 Academic Fraud

Academic Fraud consists of serious actions of academic misconduct. Falsification, Misrepresentation, Fraud, or Misuse are all considered Academic Fraud, the dominant purpose of which is academic advantage, including:

- forging, misusing, or altering any university document or record
- engaging in misrepresentation that may create an incorrect perception of the student's academic position or credentials
- obtaining any textbooks, study aids, equipment, materials, or services by fraudulent means
- submitting a manufactured, forged, altered, or converted document, including a forged or altered medical certificate, death certificate, or travel document to a university official, which the student knows, or ought reasonably to have known, to be altered for the purposes of admission, re-registration, letters of permission and/or transfer
- impersonating an instructor, student, or any other member of the academic community
- engaging in any action which disadvantages, or unfairly advantages, the access of a student to course enrolment or course materials

It is a violation to help others or to attempt to help others engage in any of the conduct described above.

4.2 Academic Dishonesty

Academic Dishonesty constitutes prohibited actions that occur within a course or academic program. They include, but are not limited to, the following:

- Engaging in misrepresentation, including falsifying documents, to gain a benefit or advantage in a course, including the Request for Academic Concessions Process (e.g. the submission of a forged or altered medical certificate or death certificate)

- Engaging in any action intended to disadvantage a student in a course, including destroying, stealing, or concealing academic resources
- Stealing, destroying, or altering the academic work of another individual
- Unauthorized or inappropriate use of artificial intelligence tools for exams or submitted work
- Unauthorized or inappropriate use or possession of electronic devices (e.g. phones, computers, calculators and other forms of technology) in coursework, assignments, or examinations
- Unauthorized sharing or selling of materials developed by instructors, such as instructional resources, examinations, assignments, or other course materials

The following (4.2.1 – 4.2.7) are examples of Academic Dishonesty:

4.2.1 Plagiarism

A student commits plagiarism when they engage in actions that include but are not limited to the following:

- submitting the work of another person or a content generator in whole or in part as the student's original work
- giving inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline and/or as stated by the course instructor, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of other people's work
- paraphrasing material from a source without sufficient acknowledgment as described above

4.2.2 Unauthorized use of an editor or content generator

An editor or content generator is an individual or service, other than the instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor or content generator, whether purchased or not, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow students and tutoring that does not include editing are normally permitted, and any changes or edits to the work should be carried out by the student as the original author.

Students are encouraged to access university-authorized academic support services for help with academic writing and communication, math and statistics assistance, and physics support.

4.2.3 Multiple submissions without prior permission

Multiple submission is the resubmission of work by a student that has been used in an identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

4.2.4 Falsification of materials subject to academic evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data to achieve desired results
- using work prepared in whole or in part by someone else (e.g., online tutors, commercially prepared essays, or generative artificial intelligence) and submitting it as one's own
- citing a source from which material was not obtained

- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

4.2.5 Cheating on work, tests and examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when working on take-home assignments, tests or examinations except where the instructor has authorized collaboration
- having, in an examination or testing environment, any materials or equipment other than those authorized by the examiners
- accessing unauthorized information while working on take-home assignments, tests or examinations
- impersonating a student in an examination or test and/or being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so
- concealing and/or accessing information pertaining to the examination within the examination environment, including in hallways and washrooms adjacent to the examination room, against the regulations governing administration of university examinations ([undergraduate](#) and [graduate](#))

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

4.2.6 Course materials and intellectual property

Course materials include lecture notes, recordings, individual course websites, examinations, and other copyrightable materials intended for use only by the students registered in a course. Instructors own the intellectual property in their course materials.

Course materials and the intellectual property contained therein are intended to benefit students enrolled in a course in a particular term in which the course is being taught and enhance a student's educational experience. Sharing course materials with persons not enrolled in the course in that term without the intellectual property owner's permission constitutes a violation of intellectual property rights. Students must not share course materials with persons not enrolled in a course in that term without the express permission of the course Instructor (e.g., sharing hard copies of course materials, sharing course materials in an online format, including posting to an online commercial or non-commercial repository).

Express permission of the intellectual property owner is also required before sharing course materials from completed courses with students taking the same or similar courses in subsequent terms/years. In many cases, Instructors might be willing to allow the distribution of certain materials. However, disseminating course materials without express permission may constitute a violation of intellectual property rights.

4.2.7 Aiding others

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

5 Procedures for Alleged Academic Integrity Violations

The procedures for determining the occurrence and nature of alleged violations involve primarily the course Instructor and the Chair or Director of a department or school. In certain cases of Academic Fraud, the Registrar is also involved. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost (or designate) and, in the most severe cases, the President.

It is not necessary to show that a student has achieved an improper academic advantage or benefit to determine whether academic dishonesty or fraud has occurred.

The University will adhere to principles of procedural fairness and natural justice. The appropriate standard of proof for a decision in this process is that, more likely than not, a violation of academic integrity has occurred (see “standard of proof”). All decision-makers dealing with allegations of academic dishonesty or academic fraud will provide students with an opportunity to respond in a timely manner to the allegations.

When the University imposes a penalty on a student for academic dishonesty or academic fraud, the student may appeal to either the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) or the Senate Committee on Appeals, depending on the nature of the academic integrity violation.

A support person may accompany a student at any meeting concerning disciplinary matters under these procedures. Students are encouraged to consult the University Ombudsperson, the Office of Student Life and other offices (for example, the International Centre for Students, as appropriate) for advice and support in clarification of the policy, penalties and process during the investigation of an alleged violation.

In deciding upon the appropriate penalty to be imposed for an act of academic dishonesty or academic fraud, consideration must be given to the following factors:

- a) the extent of the academic dishonesty or academic fraud
- b) whether the academic dishonesty or academic fraud was deliberate
- c) the importance of the work in question as a component of the course or program
- d) whether the act in question is an isolated incident or part of repeated acts of academic dishonesty, academic fraud and/or [non-academic misconduct](#)
- e) any other mitigating or aggravating circumstances

5.1 Academic Integrity Allegations

Procedures to determine alleged academic integrity violations (academic fraud or dishonesty) may be handled by the Registrar, the Instructor, Chair/Director of a unit, the Dean, the Vice-President Academic and Provost or the President.

If the Registrar decides that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic advantage not related to a specific course, it will be dealt with as a case of Alleged Academic Fraud (see [Procedures for Academic Fraud](#)).

If an Instructor has reasonable grounds to believe that a student has engaged in falsification, misrepresentation, fraud, or misuse, as listed above under Academic Integrity Violations, the Instructor must confer with the Chair or Director of the Instructor's Department to decide whether the dominant purpose of the alleged fraud was academic advantage. If it is determined that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic

advantage within or as part of a course or program, it will be dealt with as a case of Alleged Academic Dishonesty (see [Procedures for Academic Dishonesty](#)).

The Instructor, Chair/Director, or Registrar may seek support from various university offices in investigating more complex cases of academic dishonesty or academic fraud.

In situations where a determination is made that a student has committed an academic integrity violation, in addition to the penalty assigned, the student will be required to undertake the Academic Integrity Modules. Ignorance of these academic integrity standards will not excuse a student from consequences, including penalties, for violations of academic integrity. There is no statute of limitation on breaches of the academic integrity policy.

5.2 Responsibilities of the Student

If a student is alleged to have engaged in academic fraud or academic dishonesty, the Registrar or Instructor will notify the student outlining the specific allegations through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days of the discovery of the alleged violation. The student should respond to this notice of the allegation within ten (10) business days. If the student refuses or fails to respond or participate in any stage of the process of managing an violation of academic integrity incident, the process will proceed *in absentia*.

The student should carefully read both their written Notice of an Alleged Academic Integrity Violation and the Policy on Academic Integrity to understand the nature of the alleged violation. Before attending a meeting regarding the alleged academic integrity violation, the student should gather all relevant documents that may be necessary for the conversation. Normally, a decision will not be re-opened unless there is new material that could not have been reasonably presented at the original meeting and would have reasonably affected the outcome.

Registered students are encouraged to consult with appropriate campus experts for guidance, such as the Ombudsperson, the Office of Student Life. In addition, a student may bring an individual for support and/or advice to a meeting regarding an alleged academic integrity violation provided that the discussion takes place primarily with the student.

If the student is assigned a penalty, they will be notified in writing via a formal Notice of an Academic Integrity Violation, and a copy will be placed on the student's record. A student may appeal the allegation within ten (10) business days of the date of the written notice. The student may respond to the Academic Integrity Incident Report in the space provided. A student may also attach a letter in response to the Academic Integrity Incident Report.

Following the meeting regarding and alleged academic integrity violation, and within ten (10) business days, if there is a confirmed finding of the violation the student will receive an Academic Integrity Incident Report stating the determination of the alleged violation and information about the penalty. The student may respond to the Academic Integrity Incident Report in the space provided. A student may also attach a letter in response to the Academic Integrity Incident Report.

After any instance of a determined Academic Integrity violation, the student must once again complete the Academic Integrity Modules.

If the Office of the Registrar and Enrolment Management determines that there has been a previous violation of the Academic Integrity Policy, the initially assigned penalty may be increased, and the student may be asked to attend a further meeting with the Department Chair or Dean of the Faculty or their designates.

5.3 Responsibilities of the Registrar

The Registrar may delegate any of the Registrar's responsibilities under this section to an Associate Registrar or other appropriate administrator within the unit, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Registrar on appropriate penalties.

The Registrar is responsible for determining if there are reasonable grounds to believe that a student has:

- a. engaged in falsification, misrepresentation, fraud, or misuse, that may create an incorrect perception of a student's academic position or credentials; or
- b. helped, or attempted to help, another student engage in academic fraud.

Upon becoming aware of the issue, the Registrar must notify the student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the student to discuss the matter. The student then has ten (10) business days to respond.

If, after reviewing the facts of the alleged violation, the Registrar finds it is more likely than not that a student has engaged in academic fraud (see "standard of proof"), the Registrar may impose one or more of the following penalties as applied to the specific allegation identified:

- i. issue a formal, written reprimand to the student via a Notice of Academic Integrity Violation and place a copy of this reprimand on the student's academic record
- ii. deny or cancel an application for admission
- iii. rescind an offer of admission and place a ban on any new applications for at least one term
- iv. cancel current registration
- v. deny transfer credit from institutions where attendance was not disclosed
- vi. place the student on disciplinary probation with a notation on the student's transcript

If the Registrar takes any of the actions listed above (i through vi), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

The Registrar must also submit an Academic Integrity Incident Report (which includes the Notice of Academic Integrity Violation). This report should be filed within ten (10) business days of meeting with the student. The student will have the option to provide a response to be included with the Academic Integrity Incident Report. The university will retain the report and, in the event of any additional reports of academic fraud, the report may be used to determine a penalty for the subsequent academic integrity violations.

The Academic Integrity Incident Report is confidential to the student's record and is not shared with any parties other than those listed above for the purposes of an academic integrity decision.

There are no time limits regarding allegations involving academic fraud.

5.4 Responsibilities of the Instructor

Instructors must adhere to the Procedures for Alleged Academic Dishonesty Violations when considering a case of academic integrity.

When an instructor becomes aware that a student may have engaged in academic dishonesty in their course (other than allegations involving graduate final project, thesis, dissertation, praxis or portfolio), the Instructor must notify the student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the student to discuss the matter. The students may bring support if desired. Part of the instructor's process for gathering information may include asking the student to speak to the work in question, and to demonstrate a level of knowledge and authority over the material so as to prove that they have authored it.

If a student fails to respond to a Notice of Alleged Academic Integrity Violation put forward by an Instructor, the ruling on the incident and penalties issued will take place with the student *in absentia*.

In addition to referring to this policy's procedures for determining the nature of alleged violations, Instructors may consult with their unit's Academic Integrity Adviser for advice on individual cases and implementation of these procedures.

If an Instructor is not available to handle the case, the Chair/Director of the department/unit will take over the role of the Instructor.

If an Instructor finds that more likely than not a student has engaged in academic dishonesty (see "standard of proof"), the Instructor will impose one or more of the following penalties depending on the severity of the academic integrity violation:

- a. give the student a warning and assign the student to retake the Academic Integrity Modules
- b. require the student to redo the work, or to do supplementary work
- c. assign a grade deduction penalty for the work
- d. assign a grade of "0" for the work

If an Instructor determines that an act of academic dishonesty warrants a penalty beyond the above penalties, or the assigned penalty results in an immediate failure of the course, the Instructor will refer the case to the Chair/Director.

If the Instructor takes any of the actions listed above (a through d), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

If the Instructor takes any of the actions listed above (a through d), the Instructor must also submit an Academic Integrity Incident Report. This report should be filed within ten (10) business days of meeting with the student. The submission of an Academic Integrity Incident Report will result in a notification to the student, the Chair/Director of the Department and the Office of the Registrar and Enrolment Management. The student will have the option of providing a response to be included with the report. The Instructor must advise the student that the university will retain the report and that, in the event of any additional reports of academic dishonesty, the report will be used to determine a penalty for the subsequent academic dishonesty.

The Academic Integrity Incident Report is confidential to the student's record and is not shared with any parties other than the Chair/Director or designate and the Office of the Registrar and Enrolment Management for the purposes of an academic integrity decision.

5.5 Responsibilities of the Chair/Director

If the Chair/Director of the department/unit is the course Instructor, an Associate Chair/Director or other appropriate academic administrator within the department or faculty must take over the role of the Chair/Director.

The Chair/Director may delegate any of the Chair or Director's responsibilities under this section to an Associate Chair/Director or other appropriate administrator within the department or faculty, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Chair/Director on appropriate penalties.

Once an Academic Integrity Incident Report is filed, if the Chair/Director of the department/unit receives information from the Office of the Registrar and Enrolment Management that a student has been involved in more than one case of academic dishonesty or fraud, or believes that the academic dishonesty deserves a penalty more severe than that imposed by the Instructor, the Chair/Director may impose a different penalty. In addition to referring to this policy's procedures for determining the nature of alleged violations, Chairs or Directors may consult with their unit's Academic Integrity Advisor for advice on individual cases and proper implementation of these procedures.

If a different penalty is to be assigned, the Chair/Director must give the student an opportunity to discuss the matter. Normally notification of the assignment of a different penalty should be provided to the student within ten (10) business days. If, after reviewing the facts of the case and any previous case(s), the Chair/Director finds that a student has, more likely than not, engaged in academic dishonesty (see "standard of proof"), or should receive a more severe penalty, the Chair/Director may impose one or more of the following penalties:

- a. issue a formal, written reprimand (Notice of an Academic Integrity Violation) to the student and place a copy of the reprimand on the student's record
- b. assign a grade less severe than "F" (0%) for the course
- c. assign a grade of "F" (0%) for the course

If the Chair/Director takes any of the actions listed above (a through c), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

If, after the Instructor has submitted an Academic Integrity Incident Report, the Chair/Director implements a more severe penalty, the initial Academic Integrity Incident Report will be updated with the increased penalty within ten (10) business days of meeting with the student. The report must be sent to the student for a response, and the finalized report must be copied to the Instructor and the Office of the Registrar and Enrolment Management. The Chair/Director must advise the student that the University will retain the report and that, in the event of any further reports of academic dishonesty, the report will be used to determine a penalty for the subsequent academic dishonesty.

If the Office of the Registrar and Enrolment Management informs the Chair/Director that the student has two or more previous findings of violation of this policy, or the Chair/Director believes that the academic dishonesty deserves a penalty beyond that provided for under "Responsibilities of the Chair/Director" above, the Chair/Director will refer the case to the Dean with a recommendation.

5.6 Responsibilities of the Dean

Where there have been more than two prior violations and the Chair/Director has determined that, more likely than not, the violation occurred (see "standard of proof"), the Chair/Director will forward

the case to the Dean of the Faculty in which the course is offered. The Chair/Director may submit a recommendation to the Dean with respect to a proposed penalty. In the case of graduate students, the Dean is defined as the Dean of Graduate Studies (or designate).

The Dean must give the student an opportunity to discuss the matter. Normally notification of a meeting or written response should be provided to the student within ten (10) business days. A student may consult with the Ombudsperson, the Office of Student Life or others as appropriate for advice and support. After reviewing the facts of the case and any previous case(s), if the Dean finds it is more likely than not that a student has engaged in academic dishonesty (see “standard of proof”), the Dean may place the student on Disciplinary Academic Probation to be removed upon graduation.

In making this decision, the Dean will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The student must be notified in writing, and a copy will be placed on the student’s record. The University will retain a record of the action taken. In the event of any further reports of a violation of academic integrity, the record will be used to determine the action for the subsequent academic integrity violations.

The Dean must also submit an Academic Integrity Incident Report in a timely manner. The report must be sent to the student for a response, and the finalized report will be copied to the Office of the Registrar and Enrolment Management. The University will retain the report and, in the event of any further reports of academic dishonesty, the report may be used to determine additional penalties.

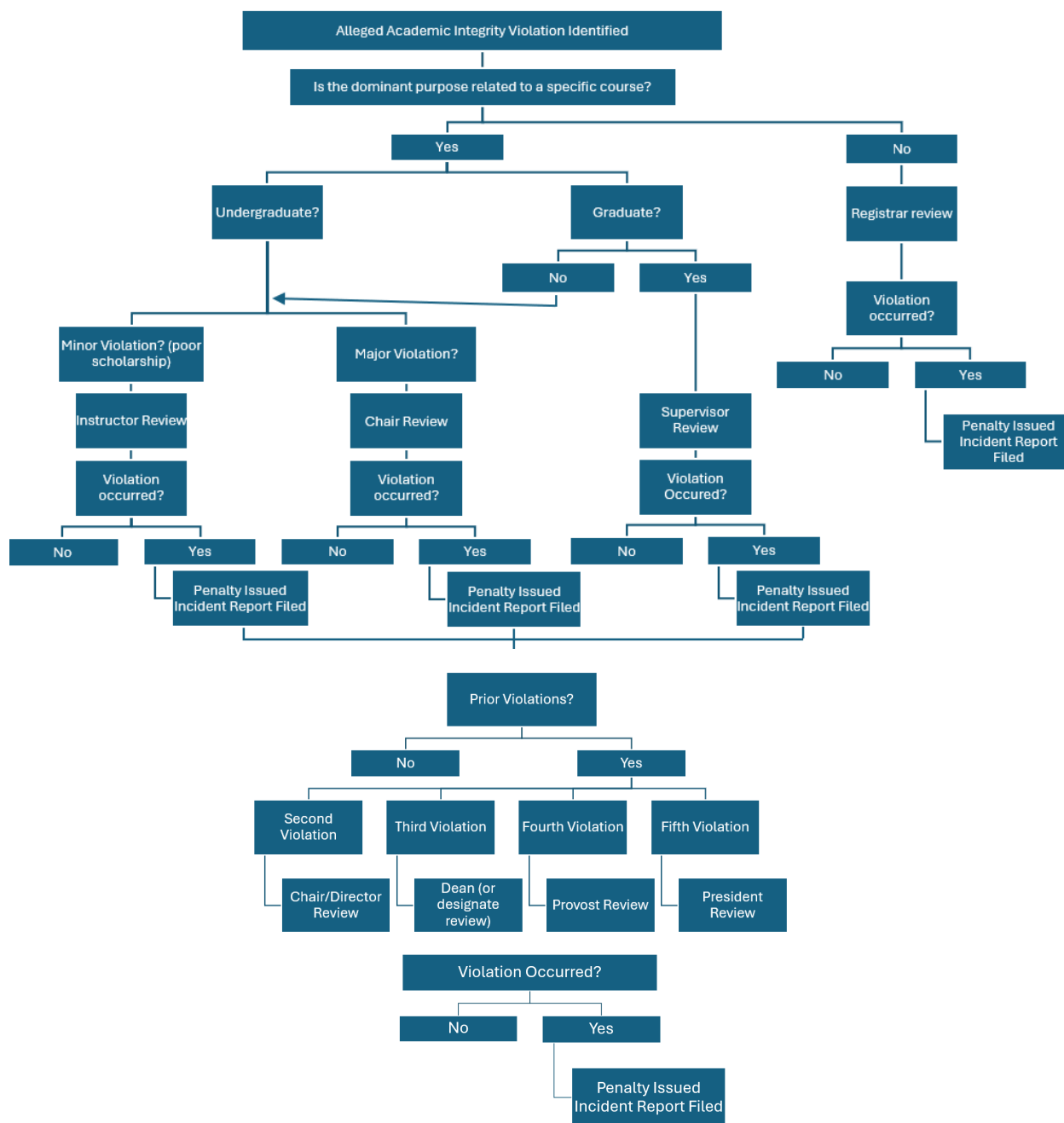
5.7 Responsibility of the Vice-President Academic and Provost and the President

Where there have been more than three prior violations, the Dean of the student’s Faculty will forward the case to the Vice-President Academic and Provost with a recommendation on the penalty to be assigned. In the case of graduate students, the Dean is defined as the Dean of Graduate Studies.

Upon a student’s third violation of academic integrity, the Vice-President Academic and Provost may place the student on Disciplinary Academic Probation with a permanent notation on the student’s transcript. In making this decision, the Vice-President Academic and Provost will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The student must be notified in writing of the penalty imposed and a copy will be placed on the student’s record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record will be used to determine the action for the subsequent academic integrity violations.

If a student on Disciplinary Academic Probation commits fifth violation of academic integrity, this should result in the student’s permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of the student’s Faculty. In situations where a graduate student who has been placed on Disciplinary Academic Probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of the Faculty of Graduate Studies.

5.8 Responsibility Flowchart



6 Penalties for Academic Integrity Violations

Penalties for violations relating to graduate final project, thesis, dissertation, praxis or portfolio are different from those for other violations.

6.1 Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work.

A largely or fully plagiarized piece of work should result in a grade of “F” (0%) for the course.

6.2 Unauthorized use of an editor or content generator

Unauthorized use of an editor or content generator should result in a failing grade for the work.

In situations where an unauthorized editor or unauthorized content generator is used to extensively edit work that results in a student submitting work that is considered that of another person’s, penalties for plagiarism may apply.

6.3 Multiple submissions without prior permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this multiple submission should result in a failing grade for the assignment in one of the courses

If the same piece of work is submitted for two courses, this should result in a grade of “F”, 0%) for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

6.4 Falsifying materials subject to academic evaluation

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work.

If an entire piece of work is based on false materials (e.g., submitting a commercially prepared or content generated essay as one’s own work), this should result in a grade of “F” (0%) for the course.

6.5 Sharing of course materials and intellectual property violations

If a student uploads and/or shares the intellectual property of course materials or course content without the express permission of the Instructor, it will result in a failing grade for the assignment or examination if this work is part of a course (See [Procedures for Academic Fraud](#)).

6.6 Cheating on exams

Any instance of impersonation of a student during an exam should result in a grade of “F” (0%) for the course for the student being impersonated and disciplinary academic probation for the impersonator (if they are a student).

Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam.

Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of “F” (0%) for the course.

Any instance of bringing unauthorized equipment or material into an exam should normally result in a grade of zero for the exam.

Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work and a grade of “F” (0%) for the course when such sharing covers a substantial part of the work.

6.7 Collaborative work

The university values peer-to-peer learning which can include group projects. In these cases, an instructor will provide clear written instructions permitting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually).

Instances of unauthorized collaboration on a substantial part of the work should result in a failing grade for the work, while instances of unauthorized collaboration on the bulk of the work should result in grade of “F” (0%) for the course.

In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

7 Graduate Students and Academic Integrity Violations

There is a greater expectation of responsibility toward academic integrity for graduate students undertaking study in pursuit of an advanced degree. All graduate students are expected to be aware of their responsibilities toward academic integrity and should complete the Academic Integrity Modules at the start of their graduate program. Ignorance of these standards will not excuse a student from consequences, including penalties, for violations of academic integrity. As disciplinary standards for documenting sources, sharing research or working collaboratively may vary, graduate students should talk to their supervisors to ensure there is an understanding of expectations.

7.1 Final project, thesis, dissertation, praxis or portfolio

Instances of plagiarism (including inadequate attribution of sources or the use of previously submitted assignments without permission of the supervisory committee), falsification of materials or unauthorized use of an editor or content generator that affect a major part (such as a chapter) of the graduate student’s final project, thesis, dissertation, praxis or portfolio should result in the graduate student being placed on Disciplinary Academic Probation with a permanent notation on their transcript, as well as being required to rewrite the affected section of the final project, thesis, dissertation, praxis or portfolio. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the Vice-President Academic and Provost (or designate), upon recommendation of the Dean.

Instances of plagiarism, falsification of materials or unauthorized use of an editor or content generator that substantially undermine the originality of the graduate student’s final project, thesis, dissertation, praxis or portfolio so as to fundamentally compromise any claims to new knowledge creation or the new application of knowledge should result in the student’s permanent suspension. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the President, upon recommendation of the Dean.

The penalties for violations relating to graduate final project, thesis, dissertation, praxis or portfolio may apply where a violation occurs in submitted drafts, as well as in the final version of a final project, thesis, dissertation, praxis or portfolio.

7.2 Violations relating to doctoral candidacy examinations

Instances of plagiarism (including inadequate attribution of sources), falsification of materials, cheating or unauthorized use of an editor or content generator in any element of a candidacy examination should result in failure of that element of the examination.

- Students who have failed a first attempt at any element of candidacy in this way and whose program allows for two attempts at candidacy are normally eligible to make a second attempt but will be placed on Disciplinary Academic Probation with a temporary notation on their transcript that will be removed on graduation. To ensure understanding, graduate students on Disciplinary Academic Probation will be required to repeat the Academic Integrity Modules for graduate students
- Students who have failed a first attempt at any element of candidacy in this way and whose program allows for only one attempt at candidacy OR students whose second attempt at an element of candidacy is failed for an academic integrity violation will normally be withdrawn from their program by the Dean. While the determination of the nature of the offence will be made by the Chair/Director, any penalty can only be imposed by the Dean.

8 Particularly unusual or serious academic integrity violations

In the case of a first-time violation that is particularly unusual or serious (e.g. actions that create reputational risk for the university such as the falsification of research results), the Instructor may, where appropriate, refer the case to the Chair/Director of the Department of the course in which the alleged violation occurred with a recommendation for a penalty more severe than those normally imposed for a first violation.

8.1 Penalties for multiple academic integrity violations

Penalties for academic integrity violations beyond the first violation increase in severity. As students should complete the Academic Integrity Modules at the start of their first term at the University of Victoria, it is expected that students will be responsible for ensuring they are familiar with the generally accepted standards and requirements of academic integrity (e.g. as published in the University Academic Calendar). Ignorance of these standards will not excuse a student from consequences, including penalties, for academic dishonesty.

Instructors are responsible for informing their students at the beginning of each term if there are additional specific criteria for academic honesty beyond those generally required at the University of Victoria that pertain to the particular class or course (e.g. the format for acknowledging the thoughts and writings of authors acceptable to the underlying discipline and the acceptable level of group work, use of an editor or tutoring service and/or online resources).

8.2 Disciplinary Academic Probation and Suspension

Any instance of any of the violations described above committed by a student who has already committed two violations, especially if either of the violations merited a grade of "F" (0%) for the course, should result in the student being placed on temporary Disciplinary Academic Probation. A temporary Disciplinary Academic Probation notation penalty decision may only be made by the Dean of the student's faculty and is recorded on the student's transcript and only removed upon graduation.

In situations where a student commits three or more academic integrity violations, the student may be placed on Disciplinary Academic Probation with a permanent notation on the student's transcript. The decision to place a student on Disciplinary Academic Probation with a permanent transcript notation can only be made by the Vice-President Academic and Provost (or designate). This

decision is made upon recommendation of the Dean (who will forward all instances of three or more violations to the Vice-President Academic and Provost). The Vice-President Academic and Provost (or designate) will consider factors such as the nature of the major violations and whether there has been an interval between violations such that remediation could have taken place.

If a student on Disciplinary Academic Probation with a permanent notation commits another violation, this should result in the student's permanent suspension. The decision to place a student on Disciplinary Academic Suspension can only be made by the President, on the recommendation of the Dean (who will forward all instances of four or more violations to the President).

In situations where a graduate student who has been placed on disciplinary academic probation with a permanent notation after a second offence commits a third offence, the student should be subject to permanent suspension. The decision to place a student on Disciplinary Academic Suspension can only be made by the President, on the recommendation of the Dean of Graduate Studies (who will forward all instances of two or more violations to the President).

8.3 Academic Dishonesty Penalty Chart

The following chart explains the normal escalating progression of penalties for a student who commits multiple academic integrity violations over time. Some actions, even if minor, may be considered major if they have been consistently repeated. Particularly egregious violations may not follow this progression and may be deemed grievous enough to warrant escalation beyond the expected next step. More severe penalties may be assigned if an offense is aggravated by dishonesty during the investigation. Graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

1st minor violation	2nd or more serious violation	3rd violation	4th violation	5th violation
May result in the following penalties:	May result in the following penalties:	Disciplinary Academic Probation with a temporary notation (removed upon graduation)	Disciplinary Academic Probation with a permanent notation	Permanent Disciplinary Academic Suspension
- warning - Academic Integrity Modules - lower grade for the work - grade of F, 0% (for the work) <i>(Penalty applied by the Instructor)</i>	- formal reprimand - grade F (0%) for the course <i>(Penalty applied by the Chair/Director)</i>	Normally results in a grade of F (0%) for the course <i>(Penalty applied by Dean, or designate, of the Faculty in the course which the student is registered)</i>	Normally results in a grade of F (0%) for the course. <i>(Penalty applied by the Vice-President Academic and Provost, on recommendation of the Dean)</i>	Permanent suspension from the University <i>(Penalty applied by the President, on recommendation of the Dean)</i>

9 Non course-based penalties

If a student has withdrawn from a course, the university, or is not registered in a course associated with a violation, this policy must still be followed.

If a determination is made that it is more likely than not a student has engaged in academic dishonesty (see “standard of proof”), a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

See [Academic Fraud](#) for penalties that may be considered under non course-based academic dishonesty.

10 Interim Academic Integrity Measures

The University may impose interim measures while an allegation of academic dishonesty or academic fraud is being investigated, determined, or resolved. Consequences due to interim measures are reversible should the academic integrity violation be unfounded.

Dropping a course in which an academic integrity violation is under consideration will not preclude the investigation from proceeding and the application of a full range of penalties.

The Registrar is responsible for imposing interim measures that may include, but are not limited to, prohibiting the student from:

- altering registration
- requesting an academic concession for the courses in which there is an allegation of academic dishonesty or fraud
- requesting official transcripts or other official university documents
- receiving final grades for courses in which there is an allegation of academic dishonesty or fraud
- graduation

If a case is referred to the Dean of the student’s faculty by a Chair/Director or the Registrar, the student’s official transcript will not be available to the student until the case is resolved.

11 Rights of appeal

Students must be given the right to be heard at each stage and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:

- appeal a decision made by the Instructor to the Chair/Director of the Department offering the course in which the student is registered within fifteen (15) business days of the date of the Instructor’s notification of the decision.
- appeal a decision made by the Chair/Director to the Dean of the Faculty offering the course in which the student is registered within fifteen (15) business days of the date of the Chair or Director’s notification of the decision. Graduate students must appeal a decision to the Dean of the Faculty of Graduate Studies.
- appeal a decision made by the Dean of a Faculty to the Senate Committee on Appeals.
- appeal a decision made by the Vice-President Academic and Provost to the Senate Committee on Appeals.
- appeal a decision made by the President under the provisions of section 61 of the [BC University Act](#) to the Senate Committee on Appeals.

Appeals to the Senate Committee on Appeals must be made in accordance with the [Senate Committee on Appeals’ Terms of Reference and Procedural Guidelines](#).

Chairs/Directors and Deans who receive a completed Academic Integrity Appeal Form regarding a decision should make a finding with respect to the appeal in a timely manner and no later than fifteen (15) business days. Appeals will focus on procedural matters, not the substance of the academic judgement under investigation. Consultation with appropriate areas for guidance, such as the Ombudsperson and/or the Office of Student Life is encouraged.

12 Records management

Violations of academic integrity are most serious when repeated. Records of violations of this policy are kept to ensure that students who have committed more than one violation can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

12.1 Notice of an Academic Integrity Violation and Incident Report

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Registrar, Instructor, Chair/Director, Dean, Vice-President Academic and Provost, President) responsible for imposing the penalty. A Notice of an Academic Integrity Violation will be sent to the student and shall be included on the student's record along with the Academic Integrity Incident Report. These records are maintained by the Office of the Registrar and Enrolment Management. Offices other than the Office of the Registrar and Enrolment Management are required to securely destroy any additional documentation pertaining to the student's academic integrity violation.

12.2 Records

Records relating to academic integrity violations will be confidentially stored in the Office of the Registrar and Enrolment Management. The Registrar, Instructor, Chair/Director, Dean, Vice-President Academic and Provost, or President (whichever is responsible for imposing the penalty) will report academic integrity violations and will forward all documentation (including materials used in the making of the decision) related to a violation to the Office of the Registrar and Enrolment Management once the decision regarding a violation has been made. This documentation will include information regarding students who have been found to have violated the Policy on Academic Integrity, the type of violation, the penalties imposed for the violation and any other relevant information as listed in the Academic Integrity Incident Report.

In accordance with the Directory of Records retention [Student Records \(SR110\)](#), where a determination that no violation has occurred is made, records will be retained for 1 year by the Office of the Registrar and Enrolment Management.

12.3 Access to Records

Information pertaining to previous academic integrity violations is passed to the Chair/Director by the Office of the Registrar and Enrolment Management upon submission of a Notice of an Academic Integrity Violation by an Instructor. Instructors cannot access evidence of previous violations from the Office of the Registrar and Enrolment Management.

Upon a finding of a major academic integrity violation, a Chair/Director may receive notification of a previous academic integrity violation from the Office of the Registrar and Enrolment Management.

The Dean and the Registrar will also, upon ruling, receive notification of previous academic integrity violations from the Office of the Registrar and Enrolment Management. In addition, Deans are permitted to access the complete student record regarding any academic integrity violations.

In some special circumstances, there may be reasons why faculty members need to have access to a student's records regarding academic integrity (e.g., character attestation for purposes of

professional accreditation). If a faculty member intends to request access to students' records for any such purpose, that purpose must be disclosed by the faculty member to the student.

The Senate Committee on Academic Standards, Deans and Chairs/Directors may request aggregate information from the Office of the Registrar and Enrolment Management on numbers of violations for purposes of analysis, but in this case the information is to be provided without revealing personal information.

12.4 Records Retention

The following retention periods apply to records relating to academic integrity violations:

First or subsequent violations where no permanent notation has been made on a student's transcript five (5) years after the student has graduated. If the student has not graduated, the record will be retained ten (10) years after the student's most recent registration.

Second or subsequent violations where a permanent notation has been made on a student's transcript - permanent retention.

Notations on a student's transcript will be removed upon graduation or maintained permanently, in accordance with the penalty imposed under this policy.

A student who has had a permanent notation imposed on their transcript may make an application to the Vice-President Academic and Provost to have the notation removed. This application may be made ten (10) years after the final decision regarding the violation has been made and must include compelling evidence to explain why the notation should be removed.

Policy on Academic Integrity

Principles of academic integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, courage and responsibility. ~~It is expected that~~ that the University of Victoria recognizes that its students, faculty members and staff ~~at the University of Victoria, as members of~~ an intellectual community, ~~will and thus expects all university community members to~~ adhere to these ~~ethical values in all activities related to~~ principles in all learning, teaching, research and service activities. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic ~~rights of members of our community~~ principles. This policy ~~is designed to~~ ensures that the university's standards are upheld ~~in a fairly~~ and transparently ~~fashion~~.

~~Nothing in this policy is intended to prohibit students from developing their academic skills through exchanging ideas and using resources the university makes available to support learning. Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Centre for Academic Communication).~~ Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor or graduate supervisor.

1. Scope and Jurisdiction

This policy covers student academic dishonesty and academic fraud in university-related scholarly activities, including activities involving University of Victoria alumni when the matters occurred before graduation and were unknown at the time of graduation. This policy also applies to academic fraud in which individuals (past or present students or non-students) misrepresent credentials concerning the scholarly work at the University of Victoria. The forms of academic dishonesty and fraud set out in this policy include attempts to engage in dishonesty or fraud and aiding and abetting dishonesty or fraud. Ignorance of these standards will not excuse an individual from consequences, including penalties, for academic dishonesty and/or fraud.

2. Definitions

"Academic Advantage"

A situation that may result in a student gaining an unearned or unfair benefit in their academic matters, such as their academic work, academic records, or academic progress.

"Academic Dishonesty"

An act or omission that occurs within or as part of a course and contravenes the standard of academic integrity.

"Academic Integrity"

The set of principles on which good academic work relies: honesty, trust, fairness, respect, responsibility and courage. Academic integrity includes a commitment not to engage in or tolerate acts of dishonesty, falsification, misrepresentation, or deception in a student's academic work. Such

acts violate the fundamental ethical principles of the university community and compromise the worth of work completed by others.

“Academic Integrity Advisor”

A member of a department who is a source of education, support and communication for their colleagues. Academic Integrity Advisors are supported in their role by Learning and Teaching Innovation and the Libraries.

“Academic Integrity Incident Report”

The document by which the Registrar, Instructor, Chair/Director, Dean (or designate), the Vice-President Academic and Provost, and the President report academic dishonesty and fraud.

“Academic Integrity Modules/Training”

The self-paced course that addresses the university’s expectations concerning academic integrity. These modules will be periodically updated.

“Academic Fraud”

Behaviour that may or may not relate to a specific course that contravenes the standard of academic integrity.

“Chair/Director”

The Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean (or designate).

“Dean”

The Dean (or designate) of the Faculty in which the course is offered. In the Faculties of Humanities, Science and Social Sciences, the Dean’s designate may be the Associate Dean Academic Advising. In the case of graduate students, the Dean is defined as the Dean of the Faculty of Graduate Studies (or designate).

“Disciplinary Academic Probation”

The penalty that is applied for multiple, subsequent instances of academic integrity violations (normally a culmination of three or more instances with the exception of particularly unusual or serious academic integrity violations – section 8). In the case of three instances, this penalty will be temporarily recorded on a student’s transcript to be removed upon graduation. In the case of four instances, the notation is permanently applied to the student’s transcript. Graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

“Disciplinary Academic Suspension”

The penalty for an instance of serious academic integrity violation (normally a culmination of five or more instances) that result in a student’s permanent suspension from the university.

“Editor or Content Generator”

An editor or content generator (genAI) is an individual, service, or software other than the instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a student’s written or non-written work.

“Instructor”

Course instructors, faculty members, sessional instructors and graduate supervisors. Teaching Assistants are responsible for reporting academic dishonesty to the main course instructor.

“Notice of an Academic Integrity Violation”

The formal, written reprimand to the student regarding an academic integrity violation due to academic dishonesty or academic fraud. This communication also includes an Academic Integrity Incident Report. A copy of this notice and adjoining report is placed in the student’s university file in the Office of the Registrar and Enrolment Management.

“Notice of Alleged Academic Integrity Violation”

The formal, written notice to the student outlining an alleged academic integrity violation due to academic dishonesty or academic fraud.

“Office of Student Life (OSL)”

The office within the Division of Student Affairs which is responsible for the response to, and resolution of, non-academic student misconduct allegations and high-risk student behaviour. The OSL administers the relevant policies and develops both responsive and prevention initiatives to address student conduct concerns and promote safety and well-being throughout the university community.

“Registrar”

The Registrar (or designate) of the Office of the Registrar and Enrolment Management, (OREM) who, for the purpose of this policy, supports university admission, course registration, transfer credit application, program change requests, record management, graduation confirmation, transcript and degree verification.

“Standard of Proof”

The level of certainty required by the decision-maker to determine whether an academic integrity violation occurred. For academic integrity matters, the standard of proof is the balance of probabilities. This means that, based on the evidence available, the decision-maker must be satisfied that it is more likely than not (i.e., greater than a 50% likelihood) that the alleged violation took place. The balance of probabilities standard does not require proof beyond a reasonable doubt; rather, it requires a clear assessment of the credibility, relevance, and weight of the evidence to determine whether the facts support the conclusion that a violation occurred.

“Student”

Any of the following: a person who has applied for admission or re-admission to the university; an undergraduate or graduate student who is registered in one or more courses in the current term and is eligible to continue; an undergraduate or graduate student who is not registered in the current term but is eligible to enroll at the university; a Visiting, Exchange, or Audit student who has been admitted to the university for the purposes of taking courses or to take part in an approved research term; a person enrolled at the university in a non-credit program or course; a former undergraduate or graduate student; or an alumnus of the university.

“Work”

Written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or artworks, oral reports, audiovisual or recorded presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

In this policy:

- ~~“work” is defined as including the following: written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or art works, oral~~

~~reports, audiovisual or recorded presentations, lesson plans, and material in any medium submitted to an instructor for grading purposes.~~

- ~~• “Dean” is defined as the Dean of a student’s faculty and, in the case of graduate students, is defined as the Dean of Graduate Studies.~~
- ~~• “Chair” is defined as including the Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean.~~
- ~~• “instructor” is defined to include instructors and graduate supervisors.~~

3. Student Responsibility

All students should complete the Academic Integrity Modules at the start of their first term at the University of Victoria. Students are also encouraged to consult with their unit’s liaison librarian for support developing their information literacy, research, and citation skills.

Students are responsible for understanding the principles of academic integrity as they apply in the discipline in which their work is being submitted and/or as indicated by the course instructor or graduate supervisor.

Any action that contravenes the standard of academic integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one’s academic work.

All forms of academic fraud are prohibited. See Academic Fraud (section 4.1) for examples.

All forms of academic dishonesty that occur within or as part of a course are prohibited. See Academic Dishonesty (section 4.2) for examples.

It is a violation to help others or attempt to help others engage in any forms of academic dishonesty or fraud.

Both undergraduate and graduate students are covered under this policy. However, graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

4. Academic Integrity Violations

Violations of Academic Integrity include Academic Fraud and Academic Dishonesty. Any action that contravenes the standard of academic integrity, as outlined in the policy, is prohibited and may result in disciplinary measures. In determining whether academic dishonesty or fraud has occurred, it is not necessary to show that a student has achieved an improper academic advantage or benefit.

Examples of academic dishonesty and fraud are listed below to illustrate the types of behaviours that will be subject to university action and that might lead to intervention or discipline by the university.

The list of examples is not exhaustive, and any conduct a student knows or ought reasonably to know to be a violation is subject to this policy.

Academic integrity violations covered by this policy can take a number of forms, including the following:

4.1 Academic Fraud

Academic Fraud consists of serious actions of academic misconduct. Falsification, Misrepresentation, Fraud, or Misuse are all considered Academic Fraud, the dominant purpose of which is academic advantage, including:

- forging, misusing, or altering any university document or record
- engaging in misrepresentation that may create an incorrect perception of the student's academic position or credentials
- obtaining any textbooks, study aids, equipment, materials, or services by fraudulent means
- submitting a manufactured, forged, altered, or converted document, including a forged or altered medical certificate, death certificate, or travel document to a university official, which the student knows, or ought reasonably to have known, to be altered for the purposes of admission, re-registration, letters of permission and/or transfer
- impersonating an instructor, student, or any other member of the academic community
- engaging in any action which disadvantages, or unfairly advantages, the access of a student to course enrolment or course materials

It is a violation to help others or to attempt to help others engage in any of the conduct described above.

4.2 Academic Dishonesty

Academic Dishonesty constitutes prohibited actions that occur within a course or academic program. They include, but are not limited to, the following:

- Engaging in misrepresentation, including falsifying documents, to gain a benefit or advantage in a course, including the Request for Academic Concessions Process (e.g. the submission of a forged or altered medical certificate or death certificate)
- Engaging in any action intended to disadvantage a student in a course, including destroying, stealing, or concealing academic resources
- Stealing, destroying, or altering the academic work of another individual
- Unauthorized or inappropriate use of artificial intelligence tools for exams or submitted work
- Unauthorized or inappropriate use or possession of electronic devices (e.g. phones, computers, calculators and other forms of technology) in coursework, assignments, or examinations
- Unauthorized sharing or selling of materials developed by instructors, such as instructional resources, examinations, assignments, or other course materials

The following (4.2.1 – 4.2.7) are examples of Academic Dishonesty:

4.2.1 Plagiarism

A student commits plagiarism when ~~he or she~~they engage in actions that include but are not limited to the following:

- submitting the work of another person or a content generator in whole or in part as the student's original work

- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline and/or as stated by the course instructor, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgment as described above

~~The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.~~

4.2.2 Unauthorized use of an editor or content generator

An editor or content generator is an individual or service, other than the instructor or supervisory committee member, ~~who that generates, completes,~~ manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor or content generator, whether purchased or not ~~paid~~, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow students and tutoring that do not include editing are normally permitted, and any changes or edits to the work should be carried out by the student as the original author.

~~In addition to consulting with their instructors,~~ students are encouraged to seek review access university-authorized academic support services for help with academic writing and communication, information literacy and research skills, math and statistics assistance, and physics support ~~of and feedback on their work that prompts them to evaluate the work and make changes themselves.~~

4.2.3 Multiple submission without prior permission

Multiple submission is the resubmission of work by a student that has been used in an identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

4.2.4 ~~Falsifying~~ Falsification of materials subject to academic evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared in whole or in part by someone else (e.g., online tutors, commercially prepared essays, or generative artificial intelligence) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

4.2.5 Cheating on work, tests and examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaboration ~~on~~ ~~ve~~ ~~work~~
- having, in an examination or test ing environment, any materials or equipment other than those authorized by the examiners
- accessing unauthorized information when ~~doing working on~~ take-home assignments, tests or examinations
- impersonating a student on an examination or test and/or ~~or~~ being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so
- concealing and/or accessing information pertaining to the examination within the examination environment, including in hallways and washrooms adjacent to the examination room, against the regulations governing administration of university examination (undergraduate and graduate)

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

4.2.6 Course materials and intellectual property

Course materials include lecture notes, recordings, individual course websites, examinations, and other copyrightable materials intended for use only by the students registered in a course. Instructors own the intellectual property in their course materials.

Course materials and the intellectual property contained therein are intended to benefit students enrolled in a course in a particular term in which the course is being taught and enhance a student's educational experience. Sharing course materials with persons not enrolled in the course in that term without the intellectual property owner's permission constitutes a violation of intellectual property rights. Students must not share course materials with persons not enrolled in a course in that term without the express permission of the course Instructor (e.g., sharing hard copies of course materials, sharing course materials in an online format, including posting to an online commercial or non-commercial repository).

Express permission of the intellectual property owner is also required before sharing course materials from completed courses with students taking the same or similar courses in subsequent terms/years. In many cases, Instructors might be willing to allow the distribution of certain materials. However, disseminating course materials without express permission may constitute a violation of intellectual property rights.

4.2.7 Aiding others to cheat

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

5. Procedures for dealing with violations of academic integrity

The procedures for determining the occurrence and nature of alleged violations involve primarily the course instructor and the Chair or Director of a department or school. In certain cases of Academic Fraud, the Registrar is also involved. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost (or designate) and, in the most severe cases, the President.

It is not necessary to show that a student has achieved an improper academic advantage or benefit to determine whether academic dishonesty or fraud has occurred.

The University will adhere to principles of procedural fairness and natural justice. The appropriate standard of proof for a decision in this process is that, more likely than not, a violation of academic integrity has occurred (see "standard of proof"). All decision-makers dealing with allegations of academic dishonesty or academic fraud will provide students with an opportunity to respond in a timely manner to the allegations.

When the University imposes a penalty on a student for academic dishonesty or academic fraud, the student may appeal to either the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) or the Senate Committee on Appeals, depending on the nature of the academic integrity violation.

A support person may accompany a student at any meeting concerning disciplinary matters under these procedures. Students are encouraged to consult the University Ombudsperson, the Office of Student Life and other offices (for example, the International Centre for Students, as appropriate) for advice and support in clarification of the policy, penalties and process during the investigation of an alleged violation.

In deciding upon the appropriate penalty to be imposed for an act of academic dishonesty or academic fraud, consideration must be given to the following factors:

- a) the extent of the academic dishonesty or academic fraud
- b) whether the academic dishonesty or academic fraud was deliberate
- c) the importance of the work in question as a component of the course or program
- d) whether the act in question is an isolated incident or part of repeated acts of academic dishonesty, academic fraud and/or non-academic misconduct
- e) any other mitigating or aggravating circumstances

5.1 Academic Integrity Allegations

Procedures to determine alleged academic integrity violations (academic fraud or dishonesty) may be handled by the Registrar, the Instructor, Chair/Director of a unit, the Dean, the Vice-President Academic and Provost or the President.

If the Registrar decides that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic advantage not related to a specific course, it will be dealt with as a case of Alleged Academic Fraud (see Procedures for Academic Fraud).

If an Instructor has reasonable grounds to believe that a student has engaged in falsification, misrepresentation, fraud, or misuse, as listed above under Academic Integrity Violations, the Instructor must confer with the Chair or Director of the Instructor's Department to decide whether the dominant purpose of the alleged fraud was academic advantage. If it is determined that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic advantage within or as part of a course or program, it will be dealt with as a case of Alleged Academic Dishonesty (see Procedures for Academic Dishonesty).

The Instructor, Chair/Director, or Registrar may seek support from various university offices in investigating more complex cases of academic dishonesty or academic fraud.

In situations where a determination is made that a student has committed an academic integrity violation, in addition to the penalty assigned, the student will be required to undertake the Academic Integrity Modules. Ignorance of these academic integrity standards will not excuse a student from consequences, including penalties, for violations of academic integrity. There is no statute of limitation on breaches of the academic integrity policy. ~~Alleged violations must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructor, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student's adviser. If the student refuses to provide a response to the allegation or to participate in the process, the Chair may proceed to make a determination.~~

5.2 Responsibilities of the Student

If a student is alleged to have engaged in academic fraud or academic dishonesty, the Registrar or Instructor will notify the student outlining the specific allegations through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days of the discovery of the alleged violation. The student should respond to this notice of the allegation within ten (10) business days. If the student refuses or fails to respond or participate in any stage of the process of managing an violation of academic integrity incident, the process will proceed *in absentia*.

The student should carefully read both their written Notice of an Alleged Academic Integrity Violation and the Policy on Academic Integrity to understand the nature of the alleged violation. Before attending a meeting regarding the alleged academic integrity violation, the student should gather all relevant documents that may be necessary for the conversation. Normally, a decision will not be re-opened unless there is new material that could not have been reasonably presented at the original meeting and would have reasonably affected the outcome.

Registered students are encouraged to consult with appropriate campus experts for guidance, such as the Ombudsperson, the Office of Student Life. In addition, a student may bring an individual for support and/or advice to a meeting regarding an alleged academic integrity violation provided that the discussion takes place primarily with the student.

If the student is assigned a penalty, they will be notified in writing via a formal Notice of an Academic Integrity Violation, and a copy will be placed on the student's record. A student may appeal the allegation within ten (10) business days of the date of the written notice. The student may respond to the Academic Integrity Incident Report in the space provided. A student may also attach a letter in response to the Academic Integrity Incident Report.

Following the meeting regarding and alleged academic integrity violation, and within ten (10) business days, if there is a confirmed finding of the violation the student will receive an Academic Integrity Incident Report stating the determination of the alleged violation and information about the penalty. The student may respond to the Academic Integrity Incident Report in the space provided. A student may also attach a letter in response to the Academic Integrity Incident Report.

After any instance of a determined Academic Integrity violation, the student must once again complete the Academic Integrity Modules.

If the Office of the Registrar and Enrolment Management determines that there has been a previous violation of the Academic Integrity Policy, the initially assigned penalty may be increased, and the student may be asked to attend a further meeting with the Department Chair or Dean of the Faculty or their designates.

5.3 Responsibilities of the Registrar

The Registrar may delegate any of the Registrar's responsibilities under this section to an Associate Registrar or other appropriate administrator within the unit, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Registrar on appropriate penalties.

The Registrar is responsible for determining if there are reasonable grounds to believe that a student has:

- a. engaged in falsification, misrepresentation, fraud, or misuse, that may create an incorrect perception of a student's academic position or credentials; or
- b. helped, or attempted to help, another student engage in academic fraud.

Upon becoming aware of the issue, the Registrar must notify the student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the student to discuss the matter. The student then has ten (10) business days to respond.

If, after reviewing the facts of the alleged violation, the Registrar finds it is more likely than not that a student has engaged in academic fraud (see "standard of proof"), the Registrar may impose one or more of the following penalties as applied to the specific allegation identified:

- i. issue a formal, written reprimand to the student via a Notice of Academic Integrity Violation and place a copy of this reprimand on the student's academic record
- ii. deny or cancel an application for admission
- iii. rescind an offer of admission and place a ban on any new applications for at least one term
- iv. cancel current registration
- v. deny transfer credit from institutions where attendance was not disclosed

vi. place the student on disciplinary probation with a notation on the student's transcript

If the Registrar takes any of the actions listed above (i through vi), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

The Registrar must also submit an Academic Integrity Incident Report (which includes the Notice of Academic Integrity Violation). This report should be filed within ten (10) business days of meeting with the student. The student will have the option to provide a response to be included with the Academic Integrity Incident Report. The university will retain the report and, in the event of any additional reports of academic fraud, the report may be used to determine a penalty for the subsequent academic integrity violations.

The Academic Integrity Incident Report is confidential to the student's record and is not shared with any parties other than those listed above for the purposes of an academic integrity decision.

There are no time limits regarding allegations involving academic fraud.

5.4 Responsibilities of the Instructor

Instructors must adhere to the Procedures for Alleged Academic Dishonesty Violations when considering a case of academic integrity.

When an instructor becomes aware that a student may have engaged in academic dishonesty in their course (other than allegations involving graduate final project, thesis, dissertation, praxis or portfolio), the Instructor must notify the student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the student to discuss the matter. The students may bring support if desired. Part of the instructor's process for gathering information may include asking the student to speak to the work in question, and to demonstrate a level of knowledge and authority over the material so as to prove that they have authored it.

If a student fails to respond to a Notice of Alleged Academic Integrity Violation put forward by an Instructor, the ruling on the incident and penalties issued will take place with the student *in absentia*.

In addition to referring to this policy's procedures for determining the nature of alleged violations, Instructors may consult with their unit's Academic Integrity Adviser for advice on individual cases and implementation of these procedures. Instructors may also consult with their unit's liaison librarian, who can support students in developing research and information literacy skills.

If an Instructor is not available to handle the case, the Chair/Director of the department/unit will take over the role of the Instructor.

If an Instructor finds that more likely than not a student has engaged in academic dishonesty (see "standard of proof"), the Instructor will impose one or more of the following penalties depending on the severity of the academic integrity violation:

a. give the student a warning and assign the student to retake the Academic Integrity Modules

- b. require the student to redo the work, or to do supplementary work
- c. assign a grade deduction penalty for the work
- d. assign a grade of "0" for the work (work worth more than 50% of the course grade is referred to the Chair/Director)

If an Instructor determines that an act of academic dishonesty warrants a penalty beyond the above penalties, or the assigned penalty results in an immediate failure of the course, the Instructor will refer the case to the Chair/Director.

If the Instructor takes any of the actions listed above (a through d), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

If the Instructor takes any of the actions listed above (a through d), the Instructor must also submit an Academic Integrity Incident Report. This report should be filed within ten (10) business days of meeting with the student. The submission of an Academic Integrity Incident Report will result in a notification to the student, the Chair/Director of the Department and the Office of the Registrar and Enrolment Management. The student will have the option of providing a response to be included with the report. The Instructor must advise the student that the university will retain the report and that, in the event of any additional reports of academic dishonesty, the report will be used to determine a penalty for the subsequent academic dishonesty.

The Academic Integrity Incident Report is confidential to the student's record and is not shared with any parties other than the Chair/Director or designate and the Office of the Registrar and Enrolment Management for the purposes of an academic integrity decision.

5.5 Responsibilities of the Chair/Director

If the Chair/Director of the department/unit is the course Instructor, an Associate Chair/Director or other appropriate academic administrator within the department or faculty must take over the role of the Chair/Director.

The Chair/Director may delegate any of the Chair or Director's responsibilities under this section to an Associate Chair/Director or other appropriate administrator within the department or faculty, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Chair/Director on appropriate penalties.

Once an Academic Integrity Incident Report is filed, if the Chair/Director of the department/unit receives information from the Office of the Registrar and Enrolment Management that a student has been involved in more than one case of academic dishonesty or fraud, or believes that the academic dishonesty deserves a penalty more severe than that imposed by the Instructor, the Chair/Director may impose a different penalty. In addition to referring to this policy's procedures for determining the nature of alleged violations, Chairs or Directors may consult with their unit's Academic Integrity Advisor for advice on individual cases and proper implementation of these procedures.

If a different penalty is to be assigned, the Chair/Director must give the student an opportunity to discuss the matter. Normally notification of the assignment of a different penalty should be provided

to the student within ten (10) business days. If, after reviewing the facts of the case and any previous case(s), the Chair/Director finds that a student has, more likely than not, engaged in academic dishonesty (see “standard of proof”), or should receive a more severe penalty, the Chair/Director may impose one or more of the following penalties:

- a. issue a formal, written reprimand (Notice of an Academic Integrity Violation) to the student and place a copy of the reprimand on the student’s record
- b. assign a grade less severe than “F” (0%) for the course
- c. assign a grade of “F” (0%) for the course

If the Chair/Director takes any of the actions listed above (a through c), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student’s record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

If, after the Instructor has submitted an Academic Integrity Incident Report, the Chair/Director implements a more severe penalty, the initial Academic Integrity Incident Report will be updated with the increased penalty within ten (10) business days of meeting with the student. The report must be sent to the student for a response, and the finalized report must be copied to the Instructor and the Office of the Registrar and Enrolment Management. The Chair/Director must advise the student that the University will retain the report and that, in the event of any further reports of academic dishonesty, the report will be used to determine a penalty for the subsequent academic dishonesty.

If the Office of the Registrar and Enrolment Management informs the Chair/Director that the student has two or more previous findings of violation of this policy, or the Chair/Director believes that the academic dishonesty deserves a penalty beyond that provided for under “Responsibilities of the Chair/Director” above, the Chair/Director will refer the case to the Dean with a recommendation.

5.6 Responsibilities of the Dean

Where there have been more than two prior violations and the Chair/Director has determined that, more likely than not, the violation occurred (see “standard of proof”), the Chair/Director will forward the case to the Dean of the Faculty in which the course is offered. The Chair/Director may submit a recommendation to the Dean with respect to a proposed penalty. In the case of graduate students, the Dean is defined as the Dean of Graduate Studies (or designate).

The Dean must give the student an opportunity to discuss the matter. Normally notification of a meeting or written response should be provided to the student within ten (10) business days. A student may consult with the Ombudsperson, the Office of Student Life or others as appropriate for advice and support. After reviewing the facts of the case and any previous case(s), if the Dean finds it is more likely than not that a student has engaged in academic dishonesty (see “standard of proof”), the Dean may place the student on Disciplinary Academic Probation to be removed upon graduation.

In making this decision, the Dean will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The student must be notified in writing, and a copy will be placed on the student’s record. The

University will retain a record of the action taken. In the event of any further reports of a violation of academic integrity, the record will be used to determine the action for the subsequent academic integrity violations.

The Dean must also submit an Academic Integrity Incident Report in a timely manner. The report must be sent to the student for a response, and the finalized report will be copied to the Office of the Registrar and Enrolment Management. The University will retain the report and, in the event of any further reports of academic dishonesty, the report may be used to determine additional penalties.

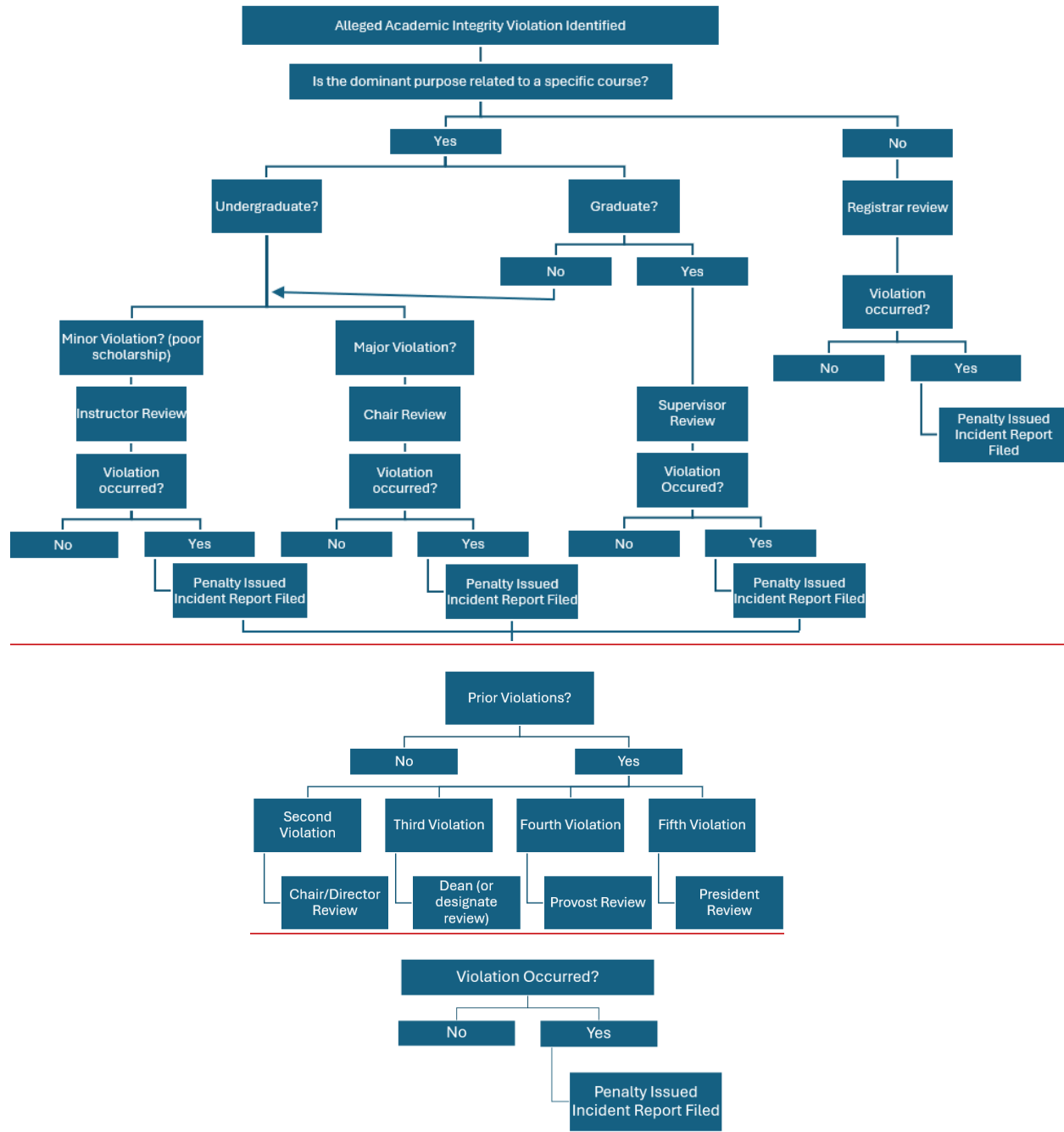
5.7 Responsibilities of the Vice-President Academic and Provost and the President

Where there have been more than three prior violations, the Dean of the student's Faculty will forward the case to the Vice-President Academic and Provost with a recommendation on the penalty to be assigned. In the case of graduate students, the Dean is defined as the Dean of Graduate Studies.

Upon a student's third violation of academic integrity, the Vice-President Academic and Provost may place the student on Disciplinary Academic Probation with a permanent notation on the student's transcript. In making this decision, the Vice-President Academic and Provost will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The student must be notified in writing of the penalty imposed and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record will be used to determine the action for the subsequent academic integrity violations.

If a student on Disciplinary Academic Probation commits fifth violation of academic integrity, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of the student's Faculty. In situations where a graduate student who has been placed on Disciplinary Academic Probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of the Faculty of Graduate Studies.

5.7 Responsibility Flowchart



~~Determining the nature of the violation~~

~~The Chair shall make a determination as to whether compelling information exists to support the allegation.~~

~~Determining appropriate penalties~~

~~If there is compelling information to support the allegation, the Chair shall contact the Office of the Registrar and Enrolment Management to determine if the student's record contains any other confirmed academic integrity violations.~~

~~If there is no record of prior violations, the Chair shall make a determination with respect to the appropriate penalty, in accordance with this policy.~~

~~Referral to the Dean~~

~~Where there have been one or more prior violations and the Chair has determined that compelling information exists to support the allegation, the Chair shall forward the case to the Dean (or the Dean's designate). In the Faculties of Humanities, Science and Social Sciences, the designate may be the Associate Dean Academic Advising). In situations where the student is registered in more than one faculty, the case will be forwarded to the Dean responsible for the course. The Chair may submit a recommendation to the Dean with respect to a proposed penalty.~~

~~Letters of reprimand~~

~~Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand will be sent to the student and a copy shall be included in the record maintained by the Office of the Registrar and Enrolment Management.~~

~~Rights of appeal~~

~~Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:~~

- ~~• appeal a decision made by the Chair to the Dean of the faculty in which the student is registered within 21 business days of the date of the Chair's decision.~~
- ~~• appeal a decision made by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.~~

~~Deans who receive an appeal of the decision of a Chair should attempt to make a finding with respect to the appeal within 21 business days. In the case of a successful appeal, any penalty will be rescinded.~~

6. Penalties

Penalties for first academic integrity violation

~~In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed.~~ The penalties for violations relating to graduate dissertations, theses or final projects are different than those for other violations.

6.1 Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work.

A largely or fully plagiarized piece of work should result in a grade of "F" (0%) for the course.

6.2 Unauthorized use of an editor or content generator

Unauthorized use of an editor or content generator should result in a failing grade for the work.

In situations where an unauthorized ~~use of an~~ editor or unauthorized content generator is used to extensively edit work that results in a student submitting work that ~~is~~could be considered that of another person's, penalties for plagiarism may apply.

6.3 Multiple submissions without prior permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. ~~If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.~~

If the same piece of work is submitted for two courses, this should result in a grade of "F", 0%) for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

6.4 Falsifying materials subject to academic evaluation

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work.

If an entire piece of work is based on false materials (e.g., submitting a commercially prepared or content generated essay as one's own work), this should result in a grade of "F" (0%) for the course.

6.5 Sharing of course materials and intellectual property violations

If a student uploads and/or shares the intellectual property of course materials or course content without the express permission of the Instructor, it will result in a failing grade for the assignment or examination if this work is part of a course (See Procedures for Academic Fraud).

6.6 Cheating on exams

Any instance of impersonation of a student during an exam should result in a grade of "F" (0%) for the course for the student being impersonated, and disciplinary probation for the impersonator (if ~~he or she is~~they are a student).

Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam.

Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of "F" (0%) for the course.

Any instance of bringing unauthorized equipment or material into an exam should normally result in a grade of zero for the exam.

Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of "F" (0%) for the course when such sharing covers a substantial part of the work.

6.7 Collaborative work

The university values peer-to-peer learning which can include group projects. In these cases, in which an instructor ~~has~~will provided clear written instructions ~~prohibiting~~permitting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually).

Iinstances of ~~prohibited-unauthorized~~ collaboration on a substantial part of the work should result in a failing grade for the work, while instances of ~~prohibited-unauthorized~~ collaboration on the bulk of the work should result in a grade of "F" (0%) for the course.

In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

7. Graduate Students and Academic Integrity Violations

There is a greater expectation of responsibility toward academic integrity for graduate students undertaking study in pursuit of an advanced degree. All graduate students are expected to be aware of their responsibilities toward academic integrity and should complete the Academic Integrity

Modules at the start of their graduate program. Ignorance of these standards will not excuse a student from consequences, including penalties, for violations of academic integrity. As disciplinary standards for documenting sources, sharing research or working collaboratively may vary, graduate students should talk to their supervisors to ensure there is an understanding of expectations.

7.1 Final Project, thesis, dissertation, praxis or portfolio~~Violations relating to graduate dissertations, theses or final projects~~

Instances of ~~substantial~~ plagiarism (including inadequate attribution of courses or the use of previously submitted assignments without permission of the supervisory committee), falsification of materials or unauthorized use of an editor or content generator that affect a ~~minor~~ major part (such as a chapter) of the student's final project, thesis, dissertation, praxis or portfolio ~~dissertation, thesis or final project~~ should result in ~~at the graduate~~ student being placed on ~~Disciplinary~~ Academic Probation with a permanent notation on ~~the student's~~ their transcript, as well as bring required to rewrite the affected section of the final project, thesis, dissertation, praxis or portfolio. -that is removed upon graduation, and being required to rewrite the affected section of the dissertation, thesis or final project. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the Vice-President Academic and Provost (or designate), upon recommendation of the Dean.

Instances of plagiarism, falsification of materials or unauthorized use of an editor or content generator that ~~affect a major part of the~~ substantially undermine the originality of the graduate student's final project, thesis, dissertation, praxis or portfolio ~~dissertation, thesis or final project so as to fundamentally compromise any claims to new knowledge creation or the new application of knowledge~~ should result in the student's ~~being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation~~ permanent suspension, and rejection of the dissertation, thesis or final project, and the student being required to rewrite the work in its entirety. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the President, upon recommendation of the Dean.

The penalties for violations relating to final project, thesis, dissertation, praxis or portfolio ~~graduate dissertations, theses or final projects~~ may apply where a violation occurs in submitted drafts, as well as in the final final project, thesis, dissertation, praxis or portfolio ~~version of a dissertation, thesis or final project~~.

7.2 Violations relating to doctoral candidacy examinations

Instances of plagiarism (including inadequate attribution of courses), falsification of materials, cheating or unauthorized use of an editor or content generator in any element of a candidacy examination should result in failure of that element of the examination.

- Students who have failed a first attempt at any element of candidacy in this way and whose program allows for two are normally eligible to make a second attempts at candidacy are normally eligible to make a second attempt but will be placed on Disciplinary aAcademic Probation with a temporary notation on their transcript that is will be removed on graduation. To ensure understanding, graduate students on

Disciplinary Academic Probation will be required to repeat the Academic Integrity Modules for graduate students

- Students who have failed a first attempt at any ~~whose second attempt at an~~ element of candidacy in this way and whose program allows for only one attempt at candidacy OR students whose second attempt at an element of candidacy is failed for an academic integrity violation will normally be withdrawn from their program by the Dean. While the determination of the nature of the offence will be made by the Chair/Director, any penalty can only be imposed by the Dean.

8 Particularly unusual or serious academic integrity violations

In the case of a first-time violation that is particularly unusual or serious (e.g. actions that create reputational risk for the university such as falsification of research results), the ~~Chair-Instructor~~ may, where appropriate, refer the case to the Chair/Director~~Dean~~ of the department or school of the course in which the alleged violation occurred, with a recommendation for a penalty more severe than those normally imposed for a first violation.

8.1 Penalties for ~~second or subsequent~~multiple academic integrity violations

Penalties for academic integrity violations beyond the first violation increase in severity. As students should complete the Academic Integrity Modules at the start of their first term at the University of Victoria, it is expected that students will be responsible for ensuring they are familiar with the generally accepted standards and requirements of academic integrity (e.g. as published in the University Academic Calendar). Ignorance of these standards will not excuse a student from consequences, including penalties, for academic dishonesty.

Instructors are responsible for informing their students at the beginning of each term if there are additional specific criteria for academic honesty beyond those generally required at the University of Victoria that pertain to the particular class or course (e.g. the format for acknowledging the thoughts and writings of authors acceptable to the underlying discipline and the acceptable level of group work, use of an editor or tutoring service and/or online resources).

8.2 Disciplinary Academic Probation and Suspension

Repeat violations

Any instance of any of the violations described above committed by a student who has already committed ~~one two~~ violations, especially if either of the violations merited a grade of "F" (0%) for the course, should result in the student being placed on temporary ~~D~~disciplinary Academic Probation. A temporary Disciplinary Academic P probation notation penalty decision may only be made by the Dean of the student's faculty and is ~~will be~~ recorded on the student's transcript and only removed upon graduation. ~~The decision to place a student on disciplinary probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.~~

In situations where a student commits ~~three or more two or more major~~ academic integrity violations, the student may be placed on Ddisciplinary Academic Probation with a permanent notation on the student's transcript. The decision to place a student on Ddisciplinary Academic Probation with a permanent transcript notation can only be made by the Vice-President Academic and Provost (or

delegate). This decision is made upon recommendation of the Dean (who will forward all instances of three or more violations to the Vice-President Academic and Provost). In making this decision, ~~†~~The Vice-President Academic and Provost (or designate) will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that remediation~~learning~~ could have taken place.

If a student on ~~D~~disciplinary Academic Probation with a permanent notation commits another violation, this should result in the student's permanent suspension. ~~The~~is decision to place a student on Disciplinary Academic Suspension ~~decision~~ can only be madetaken by the President, on the recommendation of the Dean (who will forward all instances of four or more violations to the President).

In situations where a graduate student who has been placed on ~~D~~disciplinary Academic Probation with a permanent notation after a ~~second~~first offence commits a ~~third~~second offence, the student should be subject to permanent suspension. ~~The~~is decision to place a student on Disciplinary Academic Suspension can only be madetaken by the President, on the recommendation of the Dean of Graduate Studies (who will forward all instances of two or more violations to the President).

8.3 Academic Dishonesty penalty Chart

The following chart explains the normal escalating progression of penalties for a student who commits multiple academic integrity violations over time. Some actions, even if minor, may be considered major if they have been consistently repeated. Particularly egregious violations may not follow this progression and may be deemed grievous enough to warrant escalation beyond the expected next step. More severe penalties may be assigned if an offense is aggravated by dishonesty during the investigation. Graduate students should also pay particular attention to the section on Graduate Students and Academic Integrity Violations (section 7).

<u>1st minor violation</u>	<u>2nd or more serious violation</u>	<u>3rd violation</u>	<u>4th violation</u>	<u>5th violation</u>
				<u>Permanent Disciplinary Academic Suspension</u>
<u>May result in the following penalties:</u> • warning • Academic Integrity Modules • lower grade for the work • grade of F, 0% (for the work) <u>(Penalty applied by the Instructor)</u>	<u>May result in the following penalties:</u> • formal reprimand • grade F (0%) for the course <u>(Penalty applied by the Chair/Director)</u>	<u>Disciplinary Academic Probation with a temporary notation (removed upon graduation)</u> • Normally results in a grade of F (0%) for the course <u>(Penalty applied by Dean, or designate, of the Faculty in the course which the</u>	<u>Disciplinary Academic Probation with a permanent notation</u> • Normally results in a grade of F (0%) for the course. <u>(Penalty applied by the Vice-President Academic and Provost, on recommendation of the Dean)</u>	• Permanent suspension from the University <u>(Penalty applied by the President, on recommendation of the Dean)</u>

		<u>student is registered)</u>		
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9 Non course-based penalties

If a student has withdrawn from a course, ~~or~~ the university, or is not registered in a course associated with a violation, this policy must still be followed.

If a determination is made that it is more likely than not a student has engaged in academic dishonesty (see "standard of proof"), ~~compelling information exists to support the allegation against a student,~~ a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

See Academic Fraud for penalties that may be considered under non course-based academic dishonesty.

10 Interim Academic Integrity Measures

The University may impose interim measures while an allegation of academic dishonesty or academic fraud is being investigated, determined, or resolved. Consequences due to interim measures are reversible should the academic integrity violation be unfounded.

Dropping a course in which an academic integrity violation is under consideration will not preclude the investigation from proceeding and the application of a full range of penalties.

The Registrar is responsible for imposing interim measures that may include, but are not limited to, prohibiting the student from:

- altering registration
- requesting an academic concession for the courses in which there is an allegation of academic dishonesty or fraud
- requesting official transcripts or other official university documents
- receiving final grades for courses in which there is an allegation of academic dishonesty or fraud
- graduation

If a case is referred to the Dean of the student's faculty by a Chair/Director or the Registrar, the student's official transcript will not be available to the student until the case is resolved.

11 Rights of appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:

- appeal a decision made by the Chair/Director of the department or school offering the course in which the student is registered within fifteen (15) business days of the date of the Instructor's notification of the decision.
- appeal a decision made by the Chair/Director to the Dean of the faculty offering the course in which the student is registered within fifteen (15) 24 business days of the date of the Chair or Director's notification of the decision. Graduate students must appeals a decision to the Dean of the Faculty of Graduate Studies.
- appeal a decision made by the Dean of a faculty to the Senate Committee on Appeals.
- appeal a decision made by the Vice-President Academic and Provost to the Senate Committee on Appeals.
- appeal a decision made by the President under the provisions of section 61 of the BC University Act to the Senate Committee on Appeals.

Appeals to the Senate Committee on Appeals must be made in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.

Chairs/Directors and Deans who receive a completed Academic Integrity Appeal Form regarding a decision should ~~n appeal of the decision of a Chair should attempt to make a finding with respect to the appeal~~ in a timely manner and no later than within fifteen (15) 24 business days. Appeals will focus on procedural matters, not the substance of the academic judgement under investigation. Consultation with appropriate areas for guidance such as the Ombudsperson and/or the Office of Student Life is encouraged. ~~In the case of a successful appeal, any penalty will be rescinded.~~

12 Records management

Violations of academic integrity are most serious when repeated. Records of violations of this policy are kept to ensure that students who have committed more than one violation can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

12.1 Notice of an Academic Integrity Violation and Incident Report

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Registrar, Instructor, Chair/Director, Dean, Vice-President Academic and Provost, President) responsible for imposing the penalty. A Notice of an Academic Integrity Violation will be sent to the student and shall be included on the student's record along with the Academic Integrity Incident Report. These records are maintained by the Office of the Registrar and Enrolment Management.

Offices other than the Office of the Registrar and Enrolment Management are required to securely destroy any additional documentation pertaining to the student's academic integrity violation.

12.2 Records

Records relating to academic integrity violations will be confidentially stored in the Office of the Registrar and Enrolment Management. The Registrar, Instructor, Chair/s, Directors, and Deans, Vice-President Academic and Provost, or President (whichever is responsible for imposing the penalty) will report academic integrity violations and will forward all documentation (including materials used in the making of the decision) relateding to a violation to the Office of the Registrar and Enrolment Management once the decision regarding a violation has been made. This documentation will include information regarding students who have been found to have violated the Policy on Academic Integrity, the type violation, the penalties imposed for the violation and any other relevant information as listed in the Academic Integrity Incident Report.

In accordance with the Directory of Records retention Student Records (SR110), there a determination that no violation has occurred is made, records will be retained for 1 year by the Office of the Registrar and Enrolment Management. will only be kept in cases where it is determined that compelling information exists to support an allegation. In the case of a successful appeal, the record maintained by the Office of the Registrar and Enrolment Management will be removed.

12.3 Access to Records

Information pertaining to previous academic integrity violations is passed to the Chair/Director by the Office of the Registrar and Enrolment Management upon submission of a Notice of an Academic Integrity Violation by an Instructor. Instructors cannot access evidence of previous violations from the Office of the Registrar and Enrolment Management.

Upon a finding of a major academic integrity violation, a Chair/Director may receive notification of a previous academic integrity violation from the Office of the Registrar and Enrolment Management.

The Dean and the Registrar will also, upon ruling, receive notification of previous academic integrity violations from the Office of the Registrar and Enrolment Management. In addition, Deans are permitted to access the complete student record regarding any academic integrity violations. Only Deans, the Registrar and the Directors of Undergraduate and Graduate Records will have access to student records regarding academic integrity violations, and normally only to check for repeat violations. Access to records will not normally be granted to instructors, Chairs, or other staff. Chairs may contact the Office of the Registrar and Enrolment Management to determine if the student's record contains any confirmed academic integrity violations.

In some special circumstances, there may be reasons why Deans or faculty members need to have access to a student's records regarding academic integrity this information (e.g., character attestation for purposes of professional accreditation). If a faculty member intends to request access to students' records for any such purpose, that purpose must be disclosed by the faculty member to the students.

The Senate Committee on Academic Standards, Deans and Chairs/Directors may request aggregate information from the Office of the Registrar and Enrolment Management on numbers of violations for

purposes of analysis, but in this case the information is to be provided without revealing personal information.

- ~~1. In some special circumstances, there may be reasons why Deans or faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty intends to request access to students' records for any such purpose, that purpose must be disclosed by the faculty to students.~~
2. ~~Deans and Chairs may request aggregate information from the Office of the Registrar and Enrolment Management on numbers of violations for purposes of analysis, but in this case the information is to be provided without revealing personal information.~~

12.4 Records Retention

The following retention periods apply to records relating to academic integrity violations:

First or subsequent violations where no permanent notation has been made on a student's transcript five (5) years after the student has graduated. If the student has not graduated, the record will be retained ten (10) years after the student's most recent registration.

Second or subsequent violations where a permanent notation has been made on a student's transcript - permanent retention.

- ~~1. First violations—5 years after the final decision regarding the violation has been made.~~
- ~~2. Second or subsequent violations where no permanent notation has been made on a student's transcript—5 years after the final decision regarding the violation has been made.~~
- ~~3. Second or subsequent violations where a permanent notation has been made on a student's transcript—permanent retention.~~

Notations on a student's transcript will be removed upon graduation or maintained permanently, in accordance with the penalty imposed under this policy.

A student who has had a permanent notation imposed on his or her transcript may make an application to the Vice-President Academic and Provost to have the notation removed. This application may be made ten (10) years after the final decision regarding the violation has been made and must include compelling evidence to explain why the notation should be removed.

Academic Dishonesty - Notice of Alleged Academic Integrity Violation

Subject: Notice of Alleged Academic Integrity Violation (Academic dishonesty)

Dear [Preferred name],

I am emailing to set up a meeting to discuss your recent assignment for [COURSE #]. Your work may violate the academic integrity policy (provide link). In this meeting, we will discuss my concerns about how your work may violate the policy.

Should your work be found to violate the policy, we will discuss the consequences, and how to improve your understanding of the policy. If this is your first violation, this discussion will serve as an opportunity for you to learn how to avoid this type of misconduct in the future. However, if it is not your first violation, the [Chair/Director] of [Department name] will follow up with you.

Please see me in my office on [date] at [time]. My office is located in [Building/Room #]. If this time and date do not work for you, please suggest alternatives.

You may bring a friend or support person, if you wish. This person is only there to support you but will not be part of the conversation between us.

Sincerely,

[Name]

[Title]

[Department]

Academic Dishonesty – Notice of Academic Integrity Violation



Faculty or Department name | University of Victoria
 Building name room number PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
 00-00-0 | 000-000-0000 | uvic.ca/yours | [@social media](#) | yours@uvic.ca

Notice of Academic Integrity Violation

Academic Dishonesty

[Date]

Student's Preferred Name Last Name

VXXXXXXXX

Student's email or mailing address

This letter follows our meeting on [Date of meeting] regarding the [Type of violation] in [COURSE # (Term YEAR)] taught by [Instructor's name]. I am writing to inform you of my finding regarding your violation of the University's Policy on Academic Integrity.

There is evidence that, more likely than not, [insert information regarding the type/extent/details of violation]. This constitutes an example of [Violation].

In our meeting on [Date of meeting], [outline what occurred in the meeting].

The Policy on Academic Integrity states:

[Insert relevant portion of policy (e.g., Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.)]

[Optional: There are grounds to alter the normal penalty in your case. (Explain what these grounds are.)]

As this is considered a major violation of the Policy on Academic Integrity, the matter has been forwarded to me and I have assigned the following penalty as the [Chair/Director] of the [Department]:

- You will receive a formal, written reprimand (Notice of an Academic Integrity Violation) and a copy of the reprimand will be placed on your student record, and
- [Insert appropriate penalty as per policy].

As this is your [second (if Chair/Director) or third (if Dean or designate)] violation of the Policy on Academic Integrity, I have assigned the following penalty as the Chair/Director/Dean/Associate Dean of the [Department/Faculty]:

- You will receive a formal, written reprimand (Notice of an Academic Integrity Violation) and a copy of the reprimand will be placed on your student record, and

Academic Dishonesty – Notice of Academic Integrity Violation



Faculty or Department name | University of Victoria
Building name room number PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
00-00-0 | 000-000-0000 | uvic.ca/yours | @social media | yours@uvic.ca

- [Insert appropriate penalty as per policy].

[Please ensure the student is informed if this is a penalty *in addition to* the instructor's assigned penalty or if this penalty replaces the originally assigned penalty.]

A copy of this letter has been placed on file with the Office of the Registrar and Enrolment Management. I encourage you to further consult the [Policy on Academic Integrity](#) to ensure you understand the consequences of repeated violations.

Should you wish to appeal this decision, please refer to the [Policy on Academic Integrity](#) for information on timelines and the appeal process. You may also seek support to better understand this matter by contacting the Ombudsperson at ombuddy@uvic.ca.

Sincerely,
Chair/Director, Department/ or Dean/Associate Dean, Faculty

cc: Academic Integrity, Office of the Registrar and Enrolment Management
(academicintegrity@uvic.ca)

Academic integrity violation report: Academic dishonesty

University of Victoria | Office of the Registrar and Enrolment Management

Use this form to report an academic integrity violation by a student. Complete this form as fully as possible, using succinct and neutral language. Please note that the Dean of the faculty offering the course and/or the Dean of the Faculty of Graduate Studies may have access to this report.

Course information

Instructor: Click or tap here to enter text.

Subject code/number: Click or tap here to enter text.

Course Reg # (CRN): Click or tap here to enter text.

Academic term: Click or tap here to enter text. (e.g. 202509)

Assessment information

Assessment date: Click or tap to enter a date.

Assessment type: Click or tap here to enter text.

Is this assessment a required course component: Choose an item.

Grade weight: Click or tap here to enter text.

Student information

Preferred name: Click or tap here to enter text.

Last name: Click or tap here to enter text.

Student number: Click or tap here to enter text.

Violation information

- ☐ Engaging in misrepresentation, including falsifying documents, to gain a benefit or advantage in a course or the Request for Academic Concessions Process
- ☐ Engaging in any action intended to disadvantage a student in a course, including destroying, stealing, or concealing academic resources
- ☐ Stealing, destroying, or altering the academic work of another individual
- ☐ Unauthorized or inappropriate use of artificial intelligence tools for exams or submitted work
- ☐ Unauthorized or inappropriate use or possession of electronic devices (e.g. phones, computers, calculators and other forms of technology) in coursework, assignments, or examinations
- ☐ Unauthorized sharing or selling of materials developed by instructors, such as instructional resources, examinations, assignments, or other course materials

Violation information (continued)

Date that student was notified of the violations:

Click or tap to enter a date.

Date that student acknowledged the violations:

Click or tap to enter a date.

Summary of violations

Click or tap here to enter text.

Meeting with student

Invitation sent on: Click or tap to enter a date.

Did the student accept the meeting? Choose an item.

Meeting date: Click or tap to enter a date.

Did the student attend the meeting? Choose an item.

Meeting location: Click or tap here to enter text.

Meeting attendees: Click or tap here to enter text.

Was a support person present at the meeting?

Choose an item.

Discussion information

☐ Explained violation

☐ Listened to student response

☐ Discussed penalty

☐ Discussed supports available

Decision/penalties

☐ Give the student a warning.

☐ Assign the student to retake the Academic Integrity Modules and send completion certificate to instructor.

Due date: Click or tap to enter a date.

☐ Require the student to redo the work, or to do supplementary work.

☐ Assign a grade deduction penalty for the work.

☐ Assign a grade of "0" for the work.

☐ Issue a formal, written reprimand (Notice of an Academic Integrity Violation) to the student and place a copy of the reprimand on the student's record.

Impact on final grade

Will the decision/penalties result in a failing grade?

Choose an item.

In cases where the assigned penalty results in an immediate failure of the course, the Instructor will refer the case to the Chair/Director.

Student response

The student has the opportunity to respond to the above information and/or note any discrepancies for their student record.

Response deadline: Click or tap to enter a date.

Documentation

Please attach all documentation given to the student regarding the Policy on Academic Integrity (e.g., course outline, integrity pledge, department policy, etc.), as well as any documentation provided by the student in response to the violation report.

- ☐ Exam/assignment instructions/guidelines
- ☐ Evidence of violation (e.g., exam responses, uncited reference, etc.)
- ☐ Correspondence between student and instructor/department regarding the academic integrity violation
- ☐ Notice of Academic Integrity Violation
- ☐ Student's written response (if provided)
- ☐ Other (please list):

Click or tap here to enter text.

Instructor signature

Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Signature: *Double click signature line to insert digital signature and restrict editing of document.*

X

Send the completed form and all supporting documentation to the Chair/Director of your department.

Academic Fraud – Notice of Alleged Academic Integrity Violation

Subject: Notice of Alleged Academic Integrity Violation – Academic Fraud

Dear [Preferred name],

I am emailing to set up a meeting with you to discuss [describe matter that may constitute academic fraud]. Your work may violate the academic integrity policy (provide link). In this meeting we will discuss my concerns about you may have violated the policy, the possible consequences, and how to improve your understanding of the policy.

If this is your first violation, this discussion will serve as an opportunity for you to learn how to avoid this type of misconduct in the future.

Please see me in my office on [date] at [time]. My office is located in [Building/Room #]. If this time, date, or location do not work for you, please suggest alternatives. If you prefer, you may send a written statement to me at this email address in lieu of attending a meeting.

Optional: Please note that an administrative staff member will be in attendance at our meeting to assist with notetaking to ensure that our conversation is captured accurately.

You may bring a friend or support person, if you wish. This person is only there to support you but will not be part of the conversation between us.

Sincerely,

[Registrar (or designate)]
Office of the Registrar and Enrolment Management



Office of the Registrar and Enrolment Management | University of Victoria
Jamie Cassels Centre A-wing PO Box 3025 STN CSC Victoria BC V8W 3P2 Canada
250-721-8121 | uvic.ca/registrar | registrar@uvic.ca

Notice of Academic Integrity Violation

Academic Fraud

[Date]

Student's Preferred Name Last Name

VXXXXXXXX

Student's email or mailing address

This letter follows our meeting on [Date of meeting] regarding the [Type of violation]. I am writing to inform you of my finding regarding your violation of the University's Policy on Academic Integrity.

There is evidence that, more likely than not, [insert information regarding the details of violation]. This constitutes an example of Academic Fraud.

In our meeting on [Date of meeting], [outline what occurred in the meeting].

The Policy on Academic Integrity states:

[Insert relevant portion of policy (e.g., submitting a manufactured, forged, altered, or converted document, including a forged or altered medical certificate, death certificate, or travel document to a university official, which the student knows, or ought reasonably to have known, to be altered for the purposes of admission, reregistration, letters of permission and/or transfer may result in the denial or cancelation of an application for admission .)]

[Optional: There are grounds to alter the normal penalty in your case. (Explain what these grounds are.)]

A copy of this letter has been placed on file with the Office of the Registrar and Enrolment Management. I encourage you to further consult the [Policy on Academic Integrity](#) to ensure you understand the consequences of repeated violations.

Should you wish to appeal this decision, please refer to the [Policy on Academic Integrity](#) for information on timelines and the appeal process. You may also seek support to better understand this matter by contacting the Ombudsperson at ombuddy@uvic.ca.

Sincerely,
Registrar

cc: Academic Integrity, Office of the Registrar and Enrolment Management
(academicintegrity@uvic.ca)

Academic integrity violation report: Academic fraud

University of Victoria | Office of the Registrar and Enrolment Management

Use this form to report an academic integrity violation by a student. Complete this form as fully as possible, using succinct and neutral language. Please note that the Dean of the faculty offering the course and/or the Dean of the Faculty of Graduate Studies may have access to this report.

Student information

Preferred name: Click or tap here to enter text.

Last name: Click or tap here to enter text.

Student number: Click or tap here to enter text.

Violation information

- ☐ Engaged in falsification, misrepresentation, fraud, or misuse, that may create an incorrect perception of a student's academic position or credentials.
- ☐ Helped, or attempted to help, another student engage in academic fraud.
- ☐ Shared intellectual property in the form of course materials or course content without the express permission of the intellectual property owner.

Date that student was notified of the violations: Click or tap to enter a date.

Date that student acknowledged the violations: Click or tap to enter a date.

Summary of violations

Click or tap here to enter text.

Meeting with student

Invitation sent on: Click or tap to enter a date.

Did the student accept the meeting? Choose an item.

Meeting date: Click or tap to enter a date.

Did the student attend the meeting? Choose an item.

Meeting location: Click or tap here to enter text.

Meeting attendees: Click or tap here to enter text.

Was a support person present at the meeting? Choose an item.

Discussion information

☐ Explained violation

☐ Listened to student response

☐ Discussed penalty

☐ Discussed supports available

Decision/penalties

- ☐ Issue a formal, written reprimand (Notice of Academic Integrity Violation) to the student and place a copy of the reprimand on the student's record.
- ☐ Deny or cancel an application for admission.
- ☐ Rescind an offer of admission and place a ban on any new applications for at least one term.
- ☐ Cancel current registration.
- ☐ Deny transfer credit from institutions where attendance was not disclosed.
- ☐ Place the student on disciplinary probation with a notation on the student's transcript.

Student response

The student has the opportunity to respond to the above information and/or note any discrepancies for their student record.

Response deadline: Click or tap to enter a date.

Documentation

Please attach all documentation given to the student regarding the Policy on Academic Integrity (e.g., declaration on application for admission, etc.), as well as any documentation provided by the student in response to the violation report.

- ☐ Evidence of violation (e.g., application for admission, falsified transcripts, falsified official UVic documents, etc.).
- ☐ Correspondence between student and the Office of the Registrar regarding the academic integrity violation.
- ☐ Notice of Academic Integrity Violation
- ☐ Student's response (if provided)
- ☐ Other (please list):

Click or tap here to enter text.

Registrar signature

Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Signature: *Double click signature line to insert digital signature and restrict editing of document.*

X

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: March 25, 2026
Subject: Core Writing & Research Requirement Proposal

At its meeting on March 23, 2026 the Senate Committee on Academic Standards considered and approved a proposal from the Academic Writing Requirement Working Group regarding the establishment of the Core Writing & Research Requirement as a replacement for the current Academic Writing Requirement.

Recommended Motion:

That Senate approve the establishment of the Core Writing & Research Requirement as a replacement for the current Academic Writing Requirement (AWR) and require the completion of the proposed Core Writing & Research Requirement for all undergraduate students.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
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
Crystal Seibold, President's nominee

Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary





memo

To: Senate Committee on Academic Standards
From: Todd Milford, A/Dean, Education and Cindy Holder, Professor, Philosophy
CC: Elizabeth Adjin-Tettey, AVP Academic Programs, VPAC
Date: March 6, 2026
Re: **For approval: Core Writing & Research Requirement proposal**

Recommended Motion:

THAT the Senate Committee on Academic Standards recommend to Senate that it approve the establishment of the Core Writing & Research Requirement as a replacement for the current Academic Writing Requirement (AWR) and require the completion of the proposed Core Writing & Research Requirement for all undergraduate students.

Purpose

The proposed Core Writing & Research Requirement establishes a shared institutional baseline for foundational academic skills across all academic programs. This initiative replaces the AWR with the goal of exposing every student to foundational academic skills in writing, reading, research, information and digital literacy, critical thinking, and academic integrity.

The requirement maintains university-wide standards while allowing faculties the opportunity to deliver these competencies in discipline-appropriate ways and to scaffold them throughout their programs.

The Core requirement is a university-level degree requirement applicable to all undergraduate students, distinct from individual program requirements. Once completed, it remains satisfied regardless of a student's subsequent change of program.

Proposal overview

The Core Requirement is structured around six high-level competencies (see Appendix B). These competencies are intentionally high-level to provide clarity and consistency while allowing programs to articulate discipline-specific learning outcomes aligned with them.

Key elements of the proposal include:

- **Clear competency framework:** The competencies are accompanied by defined descriptors (see Appendix B) to support consistent interpretation in curriculum review and course approval processes.



- **Decentralized delivery within a shared framework:** Faculties and programs can offer courses that satisfy the requirement through Senate-approved courses aligned with the competencies. This model recognizes disciplinary differences while maintaining institutional coherence.
- **Recognition of existing approved courses:** All current AWR-designated courses satisfy the proposed Core Requirement, ensuring continuity for students and minimizing disruption to programs.
- **Expectation of first-year completion:** All incoming undergraduates are expected to complete the Core Requirement within their first year of study, except where they are determined to satisfy the requirement through approved transfer credit.
- **University-level oversight and quality assurance:** Oversight will be embedded within established academic governance processes to ensure consistent interpretation of competencies, course alignment through curriculum approval mechanisms, and periodic review as part of the normal academic quality assurance cycles. Detailed oversight mechanisms will be refined during implementation planning to ensure clarity while maintaining proportional governance.

Institutional readiness and review

The Core Requirement is proposed to be implemented beginning May 1, 2028.

Institutional feasibility has been assessed through consultation with OREM, Faculties, advising offices, and academic support units to ensure that projected seat demand can be supported through a combination of existing and proposed course offerings.

To support coordinated implementation, the VPAC office will establish a time-limited Implementation Working Group (IWG) following Senate approval. The IWG will focus on transitional planning, including:

- Confirming course alignment processes within existing curriculum structures
- Coordinating advising and student communications
- Supporting capacity planning across participating units
- Formalizing review and reporting processes

The IWG will include representation from Faculties, academic governance, advising, and relevant academic support units.

The proposal includes a commitment to structured review after implementation to assess effectiveness, alignment with intended learning outcomes, and student progression outcomes. This ensures that the requirement remains responsive, evidence-informed, and aligned with institutional priorities.

While May 1, 2028, is the intended implementation date, adjustments may be made if required to ensure a strong and coordinated institutional launch.



Governance

Ongoing governance will be embedded within existing academic committee structures rather than through the creation of a new standing oversight body, ensuring appropriate accountability while maintaining administration proportional to the requirement.

Next steps

Following recommendation by SCAS and approval by Senate:

1. The Implementation Working Group will be formally constituted
2. Faculties will confirm or align current courses to the competency framework or begin developing new courses to meet the requirement for SCAS and Senate review and approval
3. Advising and communication materials will be updated
4. Oversight and review timelines will be formalized

Attachments

- Core Writing & Research Requirement proposal



Core Writing & Research Requirement Proposal

Prepared for: Senate Committee on Academic Standards

Prepared by: Academic Writing Requirement Working Group

March 6, 2026



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Executive summary

In 2023, the Office of the Vice-President Academic and Provost (VPAC) launched a comprehensive review of the Academic Writing Requirement (AWR) to address ongoing challenges regarding its effectiveness, accessibility and alignment with current student learning needs. The review was led by the AVP Academic Programs, Elizabeth Adjin-Tettey, and supported by a Working Group that included faculty, librarians, writing experts and colleagues from Learning and Teaching Innovation (LTI).

The mandate of the Working Group was to assess how well the current AWR, as structured and implemented, supports student learning, identify barriers that limit its effectiveness, and explore opportunities to clarify, strengthen and modernize the requirement. The central question guiding this review was whether the existing AWR reliably ensures that students receive timely, foundational supports in writing, research, digital literacy and academic integrity needed for academic success and retention.

The review process included an examination of the current implementation of the AWR, relevant historical data and guiding principles and analysis of institutional data. It was further informed by comprehensive consultations across the university community and an environmental scan of peer institutions. Findings revealed several systemic challenges with the current requirement:

- Increasing numbers of students satisfying the AWR through high school grades
- Capacity constraints and bottlenecks in AWR-designated courses
- Uneven access across programs
- Lack of shared learning outcomes
- Lack of institutional-level oversight of the requirement as a whole

Based on these findings, the proposal recommends replacing the AWR with a new, university-wide Core Writing & Research Requirement.

The proposed requirement emphasizes foundational academic competencies, supports disciplinary choice and flexibility, and increases institutional capacity. In addition, the proposal recommends establishing university-level oversight for periodic review and quality assurance of the Core requirement.

The proposed model ensures that all undergraduate students—regardless of program—gain a timely, consistent foundation in the academic skills that will prepare them for success throughout their degree.

Since presenting this proposal to Senate for information in February 2026, additional consultation and implementation planning have taken place. Feedback from Senate and campus partners has informed refinements to the proposal, particularly with respect to implementation timing, enrolment management, resourcing and long-term review.

The Working Group recognizes that successful implementation will require institutional coordination and appropriate enrolment management supports. The Core Writing & Research Requirement is anticipated to be implemented institution-wide beginning May 2028. The VPAC Office and the Office of the Registrar and Enrolment Management (OREM) have clarified that enrolment demand associated with the Core Requirement will be supported through existing enrolment management mechanisms.

In alignment with current practice, if demand exceeds planned capacity in a given academic year, VPAC will work collaboratively with Deans to explore options for supporting additional sections as needed to ensure sufficient capacity for Core Requirement-designated courses, while respecting Deans' operational leadership and responsibility for resourcing within their Faculties. Additionally, the VPAC Office will initiate a formal review of the Core Requirement three years after implementation.

What is the AWR?

The AWR is a university-level writing requirement intended to ensure that undergraduate students develop the reading, writing and research skills necessary for academic success. All undergraduate students must satisfy the AWR to graduate unless granted an exemption, which include:

- A grade of 86% or higher in English 12, English First Peoples 12, or an approved equivalent Canadian curriculum English 12 course completed within three years prior to admission
- Transfer credit for one of six AWR-designated courses
- A degree from a recognized English-speaking university

Current AWR-designated courses

All courses currently approved to satisfy the AWR are delivered exclusively by the Academic and Technical Writing Program (ATWP) and the Department of English (ENSH):

- [ATWP 110](#) Academic Reading and Writing Support and Development (3.0 units)
- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (1.5 units)

- [ENSH 102](#) Literature in Action (1.5 units)
- [ENSH 103](#) Writing, Culture, Power (1.5 units)
- [ENGR 110](#) Design and Communication (2.5 units) | for Engineering students only¹

Overview of the review process

The review of the AWR aimed to assess its effectiveness, identify areas for improvement and determine whether it meets the academic needs of our students. This work formed the basis for the recommendations that ultimately led to the development of the proposed Core Writing & Research Requirement.

The review involved institutional data analysis, research of similar requirements at peer institutions and extensive campus consultation.

During the review, the Working Group focused on three key aspects of the AWR:

1. **Current implementation:** Examined AWR courses, syllabi, learning objectives, enrolment and waitlist data, program-specific requirements and student supports.
2. **Historical rationale and guiding documents:** Reviewed the rationale, history and foundational documents of the AWR, including ATWP's program self-study, BC graduation assessments and the original rationale for using high school grades as an admission-based method of satisfying the requirement.
3. **Comparator Models:** Explored how first-year writing and foundational academic skills requirements are structured and delivered at peer institutions provincially, nationally and internationally.

Consultations

The Working Group engaged extensively with faculty, academic leaders, advisors, librarians, students and Senate committees through targeted meetings, presentations and a virtual town hall.

A detailed consultation summary is included in [Appendix D](#).

¹ ENGR 110 is a collaboratively delivered course between ATWP and the Faculty of Engineering and Computer Science (ENGR), in which ATWP delivers the communication and professional writing components, while ENGR provides instruction on design principles.

Findings from the review

English 12 grade inflation and inconsistent readiness

Increasing numbers of incoming undergraduate students are satisfying the AWR through a high school English 12 grade of 86% or higher. However, this threshold no longer reflects the same level of preparation for university-level academic work as it was purported to in the past.

Between 2019/20 and 2023/24, the percentage of direct-entry undergraduate students satisfying the AWR through an approved high school English grade of 86% or higher increased by 42%. This inflation has weakened the predictive validity of high school English grades as an indicator of academic preparedness.

Why 86%? This threshold originates from the historical use of the BC “A-level” grade as an indicator of advanced proficiency. The threshold was intended to reflect a high level of academic writing readiness at the time it was adopted. However, changes in curriculum, assessment practices and grading patterns have eroded its reliability.

Academic Calendar language related to the 86% exemption is included in [Appendix A](#).

Waitlists, bottlenecks, and access issues

Many programs require specific AWR-designated courses (particularly ATWP 135) for program progression or major admission—even for students who have already satisfied the requirement either upon admission, with transfer credit or by completing a different AWR-designated course at UVic. In many cases, these program requirements are intended to address inconsistencies in student readiness.

Across UVic, all eight undergraduate faculties have programs that either require, recommend or rely on specific AWR-designated in their programs. For examples of programs that require specific AWR-designated courses, please refer to [Appendix C](#).

Program-based course requirements:

- Reduce seat availability
- Concentrate demand on a limited number of courses
- Delay student progression
- Increase advising complexity

Misalignment with intended purpose

Although the AWR is intended to be a first-year requirement, a significant proportion of students defer completion to their second, third or even fourth year. Between 2019/20 and

2023/24, thousands of students entered UVic without having satisfied the AWR, yet only about two-thirds completed it in their first year of study. Roughly 32% of first-year students postponed completing the AWR to later years, limiting the requirement's effectiveness as an early academic intervention with the result that some students do not receive essential academic preparation when it is most impactful.

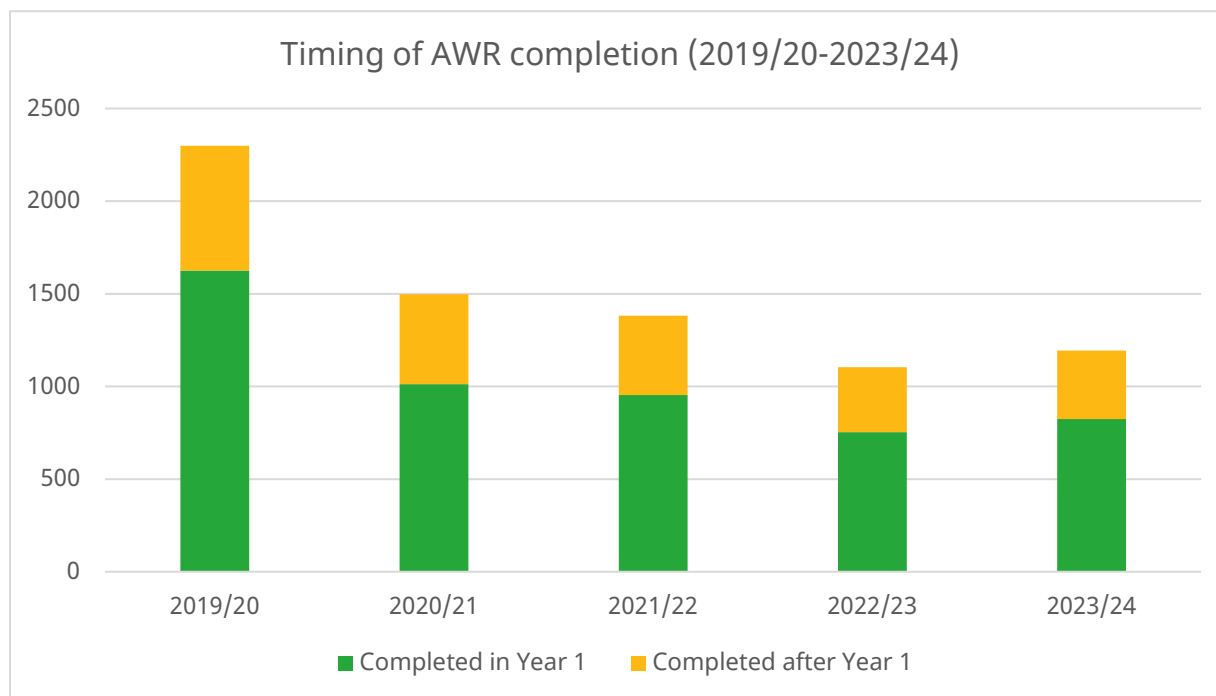


Figure 1. Number of first-year undergraduate students who entered UVic without having satisfied the AWR through high school English 12 grades ($\geq 86\%$) and completed the requirement in their first year versus in subsequent years, 2019/20–2023/24.

Unclear expectations

The AWR, as written in the Academic Calendar (see [Appendix A](#)), does not include university-level learning outcomes specific to the requirement. While best practices for AWR courses indicate that instructors are encouraged to use similar learning outcomes, there is no standardization of these outcomes.

Additionally, AWR-designated courses are aligned with the [BCCAT English Articulation Committee's Aims for First-Year Writing Courses](#), which identify more than 20 recommended learning outcomes. The number and scope of these outcomes exceed what is pedagogically feasible in a single 12-week course.

Decentralized responsibility and limited oversight

There is currently no centralized mechanism for systemic reviews of the AWR to ensure continuous improvement and effectiveness of the requirement in response to evolving

student needs. While individual AWR-designated courses are approved through existing curriculum processes, there is no university-level approved set of criteria for assessing whether courses collectively and consistently meet the intended objectives of the requirement. Responsibilities for course development, learning outcomes and student advising therefore operate without a shared institutional framework. This fragmentation contributes to uneven expectations, challenges in assessing effectiveness of the requirement as a whole, and inconsistent advising messages.

Recommendations

The following recommendations emerged from the AWR review and extensive consultation with faculty, librarians, academic advisors and learning specialists across disciplines. They are also informed by research on first-year writing and foundational skills requirements at peer and comparator institutions, both nationally and internationally.

1. Replace the AWR with a Core Writing & Research Requirement grounded in university-level Core Competencies

The current AWR does not reliably ensure that students acquire foundational academic skills early in their degree, nor does it reflect contemporary expectations related to academic skills readiness for post-secondary education including writing, digital literacy, research literacy and ethical use of technology.

It is therefore recommended that the AWR be replaced with a mandatory, university-wide Core Writing & Research Requirement that must be satisfied through completion of an approved Core-designated course or appropriate transfer credit. This requirement reframes foundational academic skill development as a shared university responsibility and is grounded in six university-level Core Competencies. These competencies articulate the foundational academic skills that all undergraduate students, regardless of program, are expected to acquire during their first year at UVic, including:

1. Written and multimodal communication²
2. Active reading and listening
3. Information and digital literacy
4. Critical thinking
5. Research skills
6. Academic integrity

² Courses may focus on traditional writing, multimodal communication, or a combination, depending on the disciplinary context. This ensures flexibility for programs while maintaining a shared foundational skill.

The Core Competencies are intentionally broad and high level. They serve as institutional standards—not prescriptive learning outcomes—and are designed to be applied flexibly within disciplinary contexts. Academic units contributing Core-designated courses will develop their own course-specific learning outcomes that map to these competencies. All current AWR-designated courses already meet or exceed these competency areas; therefore, once the AWR is retired, these courses will satisfy the Core Requirement without needing substantive revision.

For a more detailed description of the core competencies, a full description is included in [Appendix B](#).

2. Require completion of the Core Requirement for all undergraduate students

- All incoming undergraduate students must complete a Core-designated course within their first year, unless they have appropriate transfer credit
- High school grades will not satisfy the Core Requirement
- Timely, consistent foundational skill development will be ensured for all learners

3. Provide university-level oversight for the Core Requirement

The Core Requirement requires university-level oversight to ensure regular and systemic review for continuous improvement and effectiveness.

Existing governance mechanisms have the capacity to exercise effective oversight provided they are supported by clear competency criteria and timely institutional information regarding enrolment patterns, course alignment and student outcomes. Implementation planning will therefore include establishing appropriate coordination and reporting pathways to ensure that Senate and its committees are equipped to exercise their oversight role effectively.

The Core Writing & Research Requirement will be formally reviewed three years following implementation, with a report returned to Senate. Thereafter, the requirement will be incorporated into the university's regular quality assurance review cycle.

Opportunities for academic units

Academic units across UVic are invited to contribute to the Core Writing & Research Requirement by offering courses that align with the core competencies. Units may participate by:

1. **Adapting existing courses** to meet core competency requirements, or
2. **Developing new courses** tailored to the requirement

Whichever approach a unit selects, supports will be made available to assist with refining course materials, aligning or integrating learning outcomes and ensuring that any course designated as meeting the Core Requirement is appropriately designed and academically robust. Units will also have access to a rubric developed during implementation to guide the alignment of course proposals with the Core Competencies. This rubric will provide a shared reference for both units and SCAS, helping to ensure consistency and clarity in the review process.

Course approval process

Oversight of alignment with the core competencies will remain embedded within existing governance and approval processes (e.g., SCAS and Senate), supported by appropriate documentation provided at the time of course proposal submission.

Academic units intending to offer Core-designated courses will follow UVic's standard course approval pathways, with the addition of a competency-alignment review to ensure consistency across offerings and fit with the requirement's purpose. Units will be supported in this process by LTI, in its role as a pedagogy resource, including consultation on course design and learning outcomes as needed. Consistent with existing consultation models (e.g., SCP), units will be asked to document consultations and demonstrate how proposed courses align with the core competencies, supported by documentation developed during implementation planning. This documentation will assist SCAS and Senate in evaluating proposals against established standards.

Implementation

The Core Writing & Research Requirement is proposed to be implemented institution-wide beginning May 2028. Based on consultation with OREM, a single coordinated implementation is operationally preferable to a phased approach, as parallel AWR and Core systems would introduce unnecessary administrative complexity for advising, degree audit and student communication. Implementation will be iterative in nature: some units will have courses ready at launch, while others may develop new Core-designated courses over time. This 'smoothing' approach helps distribute student demand and allows units flexibility in contributing to the requirement.

The implementation plan will continue to be informed by consultation and refined as appropriate, following approval of the requirement. A draft high-level implementation plan is provided in [Appendix E](#) to demonstrate that the proposed Core Requirement can be operationalized responsibly.

Implementation work undertaken to date

Substantial preparatory work has already taken place in advance of Senate approval, including:

- Consultation with OREM regarding degree audit coding, calendar language, and student communication impacts
- Consultation with VPAC and Deans regarding enrolment management supports
- Engagement with Faculties regarding course development timelines aligned with governance cycles
- Identification of instructional design and academic integrity supports available through LTI
- Preliminary mapping of existing AWR-designated courses to the proposed Core Competencies

Flexible implementation approach

While May 2028 remains the proposed launch date, the Working Group recognizes that successful implementation must prioritize quality and sustainability over speed.

If, during implementation planning, institutional conditions suggest that the target launch date would compromise delivery quality, the university retains flexibility to adjust the timeline in order to ensure responsible and well-supported implementation.

Resourcing and supports

To support units during the transition, some resourcing options are under consideration. These include:

- One-time funding to support course development or redesign
- Instructional design support from LTI, including assistance with aligning learning outcomes to the core competencies
- Academic integrity modules and other plug-and-play supports to reduce development workload

These supports recognize the variable capacity across units and aim to lower the barrier to participation.

Appendix A: Current AWR Academic Calendar description

Academic Writing Requirement

Strong reading, writing and research skills are essential to academic success. Regardless of whether they are native speakers of English or have learned English as an additional language, all students need to develop these skills so that they are able to meet the expectations of advanced literacy associated with university-level academic studies.

To ensure that students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to satisfy one of the following two requirements.

1. Successful completion of a minimum 1.5 unit AWR-designated course ([ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENSH 103](#), [ENGR 110](#)) or a 3.0 unit AWR-designated course ([ATWP 110](#))
2. One of the following qualifications:
 - A final grade of at least 86% in B.C. English Studies 12, English First Peoples 12, or an approved equivalent Canadian curriculum grade 12 English course taken within the three years immediately prior to admission
 - A minimum 1.5 units of transfer credit for [ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENSH 103](#), [ENGR 110](#) , or ATWP-level credit
 - A degree from a recognized English-speaking university

Selecting an AWR-Designated Course

All students who have been admitted to the university may register in the first-year English course of their choice. The following 1.5-unit courses are currently offered that satisfy the AWR:

- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (AWR)
- [ENSH 102](#) Literature in Action (AWR)
- [ENSH 103](#) Writing, Culture, Power (AWR)
- [ENGR 110](#) Design and Communication I (2.5 units), for Engineering students only

To increase their proficiency, students may also benefit from registering in the following 3.0-unit course that satisfies the AWR:

- [ATWP 110](#) Academic Reading and Writing support and Development (3.0 units)

Alternately a student wishing to increase their proficiency may choose to complete the following preparatory course prior to attempting an AWR-designated course:

- [ATWP 101](#) Fundamentals of Academic Literacy (1.5 units)

Note that this course does not satisfy the Academic Writing Requirement.

The website '[Which AWR course is right for me](#)' is available to help students in determining the course that best matches their level of proficiency.

Timeline for Completing the AWR

To gain the greatest benefit to their degree studies, students who have not yet satisfied the AWR are expected to register in a minimum 1.5-unit, AWR-designated course as soon as possible. For most students, this will be before the end of the third term of registration or prior to completing 30 units of credit.

Transfer students who are admitted to UVic for the first time as third-year students must complete the AWR during their first Winter Session. Nursing and block-transfer students should consult their academic advisers for information about their deadline for completing the requirement.

Appendix B: Proposed Academic Calendar description for the Core Writing & Research Requirement

This requirement will take effect starting May 2028. Students admitted before this date will follow the requirements of the Academic Calendar under which they were admitted but will have the option of switching from the AWR to the Core Requirement.

Core Writing & Research Requirement

Strong reading, writing and research skills and the ethical and effective use of digital tools are essential to academic success. All students need to develop these skills so they can meet the expectations of advanced literacy associated with university-level academic studies and an increasingly digital world.

To ensure students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to complete the Core Writing and Research Requirement (Core Requirement).

Upon completion of the Core Requirement, students will have acquired the following competencies:

- **Written and multimodal communication:** Communicate effectively and accessibly in writing and other modes of communication, tailoring messages to specific audiences, purposes and contexts.³
- **Active reading and listening:** Comprehend, analyze, interpret and discuss information presented in written, visual and auditory forms for academic purposes.
- **Information and digital literacy:** Locate, evaluate and synthesize information from diverse sources, including digital platforms and tools. Engage with information and technologies critically, ethically and in alignment with academic and professional contexts.
- **Critical thinking:** Actively question, analyze, interpret and evaluate information to form sound conclusions. Communicate analysis cohesively and effectively in ways appropriate to audience and purpose.
- **Research skills:** Identify information needs and use research tools and strategies to locate, use and cite information effectively and ethically, in accordance with relevant standards or conventions.

³ Courses may focus on traditional writing, multimodal communication or a combination, depending on the disciplinary context. This ensures flexibility for programs while maintaining a shared foundational skill.

- **Academic integrity:** Apply principles of academic integrity and professional ethics to academic, public, and professional work, demonstrating respect for intellectual property, disciplinary norms, and diverse perspectives.

Students will be required to complete the Core Requirement within their first year of study at UVic. For most students this will be before the end of their third term of registration.

Students may satisfy the Core requirement by:

1. Successfully completing a minimum of 1.5 units of a designated Core Writing and Research (Core Requirement) course (listed below)
2. Having a minimum of 1.5 units of approved transfer credit for a Core-designated course

The Core Requirement is waived for students who enter UVic with a degree from a recognized English-speaking university.

Selecting a Core-designated course

The following is a list of currently offered courses that satisfy the Core Requirement:

- [ATWP 110](#) Academic Reading and Writing Support and Development (3.0 units)
- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (1.5 units)
- [ENSH 102](#) Literature in Action (1.5 units)
- [ENSH 103](#) Writing, Culture, Power (1.5 units)
- [ENGR 110](#) Design and Communication (2.5 units) | for Engineering students only

Students are encouraged to consult with academic advisers for their faculty for advice and guidance in choosing the Core Requirement course best suited to their academic needs.

Students wishing to increase their reading and writing proficiency prior to completing their Core Requirement course may complete the following preparatory course:

- [ATWP 101](#) Fundamentals of Academic Literacy (1.5 units)

Note: ATWP 101 does not satisfy the Core Requirement.

Transfer students

Transfer students who are admitted to UVic must complete the Core Requirement within the first two terms of registration at UVic unless they have at least 1.5 units of transfer

credit for a Core Requirement course or have completed a degree from a recognized English-speaking university.

Transfer students, including Nursing and block-transfer students, should consult an academic adviser for the faculty in which they are registered for information about how this requirement applies in their case.

Appendix C: Examples of programs that currently require or recommend specific AWR-designated courses

Based on internal review and consultation, many undergraduate programs require, recommend, or make use of AWR-designated courses (ATWP 135, ENSH 101/102/103, ATWP 110, ENGR 110) as part of their program requirements or pre-requisites. While the full landscape is complex and regularly updated, the examples below illustrate the range of programs using AWR courses in this way.

Programs that require or recommend AWR-designated courses

Across UVic, all 8 relevant undergraduate faculties have at least one program that requires, recommends, or uses AWR-designated courses for admission, degree progression, or graduation requirements. Some examples include:

- **Psychology (BA/BSc)** – requires either ATWP 135 or ATWP 110; ATWP 135 or ATWP 110 are also pre-requisites for PSYCH 201, which is a requirement for both Psychology programs (BA and BSc); large cohort sizes contribute to significant pressure on seat availability.
- **Business (BCom)** – requires 1.5 units of AWR-designated courses, including for those who have satisfied the AWR on admission (completing an AWR course is a pre-requisite for one of BCom's program requirements, namely ATWP 250). This requires all BCom students to complete an AWR course, including those who have satisfied the AWR.
- **English (BA)** – requires one of ENSH 101, ENSH 102, or ENSH 103, including for those who have satisfied the AWR on admission.
- **Computer Science (BSc)** – requires ATWP 135, ENSH 101 or ENSH 102. Students are required to take one of these three courses even if they satisfied the AWR on admission.
- **Elementary curriculum (BEd)** – requires two of ATWP 135, ENSH 101, and ENSH 102; this reduces the number of seats available for students from other programs.
- **Health information Science (BSc)** – requires ATWP 135, including for those who have satisfied the AWR on admission.
- **Theatre (BFA)** – requires ATWP 135 for all Theatre Majors, including those who have satisfied the AWR.
- **Kinesiology (BSc)** – requires ATWP 135, including for those who have satisfied the AWR on admission.

Appendix D: Consultation summary

This document summarizes the consultations that took place regarding the proposal for the Core Writing and Research Requirement, formerly the Academic Writing Requirement (AWR).

Overview

The AWR Working Group was established by VPAC in 2023 to review and update the existing AWR. The review was primarily motivated by the need to ensure the requirement supports students' academic success and reflects evolving expectations around foundational academic skills.

Internal meetings and consultations

Date	Consultation method	Audience
Phase 1: Initial consultations (September – December 2024)		
Sept. 18-27, 2024	Survey	UVic UG students who completed an AWR-designated course
Oct. 31, 2024	Meeting	Associate Deans Academic
Nov. 4, 2024	Meeting	Senate Committee on Learning and Teaching
Dec. 2, 2024	Meeting	Office of the Vice-President Indigenous
Dec. 6, 2024	Senate meeting	Senate
Dec. 18, 2024	Meeting	Office of the Registrar and Enrolment Management
Phase 2: Focused consultations (January – December 2025); ongoing		
Jan. 21, 2025	Campus-wide townhall	Campus community
Jan. 24, 2025	Meeting	ATWP Steering Committee
March 6, 2025	Meeting	Select academic units (and support units) in HUMS, Fine Arts, Education, LTI [ATWP, WRIT, Germanic and Slavic Studies, Art History and Visual Studies, Linguistics, Curriculum & Instruction, English]
May 22, 2025	Meeting	Senate Committee on Academic Standards
Aug. 6, 2025	Meeting	Faculty of Humanities (SLLC, WRIT, SLAV, PAAS, PHIL)
Aug. 18, 2025	Meeting	Office of the Registrar and Enrolment Management
Aug. 28, 2025	Meeting	Associate Dean Academic, Faculty of Fine Arts
Sept. 9, 2025	Meeting	Psychology Department
Sept. 16, 2025	Meeting	Faculty of Humanities

Oct. 15, 2025	Meeting	Faculty of Humanities
Oct. 25, 2025	Meeting	Faculty of Health
Oct. 31, 2025	Meeting	English Department
Nov. 12, 2025	Meeting	Faculty of Fine Arts (Chairs and Directors)
Nov. 27, 2025	Meeting	Pacific and Asian Studies
Dec. 11, 2025	Meeting	VPAC Leadership Team
Dec. 18, 2025	Meeting	Faculty of Science
Dec. 19, 2025	Meeting	Faculty of Engineering and Computer Science
Jan. 7, 2026	Meeting	Deans' Council
Jan. 8, 2026	Meeting	Associate Deans' Academic Council
Jan. 12, 2026	Meeting	Senate Committee on Academic Standards
Jan. 16, 2026	Meeting	Peter B. Gustavson School of Business
Jan. 20, 2026	Meeting	Office of the Registrar and Enrolment Management
Jan. 23, 2026	Meeting	Associate Dean Academic, Humanities
Jan. 29, 2026	Meeting	UVic Advising Group
Feb. 3, 2026	Meeting	Learning Teaching & Innovation
Feb. 4, 2026	Meeting	Faculty of Social Sciences Faculty Council

What we heard from consultations

Consultations yielded support for the academic principle of the proposed Core Writing and Research Requirement alongside logistical, pedagogical, and resource-based questions and concerns.

Positive feedback

- **Foundational requirement:** There is broad support for requiring students to complete the Core Writing and Research Requirement early, ideally in their first year, rather than treating it as a graduation requirement.
- **Mandatory enrolment:** There is enthusiastic support for eliminating the exemption based on high school grades (e.g., 86% in English 12).
- **Decentralized delivery and oversight:** The proposal to decentralize course delivery to allow units across campus to offer discipline-specific courses was welcomed in principle. The necessity of a university-level oversight mechanism to ensure courses meet standards and competencies was also recognized as important for consistency.

Recurring questions and concerns

- **Resource and capacity issues:** A recurring concern is the potential logistical challenges and lack of resources required to offer the requirement to all incoming

students in their first year. Consistent with existing practice, units, in consultation with Deans and VPAC as needed, will plan section sizes and resourcing to support student access.

- **Student mobility:** Concerns were raised that if programs were to require specific Core-designated courses for progression, this could create barriers for students who change programs or are undeclared. These concerns also reflect existing challenges in which naming specific courses within programs can create barriers for students who change programs. Once completed, the Core Requirement remains satisfied regardless of program change. It is important to distinguish the Core Requirement as a university-level degree requirement, separate from program-specific requirements (similar to the current situation where students who have satisfied the AWR through high school English grade, transfer credit, etc., may also be required to complete program-specific AWR-designated courses – see Appendix C). The proposed Core framework is designed to mitigate, rather than exacerbate, such barriers, for example by focusing on competency fulfillment rather than mandating specific courses at the institutional level and requiring completion by all first-year students.
- **Quality concerns:** Questions were raised about how to ensure consistency and quality control in new course offerings. The introduction of clearly articulated Core Competencies and alignment documentation is intended to provide a transparent basis for evaluating suitability and maintaining comparability across offerings.

Appendix E: High-level implementation timeline (2026-2031)

The following timeline outlines the coordinated institutional work required to implement the Core Writing & Research Requirement beginning May 2028. The timeline reflects consultation with OREM, VPAC, Faculties, and support units.

Timeline	Activity	Responsible	Notes
April 2026	Senate approval of Core Requirement	Senate, SCAS, VPAC	Approval prompts full implementation planning
May 2028	Core Writing & Research Requirement takes effect for May 2028 cohort	University-wide	Single coordinated institutional shift
Sept 2028	Full operational delivery of Core-designated courses	Units, Faculties, OREM, VPAC	Enrolment monitored through existing management processes
2028-2031	Annual monitoring of enrolment demand, seat availability, and first-year completion rates	VPAC, OREM, IPA, LTI	Supported through existing enrolment management processes
2031	Formal three-year review reported to Senate	VPAC	Evaluates effectiveness, sustainability, and student outcomes

Following Senate approval, implementation will proceed through coordinated planning led by the VPAC office in collaboration with Faculties, OREM, and relevant academic support units. Key phases will include:

- Confirmation of contributing units and preliminary capacity planning
- Development and submission of Core-designated courses through standard curriculum pathways
- Systems configuration (degree audit, course coding, prerequisites)
- Communication planning for students, advisors, and recruitment
- Launch of new Core Requirement
- Institutional monitoring following launch

Appendix F: Letters of support

This appendix contains letters of support from all Faculties that offer undergraduate programming, reflecting broad institutional engagement with and support for the academic principles of the proposed Core Writing & Research Requirement.

- Appendix F-1: Peter B. Gustavson School of Business
- Appendix F-2: Faculty of Education
- Appendix F-3: Faculty of Engineering and Computer Science
- Appendix F-4: Faculty of Fine Arts
- Appendix F-5: Faculty of Health
- Appendix F-6: Faculty of Humanities
- Appendix F-7: Faculty of Science
- Appendix F-8: Faculty of Social Sciences



Appendix F-1: Peter B. Gustavson School of Business

January 23, 2026

To: Carleigh Dean, Office of the Vice-President Academic & Provost

Dear Carleigh,

Please accept this letter as evidence of the Business Faculty's firm support of the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement. We applaud the objectives of the proposed Requirement and its focus on strengthening student competency in foundational skills (writing, reading, research, and the ethical use of digital tools across disciplines). These are competency areas that are of importance to all faculties and disciplines across UVic and we appreciate the effort that has gone into the thoughtful design of this new Requirement.

Though it is too early for us to say where and how we might work a Core Requirement course into our programs, we appreciate the flexibility built into this design. The proposal offers numerous pathways through which first-year UVic students may be able to satisfy the Core Requirement, along with opportunities for discipline-alignment.

Again, thank you to you and the rest of your working group for developing and sharing this.

Best,

Vivien Corwin

Vivien Corwin
Associate Dean, Teaching & Learning
Gustavson School of Business



Appendix F-2: Faculty of Education

Faculty of Education

Letter of support – Core Writing & Research Requirement

Submitted to: Carleigh Dean, Office of the Vice-President Academic & Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

1. General information

- **Unit/Department:** Office of the Associate Dean Undergraduate Programs
- **Faculty:** Faculty of Education
- **Name of signatory:** Leslee Francis Pelton
- **Position/Title:** Associate Dean Undergraduate Programs

2. Statement of Support

The Faculty of Education fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty of Education strongly supports the creation of the new Core Writing and Research requirement to replace the current Academic Writing Requirement. All students completing Teacher Education programs are currently required to complete 3.0 units of coursework in English. Many of our students who met the AWR by entering with a mark of 86% or higher in English 12 were confused about the English requirement and thought they were barred from enrolling in ATWP 135, even when we listed it as a recommended course to meet the English requirement. Requiring all students to complete the new Core Writing and Research Requirement will benefit our students by providing clarity on program requirements, consistency in course content to meet the requirement and make it easier to ensure they are filling the English requirement for their program. Also, Faculty of Education programs incorporate many different forms of communication and projects beyond traditional papers. We are delighted to see the new requirement will include other modes of communication as well as skills in information and digital literacy, critical thinking, and research skills. These are all necessary skills for students in our programs. And finally, understanding and practicing academic integrity is essential in the evolving landscape of a world with so much AI available.

3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Education anticipates being able to contribute course offerings that align with the Core Requirement.



Our preliminary (non-binding) projections are:

- 3 sections on campus, May need a 4th section online.
- 25-30 students/section.

These estimates are subject to change and will be refined during implementation planning.

4. Additional Comments (optional)

For what it's worth, offering sections within the Faculty of Education would be a very good idea since, like the other disciplines, the types of writing we expect our students to do in this program - and beyond in their careers - are a lot different than what they've traditionally been taught in ATWP 135. We have faculty members who specialize in teaching writing and graduate students, including some who currently teach ATWP 135, who would be very qualified to teach the proposed course. We also note that the majority of students admitted to CYC programs are online and have in the past taken the ATWP course online. We would have to determine if we would wish to offer a section online or have the students do the course through ATWP.

5. Signature

Name: Leslee Francis Pelton

Position: Associate Dean Undergraduate Programs

Date: 21/01/2026

Signature: *L. Francis Pelton*



Appendix F-3: Faculty of Engineering and Computer Science

Engineering and Computer Science

Letter of support – Core Writing & Research Requirement

Submitted to: Carleigh Dean, Office of the Vice-President Academic & Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

1. General information

- **Unit/Department:** Faculty of Engineering and Computer Science
- **Faculty:** Faculty of Engineering and Computer Science
- **Name of signatory:** LillAnne Jackson
- **Position/Title:** Associate Dean Undergraduate Programs

2. Statement of Support

Faculty of Engineering and Computer Science fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

Example: [Name of unit/department/faculty] endorses the objectives of the proposed Requirement and recognizes its importance in strengthening student competencies in writing, reading, research, and the ethical use of digital tools across disciplines.

3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, Faculty of Engineering and Computer Science anticipates being able to contribute course offerings that align with the Core Requirement.

Observe that all the undergraduate programs in the Faculty of Engineering and Computer Science already require that students take a course that satisfies the AWR and collaborate extensively with the ATWP team. We will work with the teaching teams in these courses to adjust the curricular materials to suite the Core Writing and Research Requirement.

In 2025/2026 Winter Session, we registered the following students:

- In ENGR 110, (exactly) 497 students in 16 sections.
- In ATWP 135, (approximately) 180 students spread across various sections



These estimates are subject to change and will be refined during implementation planning.

4. Additional Comments (optional)

The Faculty of ECS is very happy to work with the university to implement this new requirement. And we look forward to future development initiative as we continue to review our programming.

5. Signature

Name: LillAnne Jackson

Position: Associate Dean Undergraduate Programs

Date: Feb 17, 2026

A handwritten signature in black ink that reads 'L Jackson'. The signature is written in a cursive, flowing style.

Signature:



Appendix F-4: Faculty of Fine Arts

Faculty of Fine Arts

Letter of support – Core Writing & Research Requirement

Submitted to: Carleigh Dean, Office of the Vice-President Academic & Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

1. General information

- **Unit/Department:** N/A
- **Faculty:** Faculty of Fine Arts
- **Name of signatory:** Catherine Harding
- **Position/Title:** Associate Dean Academic

2. Statement of Support

The Faculty of Fine Arts fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Fine Arts anticipates being able to contribute course offerings that align with the Core Requirement.

Our preliminary (non-binding) projections are:

- One per unit (5) and possibly one course at the Fine Arts level
- 25

These estimates are subject to change and will be refined during implementation planning.

4. Additional Comments (optional)

N/A

5. Signature

Name: Catherine Harding

Position: Associate Dean Academic

Date: January 28, 2026

Signature: *Catherine Harding*



Appendix F-5: Faculty of Health

Submitted to: Carleigh Dean, Office of the Vice-President Academic and Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

Submitted by: Maureen Ryan RN PhD
Associate Dean Academic, Faculty of Health
Chair, Faculty of Health Consultation Group*

Statement of Support:

Schools offering undergraduate programs in the Faculty of Health unanimously support the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

In order to engage fully in this important discussion, the Associate Dean Academic asked each School in the Faculty of Health that offered an undergraduate program to send a representative to a consultation group. The consultation process took place over three meetings including a meeting with the project leads.

An environmental scan of the undergraduate programs offered revealed that Schools required one to two academic writing courses. Three of five undergraduate programs are transfer programs. Each School had loosely designated courses within their undergraduate programs to address academic writing requirements (e.g. writing a scholarly paper; writing a research paper). In addition, disciplinary writing and communication requirements are addressed through scaffolding of assignments and expectations.

Members of the consultation group also shared they are actively engaged in exploring the writing requirements in light of artificial intelligence and academic integrity.

The Schools of Nursing, Public Health and Social Policy, Health Information Science, Exercise Science Physical and Health Education and Social Work endorse the objectives of the proposed Requirement and recognizes its importance in strengthening student competencies in writing, reading, research and the ethical use of digital tools across disciplines.

*Group members:

Kim Daly	Nursing
Lara Lauzon	Exercise Science, Physical and Health Education
Margaret Scaia	Public Health and Social Policy
Gayle Ployer	Social Work
Dennis Lee	Health Information Science
Jenna Dobson	Health Information Science



Helen Monkman	Health Information Science
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Appendix F-6: Faculty of Humanities

Faculty of Humanities

Letter of support – Core Writing & Research Requirement

Submitted to: Carleigh Dean, Office of the Vice-President Academic & Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

1. General information

- **Unit/Department:** n/a
- **Faculty:** Humanities
- **Name of signatory:** Annalee Lepp
- **Position/Title:** Dean

2. Statement of Support

The Faculty of Humanities conditionally supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty supports the following:

- 1) the removal of the 86% exemption;
- 2) the proposal that all first-year students at UVic should be required to complete the Core requirement;
- 3) the proposal's goals of establishing learning objectives for the university-wide requirement that would strengthen student competencies in writing, reading, research, and ethical use of digital tools across disciplines—although we would strongly advocate for a central focus on writing with other five learning objectives nested underneath; and
- 4) the proposal the existing AWR courses in English and ATWP would count for the Core requirement.

The Faculty's concerns continue to be as follows:

- 1) The gathering of accurate data to predict the number of seats needed (still unresolved) and careful advanced planning are imperative for the successful implementation of the



Core requirement (for example, to avoid an enrollment shock in the Humanities or serious waitlists that would negatively affect students);

2) The planning and oversight processes will require coordination across multiple Faculties and units and must be resourced to ensure successful implementation and student access to Core; and

3) It is still not clear to what extent Core courses will be portable across Faculties.

3. Intent to Contribute Courses (non-binding)

Depending on the creation of a robust inter-faculty planning structure and process that will predict seat need each fall based on accurate data, review offerings in spring based on actual admissions and registrations, and respond in real time to waitlists with appropriate resources from June to September, the Humanities will be able to continue offering its current number of AWR seats in English and ATWP, as well as fully meeting the need of ENGR 110 students (with current enrollment caps of 32).

Other Core seats may be available through PHIL and PAAS (these units may have made their own commitments to the Core committee).

4. Additional Comments (optional)

5. Signature

Name: Annalee Lepp

Position: Dean

Date: 03/06/26

Signature: *Annalee Lepp*



Appendix F-7: Faculty of Science

Faculty of Science

Letter of support – Core Writing & Research Requirement

Submitted to: Carleigh Dean, Office of the Vice-President Academic & Provost

Purpose: To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

1. General information

- **Unit/Department:** N/A
- **Faculty:** Faculty of Science
- **Name of signatory:** Chris Eagle
- **Position/Title:** Associate Dean Academic

2. Statement of Support

The Faculty of Science fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty supports:

- the removal of the option for students to fill the requirement through secondary school English grades;
- the premise that all students at UVic should be required to take a course in their first year that provides instruction in writing and other transferrable academic skills;
- the proposal's goals of having University-wide learning objectives for courses that meet the Core requirements.

The Faculty of Science recognizes that the implementation of the Core requirement will involve substantial planning and resourcing. We appreciate that the University has provided initial resource commitments, including support from VPAC for enrolment management, and we understand that further resourcing and planning will continue through the implementation phase. We also appreciate the University's commitment to providing sufficient time for planning to make a smooth transition from the AWR to Core.



We note that courses offered across Faculties must maintain sufficient alignment to ensure student mobility and transferability of credits, and appreciate that these issues will be addressed during implementation planning.

The Faculty of Science supports the plan to return to Senate for review after three years, which will ensure the Core Requirement is functioning effectively and allows for adjustments if necessary.

3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Science anticipates being able to contribute course offerings that align with the Core Requirement.

Our preliminary (non-binding) projections are:

- At this time, we have neither space nor the financial resources to offer a general SCIENCE Core course. We can provide the University with an estimate on the resources that are required.
- With appropriate resourcing we will be able to provide such a course (or courses).

These estimates are subject to change and will be refined during implementation planning.

4. Additional Comments (optional)

5. Signature

Name: Chris Eagle

Position: Associate Dean Academic

Date: 18/02/2026

Signature:

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



Appendix F-8: Faculty of Social Sciences

Memo

February 20, 2026

To: Carleigh Dean, Office of the Vice-President Academic & Provost

From: Lois Harder, Dean, Faculty of Social Sciences
Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences

Re: **Core Writing & Research Requirement Proposal**

The Faculty of Social Sciences fully supports the proposal to redesign the University of Victoria's Academic Writing Requirement (AWR) by replacing it with a Core Writing and Research Requirement. We view the proposed Core Requirement as an important and timely enhancement to the university's approach to foundational academic skills. A broader and more integrated requirement will better prepare students across all disciplines by strengthening their competencies in writing and multi-modal communication, active reading and listening, information and digital literacy, critical thinking, research skills, and academic integrity. Each of these areas plays a vital role in academic success and in students' ability to meet the expectations of contemporary scholarship.

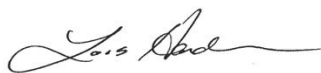
In particular, we fully endorse the proposal's recommendations to: (1) replace the AWR with a foundational skills requirement, (2) deliver the new requirement across disciplines, (3) centralize oversight of the new requirement, and (4) make the new requirement mandatory for all undergraduate students to be taken in their first year (unless they have appropriate transfer credit). We regard these elements as essential to supporting students' development of core academic competencies from the outset of their programs.

At this early stage, there are no confirmed plans for academic units within the Faculty of Social Sciences to offer courses that would fulfill the Core Requirement. However, we are considering opportunities to combine the Core Requirement with a graduate teaching training program and we will continue to consult with our departments and schools to explore opportunities to develop new courses or redesign existing ones in ways that align with the competencies outlined for the Core Requirement.

We recognize that implementation will require careful planning, including thoughtful development of governance and a clear transition strategy from the AWR to the Core Writing and Research Requirement. We are confident that these elements will continue to be refined through consultation and engagement across the university community.

In closing, the Faculty of Social Sciences is pleased to fully support the development and implementation of a Core Writing and Research Requirement and recognizes its potential to substantially strengthen undergraduate education at the University of Victoria. We look forward to working collaboratively to ensure its successful launch and ongoing effectiveness. We appreciate the considerable work that the AWR Working Group has undertaken in advancing this important initiative.

Sincerely,



Lois Harder
Dean, Faculty of Social Sciences
University of Victoria
soscdean@uvic.ca



Reuben Rose-Redwood
Associate Dean Academic, Faculty of Social Sciences
University of Victoria
soscasdn@uvic.ca

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: March 24, 2026
Subject: New and Revised Awards

The Senate Committee on Awards met on March 11 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 Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Active Earth Engineering Award for Indigenous Students in STEM (Revised)
- Alfred Joseph Memorial Award* (Revised)
- All Our Relations Award* (Revised)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (Revised)
- Betty Moyls Memorial Award (Revised)
- Birdwood Fund Award* (Revised)
- BME Elevate Award (Revised)
- BMO Alliance for Women in Business Award (Revised)
- Borden Ladner Gervais Professional Excellence Award (Revised)
- British Columbia Environment Industry Association Indigenous Award (Revised)
- Bryan & Audrey Williams Award* (Revised)
- Chris Lalonde Indigenous Wellbeing Award* (Revised)
- Cindy Player Award on Equity and Human Rights* (Revised)
- Crabtree Indigenous Legal Scholar Award (Revised)
- Del Meidinger Travel Scholarship (Revised)
- Edson-Simpson Graduate Scholarship in Nursing (Revised)
- Grace and Harry Hickman Scholarship* (Revised)
- "Honouring Aaron Devor" Scholarship for Transgender Studies* (New)
- Howlers Rugby Award* (Revised)
- Jessie L. and Frederic R. Sherwood Indigenous Assistance Bursary* (Revised)
- John Geerdes Memorial Bursary* (Revised)
- Lisa Koop Vikes Indigenous Athletic Award (Revised)
- Lyn Wayland Memorial Bursary* (Revised)
- Marion Cassels Memorial Indigenous Athletics Award* (Revised)
- Mary Lewis Graduate Scholarship in Nursing* (New)

- Mary Lewis Undergraduate Scholarship in Nursing* (New)
- Promise Bursary (Revised)
- Rosy and Steven Chan Memorial Bursary* (Revised)
- S. Aitken Graduate Award (Revised)
- Satir-Banmen-Lum Counselling Psychology Scholarship (Revised)
- SMONEĆ Natural Sciences Scholarship for Graduate Students (Revised)
- Trudy Usher Bursary* (Revised)
- Tsi'tsu'wu'tul Annual Award (Revised)
- Visual Arts Auction Bursary* (Revised)
- Dr. J. Donald Rowlatt Entrance Scholarship* (Revised)
- Qukin Scholarship - Joyce Green and James Johnson* (Revised)
- J. Anne Forsyth Bursary in Nursing* (New)
- R. H. Roy Scholarship in Military History* (Revised)

** Administered by the University of Victoria Foundation*

Respectfully submitted,

2025/2026 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Health

Victor Arnal, GSS Representative

Leslee Francis Pelton, Faculty of Graduate Studies

Lori Hunter, Director, Student Awards and Financial Aid

Timothy Iles, Faculty of Humanities

Vita Ipiroti, Student Senator

Alyssa Manankil, Alumni Association

Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Wendy Taylor, Registrar

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 criterion may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

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

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

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

BURSARIES

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

Detailed information about the online bursary application process is available on the SAFA [website](#).



APPENDIX 2

TERMS FOR NEW AND REVISED AWARDS

Additions are underlined

Deletions are ~~struck through~~

ACTIVE EARTH ENGINEERING AWARD FOR INDIGENOUS STUDENTS IN STEM (REVISED)

One award is given to an entering, continuing or transferring ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate student in either the Faculty of Engineering and Computer Science or the Faculty of Science who have a strong interest in pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM). The student must have demonstrated community involvement and must submit a letter of reference (maximum 400 words) outlining their leadership skills in one or more of the following areas: community involvement, leadership, academic performance, athletics, innovation and creativity. Community can include schools, neighbourhoods, teams and/or Nations.

Preference will be given in the following order:

1. ~~members of~~ students who are from the Songhees Nation or Esquimalt Nation
2. ~~members of~~ students who are from nations governed by the WSÁNEĆ Leadership Council
3. ~~members of~~ students who are from Pauquachin, Malahat, T'Sou-ke and Sc'ianew First Nations
4. students who are from any First Nation on Vancouver Island or the Lower Mainland.
5. ~~Indigenous students from any region in Canada~~ First Nations, Métis and/or Inuit students

The award will be given on a rotating basis, beginning with the Faculty of Science. If there is no eligible candidate in the designated faculty, an eligible candidate from the other faculty may be nominated. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

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

ALFRED JOSEPH MEMORIAL AWARD* (REVISED)

One award is given to ~~an Indigenous~~ a First Nations, Métis and/or Inuit undergraduate student entering the Faculty of Law who has demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work

experience, graduate study, community service, family care, or disability. Preference will be given to a student in the JID program. Approval of the recipient will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

ALL OUR RELATIONS AWARD* (REVISED)

One or more awards are given to ~~First Nations, Inuit or Métis~~ First Nations, Métis and/or Inuit undergraduate students 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, Inuit or Métis First Nations, Métis and/or Inuit~~ Peoples in an urban setting, 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 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 the Office of Indigenous Academic and Community Engagement.

The awards will rotate from year to year, in this order, between the following Schools/Departments: Public Administration, Nursing, Public Health & Social Policy, Social Work, Health and Information Science, or Child and Youth Care.

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

BÉTS'AHCHU UNDERGRADUATE AWARD IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

One or more awards are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR), or the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Part-time students (minimum 3.0 units per term) are eligible for this award.



Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

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

BETTY MOYLS MEMORIAL AWARD (REVISED)

One or more ~~An awards is~~ are given to a transferring or continuing undergraduate students specializing in vocal performance in the Bachelor of Music program. Preference is for students with demonstrated financial need. Selection of the recipients is made by the Senate Committee on Awards upon the recommendation of the School of Music.

BIRDWOOD FUND AWARD* (REVISED)

One or more awards are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Health 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. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Health or the Faculty of Social Sciences.

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

BME ELEVATE AWARD* (REVISED)

Two awards of \$2,000 each are given to undergraduate students in the Biomedical Engineering program in the Faculty of Engineering and Computer Science and are members of groups with historical and/or current barriers to equity, including, but not limited to:

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

Applicants must submit a personal statement (minimum 500 words, maximum 4,000 words) that outlines their financial or personal challenges and how they have overcome, or are currently overcoming, these challenges and also speaks to their academic and career goals. Preference is for students who demonstrate financial need. Approval of the recipients is made



by the Senate Committee on Awards upon the recommendation of the Biomedical Engineering Program.

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

BMO ALLIANCE FOR WOMEN IN BUSINESS AWARD (REVISED)

One award of \$1,000 is given to an undergraduate student who identifies as a woman, who is continuing in the Bachelor of Commerce program at the Peter B. Gustavson School of Business and who has paid or volunteer experience in 'lifting the women up' in her community. This could include, but not be limited to: work at transition houses, friendship centres or events focused on women's health or economic status. Applicants must submit a statement (maximum 300 words) describing their paid or volunteer work. Preference is for ~~an~~ Indigenous a First Nations, Métis and/or Inuit student. Graduating and part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

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

BORDEN LADNER GERVAIS PROFESSIONAL EXCELLENCE AWARD (REVISED)

Two awards of equal value are ~~awarded~~ given to undergraduate students in the Faculty of Law who:

- are entering second year,
- are members of underrepresented communities, including individuals who identify as Black, Indigenous First Nations, Métis and/or Inuit, Racialized, LGBTQ2S+, persons with ~~a disability~~ visible and/or invisible (physical and/or mental) disabilities, neurodivergent or first generation to have obtained post-secondary education,
- demonstrate financial need, and
- ~~has~~ have a commitment to professional or service excellence by consistently expanding their knowledge of the law, demonstrating the highest standards of integrity, offering innovative ideas, taking a collaborative approach and contributing to the community.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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



BRITISH COLUMBIA ENVIRONMENT INDUSTRY ASSOCIATION INDIGENOUS AWARD (REVISED)

One or more awards are given to continuing or transferring ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate students ~~born in Canada and~~ enrolled in the Faculty of Engineering & Computer Science who:

- have an interest in environmental issues through their classes/learning or through volunteering,
- have demonstrated financial need, and,
- are residents of British Columbia.

Graduating students and students with a 3.0 GPA or higher are eligible for this award. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

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

BRYAN & AUDREY WILLIAMS AWARD* (REVISED)

One or more awards are given to single parent ~~entering or continuing undergraduate~~ students ~~entering or continuing~~ in the Faculty of Law, with a preference for ~~Indigenous~~ First Nations, Métis and/or Inuit students. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

CHRIS LALONDE INDIGENOUS WELLBEING AWARD* (REVISED)

One or more awards are given to ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate students continuing in the Faculty of Social Sciences, with preference for students majoring in Psychology. Applicants must submit a statement (maximum 250 words) describing why they chose a major in the Faculty of Social Science. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

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



CINDY PLAYER AWARD ON EQUITY AND HUMAN RIGHTS* (REVISED)

One or more awards are given in alternate years to undergraduate students continuing into third or fourth year in the Faculty of Social Sciences and the School of Social Work who:

1. have demonstrated financial need,
2. are pursuing studies related to the subject of equity and human rights, and
3. are members of groups with historical and/or current barriers to equity, including, but not limited to:
 1. ~~First Nations, Métis and Inuit peoples, and all other Indigenous peoples~~ Indigenous students (inclusive of all Indigenous Peoples locally and globally);
 2. members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
 3. persons with visible and/or invisible (physical and/or mental) disabilities
 4. persons who identify as women; and
 5. persons of marginalized sexual orientations, gender identities, and gender expressions.

Applicants must submit a letter outlining how their studies have or will relate to the subject of equity and human rights. Preference is for students who have worked or volunteered with a community service organization (such as transition houses, crisis centres, or friendship centres). Applicants wanting to demonstrate they have worked or volunteered with a community service organization must include a statement (maximum 300 words) describing their paid or volunteer work. The award is given on a rotating basis, beginning with the Faculty of Social Sciences.

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 is made by the Senate Committee on Awards upon the recommendation of either the Faculty of Social Sciences or the School of Social Work.

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

CRABTREE INDIGENOUS LEGAL SCHOLAR AWARD (REVISED)

One or more awards of at least \$5,000 each are given to First Nations, Métis and/or Inuit continuing, undergraduate ~~Indigenous~~ students in the Faculty of Law JD/JID program in the Faculty of Law. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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



DEL MEIDINGER TRAVEL SCHOLARSHIP (REVISED)

One scholarship of ~~\$1,500~~ \$2,000 is awarded to an academically outstanding undergraduate student in an Honours or Major program in the ~~Department of Biology~~ Faculty of Science to assist with travel costs associated with ~~undertaking~~ a co-op work term anywhere outside of their home community. The work term must focus on either sustainable forest management or forest ecology.

Applications must be submitted to the Co-operative Education Office (coopawards@uvic.ca) by:

- October 15 for a co-op placement that takes place September to December,
- February 15 for a co-op placement that takes place January to April, or
- June 15 for a co-op placement that takes place May - August.

Students may receive this award more than once. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Biology.

EDSON-SIMPSON GRADUATE SCHOLARSHIP IN NURSING (REVISED)

At least ~~twenty-two~~ twenty-five scholarships of at least \$5,000 each are awarded annually for three years with the last disbursement in December 2028 to academically outstanding graduate students in the Nurse Practitioner program in the School of Nursing. Preference is for students with financial need. Students may receive this award more than once. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

GRACE AND HARRY HICKMAN SCHOLARSHIP* (REVISED)

One or more \$ scholarships will be awarded to academically outstanding undergraduate assist students registered in a full-time program having taken at least one course in to study French at a the uUniversity of Victoria in any region or country where French is the dominant language and where an immersive language and cultural experience is present. and interested in immersing themselves in the French language and cultural experiences in any region or country where the French language is dominant. Applicants must be registered in a full time program, including at least one course in French, at the University of Victoria, and intend to study at a university where the language of instruction is French for one or more semesters and to return to the University of Victoria to complete the program requirements. The scholarship will be paid upon receipt of documents demonstrating the student's registration at an acceptable institution. Students in any year of study are eligible. Written applications, including details of the proposed program, are to be submitted to the French and Francophone Studies program by April 1 of the academic year preceding the proposed study at another institution. Preference is for students who propose to study at a university or register in a co-op work term for one or more semesters in a French-speaking community and return to complete their program requirements at the University of Victoria. Students are required to write a 500-word essay on their interest in studying or working as part of a co-op

program in any region or country where French is the dominant language. The essay needs to be sent to the French and Francophone Studies program by April 1. Approval Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the French and Francophone Studies program in the School of Languages, Linguistics and Cultures.

“HONOURING AARON DEVOR” SCHOLARSHIP FOR TRANSGENDER STUDIES* (NEW)

One or more scholarships of at least \$2,000 are awarded to academically outstanding Trans+ graduate students studying at the University of Victoria. Applicants must provide an academic letter of reference and a statement of 150 words to describe their topic of study. Students are encouraged to submit an additional 150-word personal statement. Preference is for students who are studying Trans+ topics and further preference is for students who demonstrate financial need. If there are no eligible Trans+ students in a given year, then any graduate student studying Trans+ topics is eligible. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Chair in Transgender Studies.

HOWLERS RUGBY AWARD* (REVISED)

One or more awards are given to undergraduate and graduate students who participate in the Vikes Men's or Women's Rugby program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements.

Preference will be given in the following order:

1. ~~students of Indigenous descent~~ First Nations, Métis and/or Inuit students,
2. students from Saskatchewan,
3. students from Alberta or Manitoba.

If there are no qualified applicants, students from any other province, except B.C. and Ontario, will be considered.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director, Varsity Performance Sport of Athletics and Recreation in consultation with the Varsity Head Coaches. ~~and the Associate Director, Sport~~

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



JESSIE L. AND FREDERIC R. SHERWOOD ~~FIRST NATIONS~~ INDIGENOUS ASSISTANCE BURSARY*
(REVISED)

One or more bursaries are awarded to First Nations, Métis and/or Inuit undergraduate students entering or continuing in any program of study at the University of Victoria. Preference is given to students in the Faculty of Law.

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

JOHN GEERDES MEMORIAL BURSARY* (REVISED)

A bursary is awarded to an undergraduate student entering the University of Victoria. Preference is given to ~~an Indigenous~~ a First Nations, Métis and/or Inuit student (~~First Nations status or non-status, Inuit, Métis~~).

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

LISA KOOP VIKES INDIGENOUS ATHLETIC AWARD (REVISED)

One or more awards of at least \$1,000 each are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate or graduate students who compete on any Vikes Varsity team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director, Varsity Performance Sport in consultation with the Varsity Head Coaches.

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

LYN WAYLAND MEMORIAL BURSARY* (REVISED)

An award will be made annually in memory of Lyn Wayland to honour her accomplishments, her contributions to the Faculty of Law, and her personal success as an ~~aboriginal-Indigenous~~ person in the face of many obstacles. The award is made to a law student who has made a contribution to the community or to the Faculty of Law. Preference will be given to ~~an aboriginal~~ a First Nations, Métis and/or Inuit student. ~~The nominee will be selected by representatives of the aboriginal law students in consultation with the Dean of the Faculty of Law.~~ Approval of undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Dean of Law.

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

MARION CASSELS MEMORIAL INDIGENOUS ATHLETICS AWARD* (REVISED)

One or more awards of at least \$1,000 each are given to First Nations, Métis and/or Inuit undergraduate ~~Canadian-born Indigenous~~ students who are student athletes. Preference will be given in the following order:

1. Students who have been identified as international caliber athletes by their national sport governing body.
2. Varsity athletes, competing on a UVic team. Eligible students must meet all U SPORTS eligibility requirements.
3. Students who participate in UVic Sport Clubs or UVic Intramurals Teams.
4. Students who participate, or have recently participated, in a recreational community team/group. This can include participation on a high school team or club, a team in a home community or a team in the Capital Regional District.

Applicants must submit a letter (max 300 words) identifying the category of athlete and detailing ~~your~~ their current or recent sport participation and caliber/level of competition. Consideration will also be given to students currently participating in active, healthy living programs and activities. Part-time students (minimum 4.5 units per term) are eligible.

~~Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Senior Director of Wellness, Athletics and Recreation in consultation with the Director, Varsity Performance Sport and will be selected on the basis of sporting achievement and participation.~~

Award recipients will be selected on the basis of sporting achievement and participation by the Director, Varsity Performance Sport.

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

MARY LEWIS GRADUATE SCHOLARSHIP IN NURSING (NEW)

One or more scholarships are awarded to graduate students entering the Master of Nursing program. Preference is for students specializing in emergency nursing and/or the nurse practitioner stream. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

MARY LEWIS UNDERGRADUATE SCHOLARSHIP IN NURSING (NEW)

One or more scholarships are awarded to academically outstanding undergraduate students continuing into third or fourth year in the School of Nursing. Preference is for students with demonstrated financial need. Students registered in at least 4.50 academic units per term are eligible for this scholarship.

PROMISE BURSARY* (REVISED)

One or more bursaries are awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate or graduate students who are single parents.

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

ROSY AND STEVEN CHAN MEMORIAL BURSARY* (REVISED)

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

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

S. AITKEN GRADUATE AWARD* (REVISED)

One or more awards are given to ~~Indigenous~~ First Nations, Métis and/or Inuit women graduate students in the School of Environmental Studies. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

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

SATIR-BANMEN-LUM COUNSELLING PSYCHOLOGY SCHOLARSHIP* (REVISED)

A scholarship of \$1,000 is awarded to an academically outstanding graduate student in the Counselling Psychology program who is a member of one or more groups with historical and/or current barriers to equity, including, but not limited to:

- ~~First Nations, Métis and Inuit peoples, and all other Indigenous peoples~~ Indigenous students (inclusive of all Indigenous Peoples locally and globally);

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

Preference is for students with demonstrated financial need. Approval of the recipient is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Health.

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

SMONEĆ NATURAL SCIENCES SCHOLARSHIP FOR GRADUATE STUDENTS* (REVISED)

A scholarship of \$2,000 is awarded to an academically outstanding graduate student in the Faculty of Science. Preference will be given to a First Nations, Métis and/or Inuit an Indigenous student from nations whose territory is fully or in part located within the borders of Canada. Students may receive this award more than once. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

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

TRUDY USHER BURSARY* (REVISED)

One or more bursaries are awarded to Indigenous First Nations, Métis and/or Inuit undergraduate students who are entering or continuing in the School of Social Work at the University of Victoria.

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

TSI'TSU'WU'TUL ANNUAL AWARD* (REVISED)

A \$500 award is given to a First Nations, Métis and/or Inuit graduating undergraduate or graduate ~~Indigenous~~ student who has overcome significant obstacles. The award is given out in both June and November and recipients will be honoured at the Indigenous Recognition Ceremonies. Recipients will be nominated by the Office of Indigenous Affairs Office of Indigenous Academic and Community Engagement.

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

VISUAL ARTS AUCTION BURSARY * (REVISED)

One or more bursaries are awarded to undergraduate students entering or continuing in a Visual Arts program. Preference will be given to ~~students of First Nations heritage~~ First Nations, Métis and/or Inuit students for at least one of every four bursary assignments.

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

DR. J. DONALD ROWLATT ENTRANCE SCHOLARSHIP* (REVISED)

A scholarship is awarded to a British Columbia secondary school student entering first year at the University of Victoria and who has been granted admission to the Peter B. Gustavson School of Business. Preference will be given to ~~an aboriginal~~ a First Nations, Métis and/or Inuit student.

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

QUKIN SCHOLARSHIP - JOYCE GREEN AND JAMES JOHNSON* (REVISED)

One or more scholarships of at least \$5,000 are awarded to:

- ~~Indigenous First Nations, Métis and/or Inuit graduate students (First Nations, Inuit or Métis) who are Canadian citizens, or~~
- Non-Indigenous graduate students who are Canadian citizens and who demonstrate significant Indigenous allyship (defined below).

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

All applicants must submit:

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

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



First preference will be given to ~~Indigenous First Nations, Métis and/or Inuit~~ students who are single custodial parents; ~~s~~Second preference is for ~~Indigenous First Nations, Métis and/or Inuit~~ students who demonstrate financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of departments.

For the purpose of this award, aAllyship is understood to be a verifiable durable demonstration over a significant period of time of knowledge of, commitment to and solidarity with Indigenous ~~Peoples~~ ~~people~~ or to a cause or movement initiated by and for Indigenous ~~Peoples~~ ~~people~~. It must be more than a mere profession of solidarity: it must be demonstrated with actions.

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

J. ANNE FORSYTH BURSARY IN NURSING* (NEW)

One or more bursaries are awarded to First Nations, Métis and/or Inuit undergraduate and/or graduate students in the School of Nursing program whose goal is to improve the quality of health care provided to Indigenous Peoples.

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

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

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

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of History. In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of History.



SENATE



SENATE COMMITTEE ON LEARNING AND TEACHING

To: Senate
From: Senate Committee on Learning and Teaching
Date: March 25, 2026
Subject: Annual Report on Course Delivery Modes (2025/26)

To ensure continued oversight course delivery modes, an annual report is presented to the Senate Committee on Learning and Teaching and Senate. The attached report was provided to the Senate Committee on Learning and Teaching at its meeting on March 24, 2026.

Respectfully submitted,

2025/2026 Senate Committee on Learning and Teaching

Li-Shih Huang (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Tina Bebbington, Library Reference Services
Shailoo Bedi, Division of Learning and Teaching Support and Innovation
Erin Campbell, Faculty of Fine Arts
Daniela Constantinescu, Faculty of Engineering and Computer Science
Semyon Drozdetsckii, GSS Representative
Griffin Foster, UVSS Representative
Andrea Giles, Cooperative Education and Career Services
Emily Huynh, President's nominee
May Kong, Student Senator
Linnea Leist, Alumni Association
Wency Lum, Associate Vice-President Systems and Chief Information Officer
Courtney Lundrigan, University Librarian's designate
Anastasia Mallidou, Faculty of Health
Lynne Marks, Faculty of Humanities
Travis Martin, Faculty of Science
Mackenzie McNiven, Student Senator
Todd Milford, Faculty of Education
April Nowell, Faculty of Social Sciences
Tim Richards, Faculty of Law
Brock Smith, Peter B. Gustavson School of Business
Victoria Wyatt, Convocation Senator
Ada Saab (Secretary), Associate University Secretary



DATE: March 9, 2026
TO: Senate Committee on Learning and Teaching
FROM: Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
CC: Tony Eder, Associate Vice-President Academic Resource Planning
RE: **Annual Report on Course Delivery Modes (2025/26)**

Summary

The University of Victoria delivers high-quality, research-enriched academic programming to undergraduate and graduate students. Consistent with the university's mandate as a comprehensive research institution, courses are primarily delivered in a face-to-face format that supports close engagement between students and instructors. Programs are designed to integrate research, scholarship and experiential learning, providing students with opportunities to apply knowledge in real-world contexts through labs, studios, fieldwork, internships, community-engaged learning, co-operative education and practica.

Background

In February 2022, Senate approved new course modalities and definitions effective Winter Session 2022/23. Course modalities and their descriptions are listed in the Academic Calendar ([Undergraduate](#) and [Graduate](#)) and include:

- Face-to-face
- Blended
- Online with some face-to-face
- Fully online
- Multi-access
- Field
- Experiential

Academic units are best suited to determine the delivery modalities of their programs, with chairs, directors and deans ensuring the balance of teaching modes is appropriate to discipline.

All academic leaders, faculty and instructors are accountable for delivering high-quality education to students. As an institution, UVic is accountable to the provincial government regarding the delivery modes of academic programming. As such, the Office of the Vice-President Academic and Provost (VPAC) monitors overall delivery modes for the university to ensure UVic remains a predominantly face-to-face institution and upholds its commitments to government and students.



VPAC provides Senate with an annual summary of delivery modes, including patterns, rationale for shifts, and student and institutional impact.

Undergraduate courses

The majority of undergraduate course sections were taught face-to-face in 2025/26, with fully online as the second most common delivery mode.

	2020/21*	2021/22*	2022/23	2023/24	2024/25	2025/26
Blended	80	0	6	3	10	10
Field	11	7	6	12	14	14
Face-to-face	339	3,772	4,367	4,223	4,246	4,273
Face-to-face with some online	34	39	47	-	-	-
Fully online	4,092	1,153	582	658	616	627
Multi-access	-	-	-	0	1	0
Online with some face-to-face	70	61	25	33	36	25
Experiential (work term & exchange)	620	602	597	596	587	604
Total	5,246	5,634	5,630	5,525	5,510	5,553

*Table 1: Number of undergraduate course sections organized by delivery mode, excluding labs and tutorials. New definitions came into effect Winter Session 2022/23, and "face-to-face with some online" was phased out. *All or part of the academic year occurred during the COVID-19 pandemic.*

While this report only provides six years of data, we recognize that Senators may be interested in comparing the current year with pre-pandemic course delivery. In 2019/20, 4,448 undergraduate course sections were taught face-to-face (81.6%) and 346 were taught fully online (6.3%).

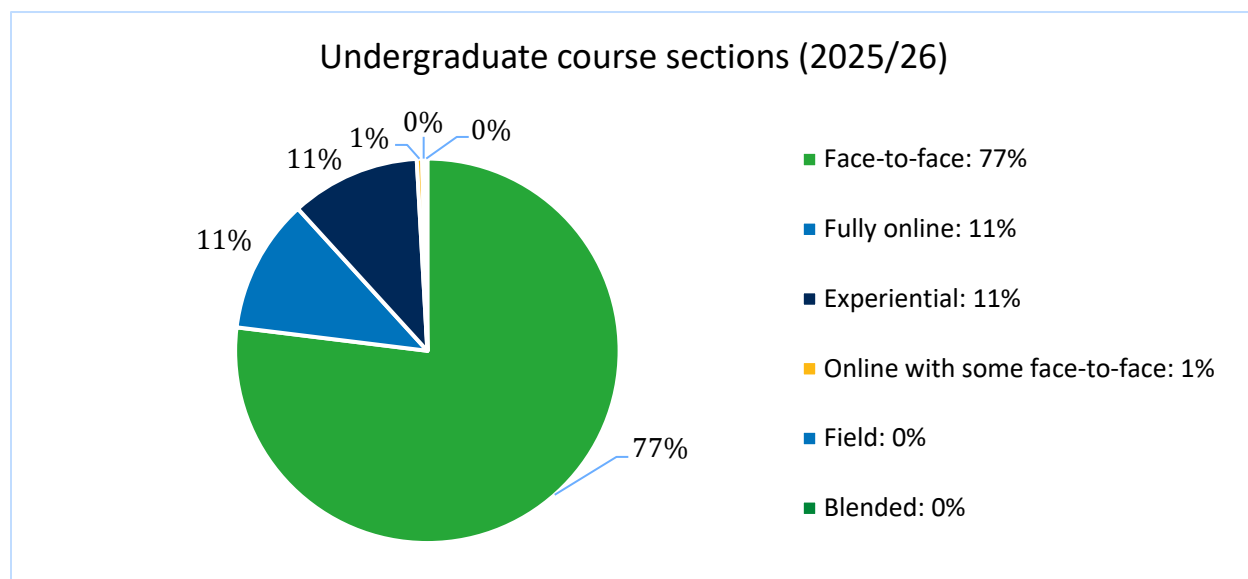


Figure 1: Undergraduate course sections for 2025/26 by delivery mode.

In 2025, Senate requested student enrolment information be included in subsequent reports. The following table shows modality by student headcount, with the majority of UVic students engaging in face-to-face education in 2025/26.

	2020/21*	2021/22*	2022/23	2023/24	2024/25	2025/26
Blended	32	0	242	180	982	790
Field	8	79	78	132	184	191
Face-to-face	3,784	120,155	134,337	134,234	135,378	138,501
Face-to-face with some online	529	452	357	-	-	-
Fully online	154,052	38,788	17,623	18,329	18,328	18,712
Multi-access	-	-	-	0	0	0
Online with some face-to-face	834	599	1,042	1,136	1,747	905
Experiential (work term & exchange)	3,311	3,926	3,744	3,328	3,317	3,367
Total	162,550	163,999	157,423	157,339	159,936	162,466

*Table 2: Number of students enrolled in undergraduate courses organized by delivery mode, excluding labs and tutorials. *All or part of the academic year occurred during the COVID-19 pandemic.*

Fully online course sections by faculty

Historically, UVic has a small but significant number of high-quality, predominantly online programs and courses to best deliver specific academic programs to meet the learning needs of their students, including to address regional needs or as part of professional programs. For example, the former Faculty of Human and Social Development (HSD) had over 40 years of experience in distance education and several online programs, all of which moved to the Faculties of Education, Health or Social Sciences in 2025. For these programs, distance education is part of their value proposition to students and communities, delivered by instructors with pedagogical expertise in online modality.

Within all faculties, face-to-face delivery is consistently the most common mode of delivery, aligned with UVic's mandate to be a face-to-face educational institution.

	2020/21*	2021/22*	2022/23	2023/24	2024/25	2025/26
Education	441	158	69	83	76	136
Engineering & Computer Science	450	165	24	25	28	17
Fine Arts	379	70	53	59	51	44
Health	-	-	-	-	-	182
Human & Social Development	416	243	230	288	262	-
Humanities	827	159	110	108	104	126
Law	159	4	0	4	1	1
Science	477	81	9	9	11	6
Social Sciences	718	189	60	72	64	96
Gustavson School of Business	208	81	26	10	18	18
Total	4,092	1,153	582	658	616	627

*Table 3: Number of fully online undergraduate course sections organized by faculty, excluding labs and tutorials. Note: HSD was disestablished in 2025, with their units and programs moved to either Health, Education or Social Sciences. *All or part of the academic year occurred during the COVID-19 pandemic.*

Graduate courses

Consistent with recent years, the majority of 2025/26 graduate course sections were taught face-to-face (74%), followed by fully online (15%). For comparison with pre-pandemic numbers, graduate course section delivery in 2019/20 included 1,879 face-to-face sections and 238 fully online sections.

In the tables below, we have excluded course sections with one student, as those are typically directed studies.

	2020/21*	2021/22*	2022/23	2023/24	2024/25	2025/26
Field or Blended	64	40	57	39	31	13
Face-to-face	549	1,512	1,784	1,780	1,729	1,688
Face-to-face with some online	106	52	17	-	-	-
Fully online	1,376	528	382	336	340	334
Multi-access	-	-	-	2	1	0
Online with some face-to-face	36	17	27	25	39	27
Experiential (work term & exchange)	219	217	212	235	229	227
Total	2,350	2,366	2,479	2,418	2,369	2,289

Table 4: Number of graduate course sections organized by delivery mode, excluding labs, tutorials or sections with only one student. *All or part of the academic year occurred during the COVID-19 pandemic.

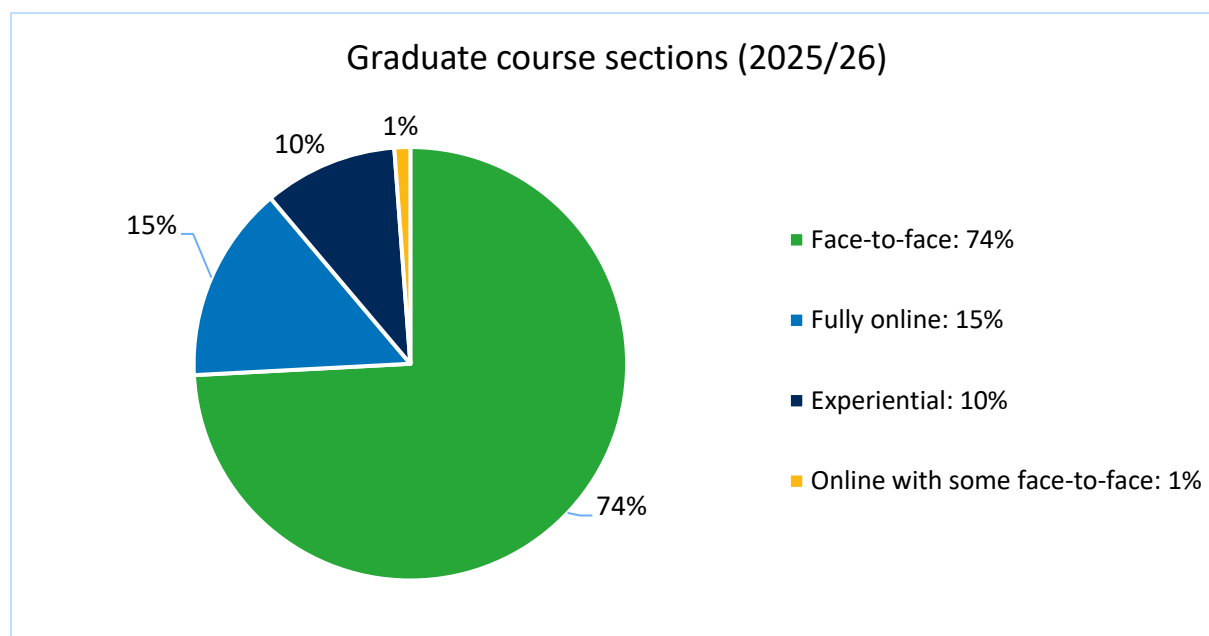


Figure 2: Graduate course sections for 2025/26 by delivery mode.

In 2025/26, face-to-face course sections were UVic's most popular by student enrolment (76%), followed by fully online sections (19%). For pre-pandemic comparison, 12,148 graduate students were enrolled in face-to-face course sections in 2019/20 and 2,342 were enrolled in fully online sections.

	2020/21*	2021/22*	2022/23	2023/24	2024/25	2025/26
Field or Blended	138	44	528	625	512	222
Face-to-face	2,658	10,236	11,968	12,283	12,467	12,375
Face-to-face with some online	919	540	119	31	0	0
Fully online	10,998	4,871	3,432	3,301	3,200	3,053
Multi-access	0	0	0	16	5	0
Online with some face-to-face	340	250	408	237	417	288
Experiential (work term & exchange)	313	343	317	270	232	272
Total	15,366	16,284	16,772	16,763	16,833	16,210

Table 5: Number of enrolled students organized by delivery mode, excluding labs, tutorials or sections with only one student. *All or part of the academic year occurred during the COVID-19 pandemic.

Changes to course delivery

As per the [Senate-approved guidelines](#), review and approval by the dean is required to shift delivery mode of courses or programs as approved by Senate (e.g., shifting from face-to-face to blended, fully online or online with some face-to-face, etc.). As stated in the guidelines, approval by the dean is based on factors such as:

- individual course requirements and learning outcomes;
- program requirements and outcomes;
- accreditation and other regulatory requirements;
- maintenance of program standards such as academic integrity;
- student needs;
- alignment with principles of equity, diversity and inclusion; and
- creating the best possible academic and graduation outcomes for students.

Any changes must be in keeping with the overall quality of the academic program and must not undermine the academic intent and content of the program, as approved by Senate, and relevant academic policy and regulations. Instructors' personal preferences alone are insufficient to justify changes to delivery modes.

Academic units that intend to make significant changes to delivery modes (e.g., moving an entire program from face-to-face to online instruction) must seek Senate Committee on Planning review and approval and, ultimately, Senate approval as well.

Approved changes and outcomes

Consistent with the previous year, requests to change delivery modes were submitted to the dean of the faculty, with most requests approved. The rationale for changes from face-to-face to fully online included approved medical accommodation for the instructor, instructor access (e.g., the sessional instructor for a special topics course or to cover for the regular instructor's leave was only available for online instruction), and to increase student enrolment (particularly for summer courses).

In several instances where enrolment was provided as a rationale—including for courses that satisfy the Academic Writing Requirement—one or more sections of the course were offered online and other

sections were offered face-to-face, providing options for students, increasing enrolments and alleviating waitlists.

Additional information

Official university data, including data used in this report, is provided by Institutional Planning and Analysis. All university employees have access to institutional [PowerBI dashboards](#), which include multiple Institutional Planning and Analysis reports on enrolments and course attributes that can be sorted by faculty, unit, academic year, and more.

Deans and other academic leaders are encouraged to monitor these dashboards to ensure program delivery aligns with the faculty and university goals.

The VPAC Office provides enrolment updates to Senate throughout the year, including an annual enrolment report in the fall term and an annual enrolment projections memo in the spring term.

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: March 18, 2026
Subject: Proposed changes to the Major and Honours programs in Art History and Visual Studies

At its meeting on March 4, 2026, the Senate Committee on Planning considered the proposed changes to the Major and Honours programs in Art History and Visual Studies.

The Department of Art History and Visual Studies (AHVS) is proposing to change the geographical and chronological breadth requirements for the 300 and 400-level courses in the Honours and Majors program to better articulate course offerings and reflect all AHVS learning outcomes.

The existing program will continue to be offered for five years, giving students currently enrolled the option of continuing in the current program or switching to the new one. There will be no impact on evaluation or supervision.

Recommended Motion:

That Senate approve the proposed changes to the Major and Honours programs in Art History and Visual Studies, as described in the document "AHVS changes to Major and Honours Programs".

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

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



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

AHVS Changes to Major and Honours Programs

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Dr. Catherine Harding, Associate Dean Academic, Faculty of Fine Arts	fineassociatedean@uvic.ca
Academic unit, department, or school	Art History & Visual Studies (AHVS)	
Name, title, and email of contact person	Dr. Erin Campbell, AHVS Chair	arthistorychair@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 13, 2025
Departmental/School approval	December 9, 2025
Resource requirements approval (by Dean)	December 17, 2025
Faculty Curriculum Committee approval	January 23, 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	February 11, 2026

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

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

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sept. 3/2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Aug. 28/2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Oct. 27/2025	Y
OREM – Wendy Taylor	Aug. 28/2025	Y
External and Internal Consultation (letters of support as per section J)		Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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- 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).

1. Breadth requirements: AHVS is proposing to change the current geographical and chronological breadth requirements for the 300 and 400-level courses in the Honours and Majors program to emphasize our strengths in film, media, digital arts, curatorial and museum studies, and social justice while maintaining the importance of global art history.

Existing Breadth Requirements	New Breadth Requirements
Europe, Mediterranean before the modern period	Global Contemporary and Historical Art LO1 LO5 LO8*
Islam, Asia	Art and Social Change LO5 LO8
Arts of the Americas, Modern and Contemporary Art and Architecture	Curatorial and Museum Studies LO2 LO4
Indigenous Arts, Pacific Northwest Coast (Honours only)	Film, Media and Digital Arts LO4* (see Appendix for AHVS Learning Outcomes)

Rationale for new breadth requirements:

- Reflects all the AHVS Learning Outcomes. The focus on strategic areas rather than geographies/chronologies better articulates **LO1, LO2, LO4, LO5, LO8 (see Appendix for AHVS Learning Outcomes)**
- Allows students to “see themselves” in our programs, and more easily identify areas of interest and transferable skills
- Aligns better with career planning and continues to support what is required for graduate school
- Better articulates our course offerings so that strategic areas/courses that are currently buried in larger geographical or chronological categories can acquire prominence
- Allows thematic courses to acquire profile
- Decolonizes geographical areas and chronologies (periodization)
- Maintains our identity as a global art history & visual studies department without the worry that we can’t do broad regional coverage as our faculty cohort shifts
- The Film, Media and Digital Arts breadth requirement emphasizes the “Visual Studies” aspect of our identity as an art history AND visual studies department
- We currently offer a Museum Studies Minor. The new breadth requirement Curatorial and Museum Studies allows students not enrolled in the minor to pursue this as an area of interest
- Indigenous Arts courses will be offered in all four areas rather than siloed in one
- Currently Honours students take 3.0 units of “Indigenous Arts, Pacific Northwest Coast.” In the new requirements Honours and Majors will both be required to take 1.5 units of “Indigenous Arts.”
- Reducing the Honours Indigenous Arts requirement to 1.5 will make progress through the Honours degree easier, since students often declare Honours in their third year and finding 3.0 units of Indigenous Arts courses to fit their schedules can be challenging. The total number of 300- & 400-level units remains the same.
- Adding 1.5 units of Indigenous Arts to the Majors requirements ensures all Majors have at least one course in this area. In the current program requirements, Indigenous Arts topics are strongly recommended for Majors but not required. The total number of 300- & 400-level units remains the same.
- Keeping the combined required Indigenous Arts courses to 3.0 units across both programs (1.5 Honours; 1.5 Major) ensures that we have the capacity to offer enough courses each year

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- The Indigenous Arts requirement for Honours and Majors contributes to UVic's Indigenous Plan's strategic objective of moving our students forward towards reconciliation.
- We have shortened "Indigenous Arts, Pacific Northwest Coast" to "Indigenous Arts" so students may choose from any region in Canada, North America, and around the globe.

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: Requires no additional library or visual resources. Can be delivered with the current complement of Faculty

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

NO

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.

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

The program changes for the Honours and Majors affect course selection at the 300- &400-level.

BA-AHAH Current 300-400 level requirements	BA-AHAH New 300-400 level requirements
• 3 units Europe, Mediterranean before the modern period • 3 units Islam, Asia • 3 units Arts of the Americas, Modern and Contemporary Art and Architecture	• 6 units Global Contemporary and Historical Art • 6 units from 2 of the following (3 units each): ○ Art and Social Change ○ Curatorial and Museum Studies ○ Film, Media and Digital Arts • 7.5 units AHVS 300- and 400-level At least 1.5 units of Indigenous Arts and at least one 400-level seminar (not including AHVS 495) must be included in the above requirements.
7.5 units AHVS 300- or 400-level	
3.0 units Indigenous Arts, PNWC	
At least one 400-level seminar in addition to AHVS 495 must be included in the upper-level AHVS requirements above	
AHVS 495 (1.5 units)	AHVS 495 (1.5 units)
Total upper level units: 21	Total upper level units: 21 (no change)
BA-AHAM Current 300- and 400-level requirements	BA-AHAM New 300-and 400-level requirements

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• 3 units Europe, Mediterranean before the modern period • 3 units Islam, Asia • 3 units Arts of the Americas, Modern and Contemporary Art and Architecture	• 6 units Global Contemporary and Historical Art • 3 units from one of the following: ○ Art and Social Change ○ Curatorial and Museum Studies ○ Film, Media and Digital Arts • 6 units AHVS 300- to 400-level At least 1.5 units Indigenous Arts and at least one 400-level seminar must be included in the above requirements
6 units AHVS 300- to 400-level	
At least one 400-level seminar must be included in the upper-level AHVS requirements above	
Total upper level units: 15	Total upper level units: 15 (no change)

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

NO – see current program learning outcomes in Appendix

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

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.

Yes, the program differs from the only other comparable art history program in BC offered by the Department of Art History, Visual Art & Theory at the University of British Columbia. AHVA offers Major, Honours, and Minor programs in art history. The Honours program require students to take a certain number of units in a geographical, chronological, or thematic area of emphasis, as well as a certain number of units in an area distinct from the area of emphasis. The Major requires only one area of emphasis; the other 9-credit pool of upper-level coursework can be anything, as long as it's not related closely to the area of emphasis. That is, the three courses (9 credits) can be completely unrelated within that group. This functions for AHVA like a breadth requirement. By contrast, our proposed new breadth requirements for Honours and Majors are more defined: students are required to take a certain number of units in global art history and visual studies as well as a certain number of units in film, media, digital arts, and/or curatorial and museum studies, and/or social justice. Our programs provide more direction to students and reflect what we believe to be a well-rounded education in art history based on the strengths of our faculty expertise in the areas of global art history, social justice, film, media, digital arts, curatorial and museum studies. We also differ in our explicit emphasis on art and social change, and our Indigenous Arts requirement. At

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the same time, the continued emphasis on geographical and chronological through the Global Contemporary and Historical Art breadth requirement which all students must take and which requires the largest number of units compared to the other three breadth requirements aligns with many art history programs in Canada.

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

We anticipate the potential for slightly increased enrolments due to the clearer articulation of department offerings and the stronger alignment with career paths. In the current program courses in film, media and digital arts, curatorial and museum courses, and art and social change were largely all lumped into the same category: Arts of the Americas, Modern and Contemporary Art and Architecture. The new breadth requirements now articulate these distinct themes clearly and draw a direct line between courses and career path should students choose curatorial and museum studies or film, media and digital arts.

Currently, our 300-level courses are capped at 55, 80, or 100 students depending on demand and our 400-level seminar courses are capped at 10 (the caps for CRM 400-level courses vary) . We provide electives for many programs across campus. We anticipate that potentially 10 - 20% more Majors and Honours will be recruited given the emphasis on transferable skills and clearly identifiable professional and social outcomes. Our ability to accommodate larger classes will depend on the availability of classrooms and, in some cases, for classes over 55, teaching assistant support.

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

There will be no impact on evaluation or supervision. For progression, transition and stop outs, we would maintain the existing program for 5 years. Students declaring Honours or a Major would be placed in the new program. Students enrolled in the existing programs would be given the option of choosing to stay in their current program or switching to the new one. The movement between existing programs and the new programs would be flexible, since we will still be offering all the same courses, just organized differently. Stop outs when a student returns to resume their program within 5 years or even longer can maintain the current program or opt into the new program depending on what stage they are at in their degree. We keep track of students pursuing different program paths through the CAPP report and student advising.

We will create a communication plan for current students so that they can do a comparison of the new vs. old programs and we will provide them with the options available to them going forward.

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). Describe how you incorporated feedback in the program proposal.

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We have included consultation from OREM, IACE, Libraries, Co-operative education and Career Services, Dr. Joseph Monteyne, Chair, Department of Art History, Visual Art, & Theory, University of British Columbia, Dr. Mitchell Frank, Director, School for Studies in Art & Culture, Carleton University, and Dr. Martin Bunton, Chair, Department of History, University of Victoria. All consultations were supportive. OREM was confused by the total number of units in each program as presented in the table on page 4. We clarified the table to confirm that the number of units does remain for both the Honours and Major programs. We also clarified that the 300- and 400-level courses in both programs are all AHVS courses. We have tried to clarify the requirements in the table, as per OREM's suggestion that it was confusing. Section H reflects the consultation with OREM which asked for more information about increased enrolments due to the program changes. Section I incorporates OREM's suggestion that we develop a communication plan for current students. Based on the consultation with Dr. Monteyne, we corrected our characterization of their Major program in section G.

Appendix

1. AHVS Learning Outcomes for Undergraduate Students

- **L01 Intercultural Art History:** Identify, analyze and evaluate the means of visual communication across time and around the world. Activate intercultural perspectives and multiples identities in analyzing art and visual culture
- **L02 Mastery:** Develop competencies in the tools of art history: visual/formal analysis; study of original art objects; academic research in museum/galleries, archives, libraries, and digital tools and resources.
- **L03 Communication Skills:** Write and speak clearly, effectively, and critically using terminology appropriate to the fields of art history and visual studies.
- **L04 Interdisciplinary:** Investigate, analyze, and apply theoretical concepts in the fields of art history and visual studies, including Film Studies, Museum Studies, Media Studies, and Digital Humanities.
- **L05 Decolonization:** Engage with decolonization and indigenous ways of knowing and doing respectful practices with regard to cultural heritage and works of art.
- **L06 Community:** Develop capacity for curiosity, openness, empathy, and positive self-efficacy through community-engaged learning.
- **L07 Experiential:** Through hands-on experiential learning, develop capacity for individual and collaborative problem-solving.
- **L08 Equity:** Activate art to foster respect for all cultures, embrace diversity and create a sense of belonging and connection
- **L09 Leadership** Through the development of positive self-efficacy, develop leadership skills to create spaces to introduce others to the transformative power of art.

Senate Committee on Planning
Required Internal Consultations

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

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

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – coop@uvic.ca
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: AVHS Honours and Major	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): revised	
Academic unit, department, or school: Art History & Visual Studies	
Name, title, and email of contact person: Erin Campbell, AHVS Chair, arthistorychair@uvic.ca	
Dean (or designate) or administrative authority: Catherine Harding, ADA Faculty of Fine Arts	
Consultation date: August 28, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Ashley de Moscoso, Asia Longphee, Amanda Hawkins, Janine Mayers, Devin Stark, OREM	Proposal	• Recommend that a communication plan for current students be developed that helps students do a comparison of new vs old programs and provides them with options available to them going forward. • In section H, it mentions anticipated increased enrolment; however, it doesn't provide an estimated number. Providing an estimated number would be helpful as we think about potential section sizes for classes going forward. • The proposal is mostly rearranging existing requirements but in way that shows a nice awareness of how students want to interact with programs and how the visual aspects are increasingly important in today's times.

Curriculum and Calendar flagged some good questions about how the changes proposed impact overall unit totals:

BA-AHAH:

“Currently Honours students take 3.0 units of “Indigenous Arts, Pacific Northwest Coast.” In the new requirements Honours and Majors will both be required to take 1.5 units of “Indigenous Arts.””

Based on our interpretation, the program currently requires 3.0 unit of Indigenous Arts courses. The future proposal seems to combine the (now) 1.5 units of Indigenous Arts with the “upper-level AHVS” requirements. It’s unclear to us whether the program is now short 1.5 units or 3.0 units of upper-level units, but it appears that the program has not been adjusted to accommodate this change to required units.

BA-AHAH Current 300-400 level requirements	BA-AHAH New 300-400 level requirements
3 units Europe, Mediterranean before the modern period 3 units Islam, Asia 3 units Arts of the Americas, Modern and Contemporary Art and Architecture	6 units Global Contemporary and Historical Art 3 units each from two of the following for a total of 6 units: - Art and Social Change - Curatorial and Museum Studies - Film, Media and Digital Arts
7.5 units AHVS 300- or 400-level	7.5 units at the 300- and 400-level
3.0 units Indigenous Arts, PNWC	1.5 units of Indigenous Arts must be included in the upper-level AHVS requirements
At least one 400-level seminar in addition to AHVS 495 must be included in the upper-level AHVS requirements above	At least one 400-level seminar in addition to AHVS 495 must be included in the upper-level AHVS requirements above
AHVS 495 (1.5 units)	AHVS 495 (1.5 units)
Total upper level units: 21	Total upper level units: 21 (no change)

BA-AHAM:

“Adding 1.5 units of Indigenous Arts to the Majors requirements ensures all Majors have at least one course in this area. In the current program requirements, Indigenous Arts topics are strongly recommended for Majors but not required.”

The unit is adding 1.5 units of Indigenous Arts but does not appear to have adjusted the requirements to accommodate this change to required units. Based on my interpretation of the requirements below, the total could be 16.5 units. (If it’s unclear to me, it’s likely to be unclear to students!)

		<table border="1"> <tr> <th>BA-AHAM Current 300- and 400-level requirements</th> <th>BA-AHAM New 300-and 400-level requirements</th> </tr> <tr> <td> 3 units Europe, Mediterranean before the modern period 3 units Islam, Asia 3 units Arts of the Americas, Modern and Contemporary Art and Architecture </td> <td> 6 units Global Contemporary and Historical Art 3 units from one of the following: - Art and Social Change - Curatorial and Museum Studies - Film, Media and Digital Arts </td> </tr> <tr> <td>6 units AHVS 300- to 400-level</td> <td>6 units AHVS 300- to 400-level</td> </tr> <tr> <td></td> <td>1.5 units of Indigenous Arts must be included in the upper-level AHVS requirements</td> </tr> <tr> <td>At least one 400-level seminar must be included in the upper-level AHVS requirements above</td> <td>At least one 400-level seminar must be included in the upper-level AHVS requirements above</td> </tr> <tr> <td>Total upper level units: 15</td> <td>Total upper level units: 15 (no change)</td> </tr> </table> If both programs seek to include 1.5 units of “indigenous arts” within the upper-level requirements in each program (e.g., if it must be included in the 15 units of courses listed), there would better ways to communicate that requirement. Curriculum and Calendar would be happy to work with the unit to find the clearest presentation of that information. RISS highlighted some clarity is required around 300- and 400-level courses – are these still intended to be within AHVS or is any subject acceptable? It currently reads as though there are no restrictions on subject matter. <table border="1"> <tr> <th>BA-AHAH Current 300-400 level requirements</th> <th>BA-AHAH New 300-400 level requirements</th> </tr> <tr> <td> 3 units Europe, Mediterranean before the modern period 3 units Islam, Asia 3 units Arts of the Americas, Modern and Contemporary Art and Architecture </td> <td> 6 units Global Contemporary and Historical Art 3 units each from two of the following for a total of 6 units: - Art and Social Change - Curatorial and Museum Studies - Film, Media and Digital Arts </td> </tr> <tr> <td>7.5 units AHVS 300- or 400-level</td> <td>7.5 units at the 300- and 400-level</td> </tr> <tr> <td>3.0 units Indigenous Arts, PNWC</td> <td>1.5 units of Indigenous Arts must be included in the upper-level AHVS requirements</td> </tr> </table>	BA-AHAM Current 300- and 400-level requirements	BA-AHAM New 300-and 400-level requirements	3 units Europe, Mediterranean before the modern period 3 units Islam, Asia 3 units Arts of the Americas, Modern and Contemporary Art and Architecture	6 units Global Contemporary and Historical Art 3 units from one of the following: - Art and Social Change - Curatorial and Museum Studies - Film, Media and Digital Arts	6 units AHVS 300- to 400-level	6 units AHVS 300- to 400-level		1.5 units of Indigenous Arts must be included in the upper-level AHVS requirements	At least one 400-level seminar must be included in the upper-level AHVS requirements above	At least one 400-level seminar must be included in the upper-level AHVS requirements above	Total upper level units: 15	Total upper level units: 15 (no change)	BA-AHAH Current 300-400 level requirements	BA-AHAH New 300-400 level requirements	3 units Europe, Mediterranean before the modern period 3 units Islam, Asia 3 units Arts of the Americas, Modern and Contemporary Art and Architecture	6 units Global Contemporary and Historical Art 3 units each from two of the following for a total of 6 units: - Art and Social Change - Curatorial and Museum Studies - Film, Media and Digital Arts	7.5 units AHVS 300- or 400-level	7.5 units at the 300- and 400-level	3.0 units Indigenous Arts, PNWC	1.5 units of Indigenous Arts must be included in the upper-level AHVS requirements
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Signature: 

Date: _____ October 17, 2025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: AHVS Honours and Major	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program):	
Revision of current programs	
Academic unit, department, or school: Art History & Visual Studies	
Name, title, and email of contact person: Erin Campbell, AHVS Chair, arthistorychair@uvic.ca	
Dean (or designate) or administrative authority: Catherine Harding, ADA, Faculty of Fine Arts	
Consultation date: August 28, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles, Executive Director, Co-operative education and career services	proposal	See below

Thank you for forwarding this proposal to me for consultation. Having read through your attached document, I have no concerns with respect to the Co-op program.

I agree that the streamlining of your course offerings may translate into higher enrolments and as you note will create a stronger alignment with career paths. As participation in our Co-op program remains an option, I anticipate that your changes will have no direct impact on Co-op.

Please consider this feedback as my confirmation of consultation and of support of your proposal.

Signature: 

Date: September 4-2025

**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: Art History and Visual Studies

Name of Program: Major and Honours in AHVS

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)

AHVS is proposing to change the current geographical and chronological breadth requirements for the 300 and 400-level courses in the Honours and Majors program to emphasize our strengths in film, media, digital arts, curatorial and museum studies, and social justice while maintaining the importance of global art history.

<i>Existing Breadth Requirements</i>	<i>New Breadth Requirements</i>
Europe, Mediterranean before the modern period	Global Contemporary and Historical Art LO1 LO5 LO8*
Islam, Asia	Art and Social Change LO5 LO8

Arts of the Americas, Modern and Contemporary Art and Architecture	Curatorial and Museum Studies LO2 LO4
Indigenous Arts, Pacific Northwest Coast (Honours only)	Film, Media and Digital Arts LO4 *(see Appendix for AHVS Learning Outcomes)

Rationale for the proposal (approximately 200 words)

- Reflects all the AHVS Learning Outcomes. The focus on strategic areas rather than geographies/chronologies better articulates **LO1, LO2, LO4, LO5, LO8 (see Appendix for AHVS Learning Outcomes)**
- Allows students to “see themselves” in our programs, and more easily identify areas of interest and transferable skills
- Aligns better with career planning and continues to support what is required for graduate school
- Better articulates our course offerings so that strategic areas/courses that are currently buried in larger geographical or chronological categories can acquire prominence
- Allows thematic courses to acquire profile
- Decolonizes geographical areas and chronologies (periodization)
- Maintains our identity as a global art history & visual studies department without the worry that we can’t do broad regional coverage as our faculty cohort shifts
- The Film, Media and Digital Arts breadth requirement emphasizes the “Visual Studies” aspect of our identity as an art history AND visual studies department
- We currently offer a Museum Studies Minor. The new breadth requirement Curatorial and Museum Studies allows students not enrolled in the minor to pursue this as an area of interest
- Indigenous Arts courses will be offered in all four areas rather than siloed in one
- Currently Honours students take 3.0 units of “Indigenous Arts, Pacific Northwest Coast.” In the new requirements Honours and Majors will both be required to take 1.5 units of “Indigenous Arts.”
- Reducing the Honours Indigenous Arts requirement to 1.5 will make progress through the Honours degree easier, since students often declare Honours in their third year and finding 3.0 units of Indigenous Arts courses to fit their schedules can be challenging.
- Adding 1.5 units of Indigenous Arts to the Majors requirements ensures all Majors have at least one course in this area. In the current program requirements, Indigenous Arts topics are strongly recommended for Majors but not required.
- Keeping the total required Indigenous Arts courses to 3.0 units (1.5 Honours; 1.5 Major) ensures that we have the capacity to offer enough courses each year
- The Indigenous Arts requirement for Honours and Majors contributes to UVic’s Indigenous Plan’s strategic objective of moving our students forward towards reconciliation.
- We have shortened “Indigenous Arts, Pacific Northwest Coast” to “Indigenous Arts” so students may choose from any region in Canada, North America, and around the globe

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

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)

- Indigenous Arts courses will be offered in all four breadth requirements rather than siloed in one area, infusing the entire curriculum with instruction in Indigenous arts. Currently Honours students take 3.0 units of “Indigenous Arts, Pacific Northwest Coast.” Although we are reducing this to 1.5 units in the new Honours program requirements, Majors will now be required to take 1.5 units of “Indigenous Arts” so that more AHVS students overall will have the opportunity to learn about Indigenous arts. Keeping the total required Indigenous Arts courses across both programs to 3.0 units (1.5 Honours; 1.5 Major) ensures that we have the capacity to offer enough courses each year with enough spaces for all students. The Indigenous Arts requirement for Honours and Majors contributes to UVic’s Indigenous Plan’s strategic objective of moving our students forward towards reconciliation. We have shortened “Indigenous Arts, Pacific Northwest Coast” to “Indigenous Arts” so students may choose from any region in Canada, North America, and around the globe

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

This already happens within our Indigenous Arts courses, so the program changes will not change this, but will make these courses part of the requirements for all Honours and Majors, not just Honours.

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

By expanding the requirement to take Indigenous Arts courses to our Majors, and by including Indigenous Arts courses in all four breadth requirements, we have made a commitment to our Indigenous faculty to keep Indigenous Arts at the forefront of our programming. This will ensure robust numbers in their classes and provide more mentorship opportunities for Indigenous students.

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

This already happens within our Indigenous Arts courses, so the program changes will not change this, but the changes will make these courses part of the requirements for all Honours and Majors, not just Honours.

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

This already happens within our Indigenous Arts courses, so the program changes will not change this, but will make these courses part of the requirements for all Honours and Majors, not just Honours.

- 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 changes demonstrate our commitment to our Indigenous students and faculty to continue to build knowledge about Indigenous Arts in AHVS and across campus, since our courses are popular electives and typically have no prerequisites. The Indigenous Arts requirement for Honours and Majors contributes to UVic's Indigenous Plan's strategic objective of moving our students forward towards reconciliation, as well as attracting and retaining Indigenous students and faculty. Knowledge of Indigenous Arts contributes to the creation of the "community of belonging" highlighted in the Indigenous Plan (p.8). Through learning about Indigenous Arts, our students engage with "diverse Indigenous identities, experiences, and teachings" (p.8). These program changes, including the 1.5 unit requirement and infusing the four breadth requirements with Indigenous Arts courses rather than siloing them in their own category make Indigenous Arts central to all the requirements in our Honours and Majors programs, serving to attract Indigenous students and faculty.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

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

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

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Name of program: AHVS Honours and Major	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program):	
Revision of current programs	
Academic unit, department, or school: Art History & Visual Studies	
Name, title, and email of contact person: Erin Campbell, AHVS Chair, arthistorychair@uvic.ca	
Dean (or designate) or administrative authority: Catherine Harding, ADA, Faculty of Fine Arts	
Consultation date: August 28, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Jonathan Bengtson, University Librarian	proposal	Thank you for your detailed response, and for clarifying that the proposal is mainly a reorganization of existing AHVS courses, and won't impact the Libraries and Art Collections, or require additional resources.

Signature: 

Date: October 27, 2025

From: [Erin Campbell - Art History Chair](#)
To: [Sandra Curran - Art History and Visual Studies](#)
Subject: FW: AHVS program changes
Date: September 9, 2025 4:34:57 PM

From: Tania Muir <tsmuir@uvic.ca>
Date: Tuesday, September 9, 2025 at 3:59 PM
To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Subject: RE: AHVS program changes

Erin,

Great to see you at the AHVS student orientation last week!

Thank-you for reaching out to consult on the proposed changes for the Honours and Major programs. I am extremely supportive of the recommendation to move away from a chronological/geographical approach to instead focus on areas of strength in film, media, digital arts, curatorial and museum studies, as well as a more inclusive approach to global art histories.

Building on the 35+ years the Department of Art History and Visual Studies has served as the academic home of the Cultural Resource Management Program, the successful introduction of the Minor in Museum Studies has been an attractive pathway for AHVS learners. I anticipate that these additional changes will continue to open doors for AHVS learners interested in developing the knowledge, skills and competencies needed to support future opportunities in the museum and gallery sector.

I also wanted to acknowledge the addition of 1.5 unit of Indigenous Arts to the Major requirement as well as maintaining this as a requirement for the Honours program in your revisions. In alignment with UVic's commitment to honouring and respecting Indigenous knowledge and relationships as outlined in ʔetalnəw'əl' | ÁTOL,NEUEL, this will be essential for all learners within the AHVS programs so they are able to understand and uphold the principles of UNDRIP in their academic and professional work in the field.

Happy to support in a any way I can!

Tania

Tania Muir
Director, Language, Arts and Culture

Division of Continuing Studies, University of Victoria
tsmuir@uvic.ca | 250.721.8462

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Sent: August 28, 2025 4:10 PM
To: Tania Muir <tsmuir@uvic.ca>
Subject: AHVS program changes

Dear Tania, I hope things are going smoothly as Fall approaches!! I am writing to see if you would be willing to provide some feedback on my department's proposed program changes to our Honours and Major program. We are modifying our breadth requirements. Would you be willing to provide some feedback? It can be in the form of a reply to this email or a letter, whichever you prefer. Many thanks for considering this - your thoughts would be highly valued!!
Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

I acknowledge with deep respect that I am writing this email as a settler and uninvited guest on the unceded and ancestral territory of the ləkʷəŋən peoples and the Songhees, Esquimalt, and WSÁNEĆ peoples, whose connection with the land remains profound to this day. As a visitor on these territories, and as a settler educator, I take seriously my responsibility to face the truths of our shared histories as a pathway to reconciliation.



FW: AHVS program changes

From Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Date Wed 10/29/2025 3:09 PM
To Sandra Curran - Art History and Visual Studies <arthistory@uvic.ca>

From: Martin Bunton <mbunton@uvic.ca>
Date: Monday, October 27, 2025 at 9:46 AM
To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Subject: Re: AHVS program changes

Hi Erin,
I am so sorry that this has slipped through the cracks. I have only recently reached a point where I am starting to catch up on missed deadlines, rather than continuing to fall behind!
Thanks for sharing this document. I am very impressed., especially by the commitment given to the indigenous plan. Also the attention paid to career paths.
I will also share this with colleagues connected to our public history program.
Have a great week!
Martin

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Date: Friday, August 29, 2025 at 10:46 AM
To: Martin Bunton <mbunton@uvic.ca>
Subject: Re: AHVS program changes

Hi Martin - that's fantastic! I really appreciate it. You could take up to 4-6 weeks to respond if you need more time. Many thanks, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

I acknowledge with deep respect that I am writing this email as a settler and uninvited guest on the unceded and ancestral territory of the ləkʷəŋən peoples and the Songhees, Esquimalt, and W̱SÁNEĆ peoples, whose connection with the land remains profound to this day. As a visitor on these territories, and as a settler educator, I take seriously my responsibility to face the truths of our shared histories as a pathway to reconciliation.

From: Martin Bunton <mbunton@uvic.ca>
Date: Friday, August 29, 2025 at 9:16 AM
To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Subject: Re: AHVS program changes

Hi Erin,
I would be happy to provide feedback. Can I take until the end of next week?
Have a great weekend,
Martin

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>
Date: Thursday, August 28, 2025 at 16:02
To: Martin Bunton <mbunton@uvic.ca>
Subject: AHVS program changes

Dear Martin, I hope things are going smoothly as Fall approaches!! I am writing to see if you would be willing to provide some feedback on my department's proposed program changes to our Honours and Major program. We are modifying our breadth requirements. Would you be willing to provide some feedback? It can be in the form of a reply to this email or a letter, whichever you prefer. Many thanks for considering this - your thoughts would be highly valued!!
Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

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Professor Mitchell B. Frank, Director
School for Studies in Art & Culture
423 St. Patrick's Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada
Tel: (613) 520-2600 ext. 6045
Email: mitchell.frank@carleton.ca

Ottawa, 9 September 2025

Professor Erin J. Campbell
Chair, Art History & Visual Studies
University of Victoria

Dear Professor Campbell,

Thank you for asking me to review the proposed changes to the BA in Art History and Visual Studies at UVic. Here are my comments:

UVic's Art History and Visual Studies (AHVS) department has a strong faculty that currently covers a great range of areas of study, including Indigenous and settler arts of the Pacific Northwest; Islamic art; Byzantine and Mediterranean art; art of the Indian subcontinent; and medieval, Renaissance, modern and contemporary Western art. The department proposes to change the breadth requirements at the 300- and 400-level of its BA program to de-emphasize geographical and temporal areas in Art History. The new breadth requirements include the following four categories: 1. Global Contemporary and Historical Art, 2. Art and Social Change, 3. Curatorial and Museum Studies, and 4. Film, Media and Digital Arts. While maintaining global emphasis, historical art, and Indigenous studies, these changes better articulate how AHVS's course offerings highlight strategic areas (Film Studies, Museum Studies), which are buried in the current geographical or chronological categories. In the case of Film, Media and Digital Art, AHVS has faculty working in the area and complementary faculty outside the department. In the case of Curatorial and Museum Studies, AHVS has faculty expertise (regular and adjunct) as well as access to excellent collections in and outside the university. They also better align well with some of the department's learning objectives, as outlined in the proposal, specifically L01 Intercultural Art History, L04 Interdisciplinary, L05 Decolonization, and L08 Equity. Moreover, the new breadth requirements parallel the interdisciplinary nature of the AHVS faculty's work and the larger field in general, whether it be described as art history, visual culture, visual studies, or material culture. These changes will also allow students to develop a more specialized program through course selection. In other words, these changes in the breadth requirements will create a more inclusive program that better reflects the department's name, Art History and Visual Studies.

Sincerely,

Mitchell B. Frank



Outlook

Re: AHVS program changes

From Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Date Thu 10/2/2025 12:22 PM

To Monteyne, Joseph <joseph.monteyne@ubc.ca>

Cc Sandra Curran - Art History and Visual Studies <arthistory@uvic.ca>

Dear Joseph, many thanks for this invaluable feedback as well as the important clarification. I will correct our description of your program. We really appreciate your support as our proposal as it works its way through the curriculum process. Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

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From: Monteyne, Joseph <joseph.monteyne@ubc.ca>

Date: Thursday, October 2, 2025 at 7:52 AM

To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Subject: Re: AHVS program changes

Hi Erin

We have finished taking a look at your propose changes! Here are a few comments from UBC AHVA:

UBC Art History, Visual Art and Theory (AHVA) has taken a look at the proposed changes to the UVic AHVS curriculum. I circulated the document to our undergraduate advisor, and to our undergraduate committee for their perspectives as well. Suffice to say, we did not find anything concerning and we found much in the document that aligns with current conversations in our own committee about changes we could potentially make to articulate clearer learning pathways in our undergraduate program.

The rationale behind the proposed changes is convincing, appropriate, and reflects forward-looking curriculum renewal consistent with new directions in the field, and with student demand for transferable knowledge and relevant professional and social outcomes.

We commend UVic's framing of the breadth requirement in terms of practice areas (film, media, museums) in order to move away from chronological and geographic categories. Likewise, the emphasis on social justice is significant and timely. We note that it is important to ensure that indigenous topics and approaches continue to be central at multiple points within and across the new categories and existing program offerings.

As UVic AHVS uses our program as a comparative example, in section G, we would like to offer one clarification: Our major requires only one area of emphasis; the other 9-credit pool of upper-level coursework can be anything, as long as it's not related closely to the area of emphasis. That is, the three courses (9 credits) can be completely unrelated within that group. This functions for AHVA like a breadth requirement.

Joseph Monteyne
Professor and Department Head
Art History, Visual Art and Theory
The University of British Columbia

UBC is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Sent: Friday, August 29, 2025 10:43 AM

To: Monteyne, Joseph <joseph.monteyne@ubc.ca>

Subject: Re: AHVS program changes

[CAUTION: Non-UBC Email]

Hi Joseph - that's fantastic! Would 4-6 weeks give you enough time?
Thanks!! Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

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From: Monteyne, Joseph <joseph.monteyne@ubc.ca>

Date: Friday, August 29, 2025 at 8:15 AM

To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Cc: Sandra Curran - Art History and Visual Studies <arthistory@uvic.ca>

Subject: Re: AHVS program changes

Hello Erin

Sure, no problem! I can take a look. How much time can I have?

All my best,

Joseph

Joseph Monteyne
Professor and Department Head
Art History, Visual Art and Theory
The University of British Columbia

UBC is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Sent: Thursday, August 28, 2025 3:58 PM

To: Monteyne, Joseph <joseph.monteyne@ubc.ca>

Cc: Sandra Curran - Art History and Visual Studies <arthistory@uvic.ca>

Subject: AHVS program changes

[CAUTION: Non-UBC Email]

Dear Joseph, I hope things are going smoothly as Fall approaches!! I am writing to see if you would be willing to provide some feedback on my department's proposed program changes to our Honours and Major program. We are modifying our breadth requirements. Would you be willing to provide some feedback? It can be in the form of a reply to this email or a letter, whichever you prefer. Many thanks for considering this - your thoughts would be highly valued!!

Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

I acknowledge with deep respect that I am writing this email as a settler and uninvited guest on the unceded and ancestral territory of the ləkʷəŋən peoples and the Songhees, Esquimalt, and W̱SÁNEĆ peoples, whose connection with the land remains profound to this day. As a visitor on these territories, and as a settler educator, I take seriously my responsibility to face the truths of our shared histories as a pathway to reconciliation.



FW: AHVS Honours and Major program changes consultation

From Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Date Wed 12/17/2025 11:33 AM

To Sandra Curran - Art History and Visual Studies <arthistory@uvic.ca>

Dear Sandra, here is the consultation from the Dean of Fine Arts. Thank you for including it in the SCP package.

Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

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From: Fine Arts Dean <finedean@uvic.ca>

Date: Wednesday, December 17, 2025 at 11:26 AM

To: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Subject: Re: AHVS Honours and Major program changes consultation

Dear Erin,

Thanks for our conversation about the proposed program changes, which are very exciting!

As there are no new resources requested, I approve.

Thanks to you and your colleagues for your excellent work.

With all good wishes,
Allana

We acknowledge and respect the Lək'wəŋən (Songhees and X̱wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.



Allana C. Lindgren, PhD
(she/her)
Dean, Faculty of Fine Arts
[University of Victoria](https://www.uvic.ca)
T 250-721-7755
finedean@uvic.ca
<https://uvic.ca/finearts>

From: Erin Campbell - Art History Chair <arthistorychair@uvic.ca>

Date: Monday, December 15, 2025 at 11:27 AM

To: Fine Arts Dean <finedean@uvic.ca>

Subject: AHVS Honours and Major program changes consultation

Dear Allana, following up on our conversation today about the attached program changes, I would like to confirm with you that no resources will be required for the changes to the AHVS Honours and Major programs.

Sincerely, Erin

Erin J. Campbell, Professor
Early Modern European Art
Art History & Visual Studies
Chair, Art History & Visual Studies
Chairs and Directors Portfolio, UVic Faculty Association
University of Victoria
Tel: 250-721-7940
Email: erinjc@uvic.ca

I acknowledge with deep respect that I am writing this email as a settler and uninvited guest on the unceded and ancestral territory of the ləkʷəŋən peoples and the Songhees, Esquimalt, and W̱SÁNEĆ peoples, whose connection with the land remains profound to this day. As a visitor on these territories, and as a settler educator, I take seriously my responsibility to face the truths of our shared histories as a pathway to reconciliation.



memo

To: Members of Senate
From: Jim Dunsdon, Associate Vice-President Student Affairs
CC: Dr. Robina Thomas, Acting President and Vice-Chancellor
Date: March 25, 2026
Re: **Proposed Revisions to Resolution of Non-Academic Misconduct Allegations Policy (AC1300)**

The University of Victoria is seeking consultation from Senate on proposed revisions to the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) to align it with current practices and stakeholder feedback. These revisions expand on and are supplementary to the interim revisions to AC1300 approved by Senate on June 6, 2025.

Background

Policy AC1300 outlines the activities and behaviours that constitute student non-academic misconduct; the processes for submitting, investigating and resolving allegations of non-academic misconduct; and the rights and responsibilities of those involved in non-academic misconduct proceedings.

The Office of Student Life (OSL), as the office responsible for managing student conduct specific to AC1300, consulted faculty, staff and students over the course of 18 months to support their review of this policy. Several key themes emerged from the consultation.

Consultation Process

OSL conducted multiple rounds of consultations on AC1300 as part of this policy update.

- First round of consultation: **January–March 2025** (includes feedback sessions and focus groups)
- Consultation specifically focussed on harm reduction and the Good Samaritan Policy: **March–June 2026**
- Review of feedback and drafting updated policy language: **August–December 2026**
- Second round of consultation: **January–March 2026** (includes review of proposed language)

Full list of faculty, staff and students consulted by OSL in policy review:

- | | | |
|---|--|--|
| • Campus Security | • Hard Law | • Student Wellness Centre |
| • Centre for Accessible Learning | • Indigenous and Academic Community Engagement | • Students |
| • Co-operative Education and Career Services | • International Centre for Students | • Special Advisor to the Provost on Overdose Prevention and Harm Reduction |
| • Continuing Studies | • Native Students Union | • University of Victoria Students' Society (UVSS) |
| • Equity and Human Rights | • Office of the Registrar and Enrolment Management | • University Secretary's Office |
| • Faculty of Law | • Ombudsperson | • University Systems |
| • Faculty Relations and Academic Administration | • Privacy and Access to Information Office | • Vice-President Indigenous |
| • General Counsel | • Public Affairs | • Wellness, Recreation and Athletics |
| • Graduate Students' Society (GSS) | • Residence Services | |
| • Human Resources | | |

Summary of Feedback Received

Theme 1: Clarity on the alignment between AC1300 and unit-specific mechanisms and processes to manage student conduct that arises in specific contexts (e.g., Residence, the First Peoples House, Student-Athlete Code of Conduct, etc.).

Those consulted sought clarity on when non-academic misconduct concerns should be escalated to OSL rather than managed by units using tools like the Residence Contract or the Student Athlete Code of Conduct. Additionally, some stakeholders requested clarity about when issues relating to discrimination, harassment, or sexualized violence were managed under AC1300 and when they were managed under either the Discrimination and Harassment Prevention and Response Policy (GV0205) or the Sexualized Violence Prevention and Response Policy (GV0245).

Theme 2: Management of student behaviour during a resolution process.

Stakeholders noted that, at present, the only mechanisms to impose temporary measures to mitigate interactions and/or manage impacts to the university community while an investigation is ongoing under AC1300 is through the application of the interim measures outlined in the Response to At-Risk Behaviour (SS9125) policy. However, as stakeholders noted, the application of interim measures under SS9125 is intended to mitigate safety risks during emergencies, which can be inappropriate, and procedurally unfair, when used in non-emergency contexts.

Theme 3: The framing of “dangerous and disruptive behaviour” as an example of non-academic misconduct.

Feedback suggested that the “dangerous and disruptive behaviour” category was overly broad and often led to unintended conflation of the concepts of dangerous and disruptive (i.e. behaviours that are disruptive are not always dangerous). Feedback consistently recommended that these two examples be separated to allow for a more robust understanding of each example.

Summary of Proposed Changes

OSL is proposing the following changes to AC1300 to reflect the feedback received during consultations.

- Expanding and clarifying the policy's guiding principles to better reflect and align with the practices that inform the university's approach to resolving non-academic misconduct allegations.
- Expanding the definition of a Student within the policy to include students in the Division of Continuing Studies, to broaden the applicability of the policy.
- Clarifying the scope of the policy in relation to online behaviours and in relation to UVSS and GSS activities.
- Clarifying the types of behaviour that constitute non-academic misconduct, including distinguishing between the concepts of dangerous and disruptive behaviour.
- Providing greater clarity on when and how units and university community members should escalate issues of non-academic misconduct to OSL for management under AC1300.
- Providing greater clarity on resolution processes, including articulating how allegations of non-academic misconduct can be resolved through voluntary and educational processes, in addition to formal investigations.
- Identifying a pathway for OSL to apply temporary, non-disciplinary administrative measures during resolution processes to better manage student behaviour (i.e. no contact between students involved in an investigation).

The proposed changes address stakeholder feedback and align the policy with university and OSL practices, strengthening OSL's ability to manage non-academic misconduct in an administratively fair, supportive, and equitable manner.

Questions for Consideration by Senate

OSL is seeking Senate's feedback on the proposed changes, with the following questions for consideration:

- Do you have questions about the types of resolution pathways available under AC1300?
- Are there any other groups that you feel we have not consulted that should be considered?
- Do you have questions about the three key themes identified and our proposed response to them?

Attachments:

- 1) Memo on Student Engagement
- 2) Proposed revisions to AC1300 (track-changes version & clean version)
- 3) Memo on Provisional Administrative Measures



Student Engagement Related to the Review of Non-Academic Misconduct Allegations (AC1300)

Purpose

This memo summarizes the student consultations conducted as part of UVic's review of the Resolution of Non-Academic Misconduct Allegations Policy (AC1300). It outlines the feedback received from students and describes how this input informed policy updates. Student perspectives were gathered through surveys, focus groups, and other engagement activities undertaken throughout the review process.

Background

As part of the broader review of the Resolution of Non-Academic Misconduct Allegations Policy (AC1300), the Office of Student Life (OSL) conducted dedicated student consultations to assess awareness of the policy, understand student perceptions of misconduct, and gather feedback on reporting pathways, resolution processes, and appropriate outcomes. These consultations were undertaken to ensure that student perspectives inform the implementation of the updated policy and the development of associated educational and communication tools.

The OSL engaged the UVSS and GSS in stakeholder consultation sessions to support representation of the broader student population. And in April of 2025 and February of 2026, opportunities were provided to the Student Senators to provide feedback into policy AC1300.

In addition, the consultation process also included:

Student Survey (n=248): Distributed to undergraduate and graduate students via a university-facilitated communications campaign, including emails and posters on campus. The survey examined students' perceptions of non-academic misconduct, their views on when and how they should learn about AC1300, their comfort with reporting concerns to various university units, their expectations regarding appropriate mechanisms to address misconduct, and their preferred support options.

Student Focus Groups (n=13): Two facilitated sessions with upper-year/graduate students (n=10) and first-year students (n=3) recruited for participation via a social media and online platform campaign. Participants represented a cross-section of domestic and international students, on-campus residents, student volunteers and paraprofessional staff, graduate students, and transfer students. The sessions explored how students interpret misconduct, how they expect the university to respond, and what they consider fair and effective resolution pathways.

The findings from these consultations inform the OSL's implementation planning for the updated AC1300 policy and guide the development of student-facing educational and communication tools.





Feedback

Awareness and Timing of Learning about AC1300: Students demonstrated low awareness of AC1300. Those that did indicate that they were aware of the policy identified Orientation as the primary source of introduction. Participants endorsed poster campaigns, student service or academic unit sessions, and event-based outreach as viable avenues to introduce the policy. Many respondents also emphasized the need for clear, accessible examples of misconduct and process steps.

Perceptions of Non-Academic Misconduct: When asked about their understanding of non-academic misconduct, students described it as a broad continuum of behaviours, ranging from interpersonal challenges to harassment, hate incidents, and violence. Survey responses indicated strong agreement that the policy should address behaviours that threaten safety, with more varied perspectives on lower-impact behaviours. Focus group participants emphasized that misconduct should include on- and off-campus behaviour, including online conduct, and expressed the view that the university retains responsibility for student safety regardless of where incidents occur. Students raised questions about nuanced contexts, highlighting that it is not always clear to students that the university can offer support even in cases where jurisdiction to initiate a formal response is limited.

Expectations for Resolution Processes and Outcomes: Students demonstrated differentiated expectations for resolution processes based on the severity and nature of the behaviour and advocated for proportionate application of the policy, with consideration of context, intent, and contributing factors such as mental health or substance use. Focus group participants also emphasized the importance of safety assurances for complainants, impacted parties, or witnesses.

Through all consultations, students expressed a desire for:

- Educational and developmental outcomes such as reflections, apologies, community service, and access to support resources.
- Behavioural interventions, including anger-management programming or mandated counselling.
- More robust sanctions, including the use of suspension, for serious or repeated misconduct.

Preferred Support Mechanism: Most survey respondents (85%) identified that they would prefer support from a professional university staff member, aligning with current OSL practice of pairing students involved in a AC1300 process with a Student Support Coordinator.

Implementation of feedback

The feedback highlights several areas where the university can strengthen student support, enhance clarity, and align outcomes with student expectations. These themes help inform the OSL's implementation planning for the updated AC1300 policy.





- Clarifying the availability of support regardless of jurisdiction (on- or off-campus, online, or in community settings).
- Increase visibility of OSL's role through outreach and collaboration with student-facing units.
- Diversify outcomes and sanctions that emphasize learning, accountability, and behaviour change, to reflect student feedback.

Next steps

To support the rollout of the updated AC1300 policy and respond to student feedback, OSL will undertake the following actions:

- Update student-facing website content to provide clearer definitions, identified reporting options and process explanations.
- Develop new tools and resources for respondents, complainants and witnesses.
- Expand outreach and tabling efforts to increase visibility and role clarity.
- Collaborate with academic units and student services to enhance campus understanding of AC1300.





Introduction of Provisional Administrative Measures (PAMs) within the Non-Academic Misconduct Policy (AC1300)

Purpose

To introduce Provisional Administrative Measures (PAMs) within the UVic's Non-Academic Misconduct policy. These measures provide a flexible, non-disciplinary tool to support the integrity and fairness of conduct processes while differentiating them from Interim Measures applied under the [Response to At-Risk Behaviour Policy \(SS9125\)](#).

Background

The university's Response to At-Risk Behaviour Policy (SS9125) is a Board of Governors approved policy that provides a framework for the university to respond immediately to at-risk behaviour. The policy sets out a process for applying Interim Measures, which are defined in the policy as a restriction on an individual's ability to enter upon or to carry out activities upon university premises, or their ability to exercise certain university privileges. According to Policy SS9125, Interim Measures are designed for situations involving significant safety concerns and often require rapid action that temporarily limits procedural fairness.

Currently, the university relies on SS9125 and its process to apply Interim Measures to manage interactions or impacts between parties during a resolution process under AC1300. However, many conduct files involve no immediate safety risk but still require temporary boundaries or expectations to preserve the integrity of the process, reduce ongoing impacts between parties, and prevent escalation. At present, there is no policy-embedded mechanism to implement such reasonable, non-disciplinary measures prior to a finding of misconduct. This gap has resulted in the disproportionate use of Interim Measures in situations that may not clearly meet the threshold of safety risk, particularly when applied during a long-term process.

The development of Provisional Administrative Measures is intended to address this gap and more fully support respectful, safe, and appropriate processes within the Non-Academic Misconduct policy.

Definition of Provisional Administrative Measures

Provisional Administrative Measures are temporary, non-disciplinary measures that can be applied during a conduct process to:

- Maintain the integrity, fairness, and confidentiality of the Resolution Process
- Manage ongoing impacts and interactions between parties
- Mitigate the potential for further conduct concerns
- Support wellness or disability-related interventions that may be necessary in a non-escalatory manner.





They are embedded directly within the conduct policy and include procedural safeguards such as mandatory review periods, opportunities to raise concerns and share perspectives, and an appeal mechanism.

Differentiation from Interim Measures under the Response to At-Risk Behaviour Policy

Provisional Administrative Measures (PAMs) are distinct from Interim Measures under the Response to At-Risk Behaviour Policy. PAMs are non-disciplinary, flexible, and focused on process integrity and wellbeing, whereas Interim Measures are reserved for emergencies and significant safety concerns.

Rationale and Advantages

- Less escalatory option for implementing non-disciplinary and temporary measures
- Greater discretion and flexibility to apply, modify, or remove measures
- Embedded procedural fairness mechanisms
- Supports de-escalation from Interim Measures once acute safety concerns have been addressed
- Allows escalation to Interim Measures if new safety concerns emerge
- Fills a current policy gap by providing a reasonable tool to manage conduct-related concerns prior to a finding
- Enhances and diversifies responsiveness to wellness and disability-related behaviours
- Improves administrative efficiency by reducing reliance on CSEC and General Counsel where this is not necessary
- Preserves the integrity and functionality of the Response to At-Risk Behaviour Policy.

Examples of Application

1) Managing Impacts During a Lengthy Investigation:

Two students involved in a historical incident are engaged in a formal investigation. There is no ongoing threat, but the social impacts and risk of information-sharing are significant. PAMs could include no-contact expectations and temporary restrictions on entering specific areas.

2) Supporting Wellness-Related Behavioural Concerns:

A student's behaviour stemming from a mental-health-related incident has caused concern but is not unsafe. PAMs could establish behavioural expectations and ensure access to appropriate resources while reducing contact or impact to other parties.

3) Behavioural Expectations During a Voluntary Process:

A student who becomes disruptive when escalated due to an underlying disability is participating in a voluntary intervention process to address the behaviours and learn new strategies. PAMs could





set clear behavioural expectations and boundaries while the student engages in the intervention process.

Conclusion

Provisional Administrative Measures strengthen the institution's ability to manage conduct processes fairly, proportionately, and efficiently. They provide a needed middle-ground tool that is less escalatory than Interim Measures but sufficiently structured to maintain the integrity of the Resolution Process and support all parties involved.





**~~RESOLUTION OF NON-ACADEMIC~~
MISCONDUCT POLICY ALLEGATIONS**

University Policy No: AC1300
Classification: Academic and Students
Approving authority: Senate and Board of Governors
Effective date: August 2017
Supersedes: August 2011
Last Editorial Change:
Mandated review: August 2024

Associated Procedures and Appendices:

[Appendix "A" – Examples of Non-Academic Student Misconduct](#)
[Appendix "B" – Statement of Rights of Participants, Complainants, and Respondents](#)
[Appendix "C" – Statement of Protections of Students in Substance Use Medical Emergency](#)
[Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)
[Procedures for Appealing Decisions under the Non-Academic Misconduct Policy](#)
~~[on Academic Misconduct Appeal Procedures](#)~~

PURPOSE

- 1.00 The university's ~~goal is~~ strives to be a diverse, dynamic and welcoming learning community. The purpose of this policy is to:
- (a) help foster a campus community characterized by ~~accountability~~, respect, accountability, fairness, ~~and safety~~, and wellbeing;
 - (b) identify what constitutes Non-Academic ~~Student~~ Misconduct;
 - (c) set out transparent processes for submitting, ~~investigating~~ reviewing and resolving allegations of Non-Academic Misconduct, including early intervention, voluntary processes or investigating allegations, where appropriate; and
 - (d) articulate the rights and responsibilities of Students and Participants involved in Non-Academic Misconduct proceedings.
- ~~(e) —:~~

DEFINITIONS

For the purposes of this policy:

- 2.00 **Administrative Authority** is the means ~~senior~~ individuals designated as the administrative lead and/ or decision-making authority for a ~~with administrative responsibility for Units.~~ This may include ~~ing~~, but is not limited to: Vice-Presidents, Associate Vice-Presidents, Deans, Chairs, Executive Directors, Directors or other senior positions at the university.
- 3.00 **Advisement of Community Expectations** means a Resolution Process that communicates community-wide behavioural expectations according to the principles and procedures set out in this policy.

- 4.00 **Appellant** means an individual who appeals a decision under the Non-Academic Misconduct Policy.
- 5.00 **Complainant** means an individual who makes an allegation of Non-Academic Misconduct.
- 6.00 **Formal Investigation** is a Resolution Process involving an administrative investigation conducted in alignment with the principles and procedures set out in this policy.
- 7.00 **Provisional Administrative Measures** means temporary, non-disciplinary measures applied by the Office of Student Life during a Resolution Process to mitigate impact and preserve the integrity of the Resolution Process.
- 8.00 **Non-Academic Misconduct** includes but is not limited to where a Student engages in any of the following types of conduct on university property premises or in connection with a University Activity:
- (a) theft, damage or destruction of property;
 - (b) unauthorized entry or presence on university property premises;
 - (c) fraud or impersonation;
 - (d) disruptive behaviour that impacts the wellbeing of University Community members and/ or the safety of University Activities;Activities.
 - (e) ~~or~~ dangerous behaviours that risks, or results in harm to, the health or safety of any person; to self or others;
unlawful possession or use of alcohol that violates the university liquor policy;
 - (f) use or possession of illicit drugsmanufacturing, sale, or distribution of substances, including illegal drugs or prescription drugs, or alcohol, for substantial personalmaterial benefit; or
 - (g) other activities that could or do result in administrative penalty, -criminal charges, ~~or~~ conviction, or a court judgment.

~~Note: The university will respond to allegations of sexualized violence involving students in accordance with the university Sexualized Violence Prevention and Response policy (under development).~~

Appendix "A" provides a non-exhaustive list of detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

- 9.00 **Participant** means an individual, including a Complainant, Respondent or Witness to a Resolution Process, who participates in a proceeding-Resolution Processeconnected related to a ~~Student~~ Non-Academic Misconduct allegation.
- 10.00 **Respondent** means a Student who is alleged to have violated this policy.
- 11.00 **Resolution Process** means a structured response to an allegation of Non-Academic Misconduct addressed under this policy and applied according to the principles, rights, and authorities contained within this policy and in alignment with the associated procedures.

This may include a Formal Investigation, Voluntary Resolution Process, or Advisement of Community Expectations.

12.00 **Student** includes all of the following:

- (a) a person who is registered, ~~enrolled, or participating for the current or a future term, in one or more any credit credit or non-credit course(s) or program offered by the university;~~
- (b) ~~at the an~~ undergraduate level, a person who has been ~~enrolled~~ registered in at the university for one or more ~~course for credit of the last three terms~~ in at least one of the ~~previous two sessions~~ and is eligible to continue in a program of study;
- (c) ~~at the a~~ graduate level, a person student who is ~~on an approved or personal leave; enrolled at the university in the current term and is eligible to continue;~~
- ~~(d) a graduate student who is on an approved or personal leave and is eligible to enroll at the university when the leave ends; or~~
- (d) a person registered in a course as an Auditor; or
- (e) ~~a person a visiting or exchange or audit student~~ who has been formally admitted to the university for the purposes of ~~taking registering in courses for credit, but who has not yet registered and/ or attended classes. or to take part in an approved research term~~
- ~~(f)–.~~

13.00 **Support Person** means ~~someone an individual~~ who provides support or advice to a Complainant, Respondent, or Witness during a Non-Academic Misconduct proceeding.

14.00 **Unit** means academic or administrative areas at the university, including, but not limited to: faculties, divisions, departments, schools, offices and centres.

15.00 **University Activity** ~~includes means~~ any activity that is directly connected to the operations of the university at any location, or any activity where a Student ~~or Student group has been approved by the university is formally to~~ representing the University of Victoria. A University Activity includes, but is not limited to:

- (a) in-person and online courses;
- (b) athletic events;
- (c) artistic performances;
- (d) placements (including co-op and practica);
- (e) academic or professional conferences; and
- (f) academic or research field work or exchange.

16.00 **University Community** means:

- (a) ~~Students credit and non-credit students, including distance students and continuing studies students;~~
- (b) employees of the university (faculty, librarians, and staff);
- (c) anyone holding a university appointment;
- (d) post-doctoral fellows; ~~;~~
- (e) all ~~persons individuals who are~~ employed under contracts with university faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;

- (f) visiting researchers;
- (g) anyone contractually required to abide by university policies;
- (h) anyone volunteering with a university program or activity;
- (i) members of the Board of Governors and Senate; and
- (j) anyone who ordinarily resides in university residences ~~on campus because of their relationship with the university.~~

17.00 **Voluntary Resolution Process** means a Resolution Process that includes engaging with a Student to voluntarily resolve an allegation of Non-Academic Misconduct according to the principles and procedures set out in this policy.

18.00 **Witness** means an individual who may have information related to the alleged incident of Non-Academic Misconduct.

SCOPE/JURISDICTION

19.00 This policy applies to the conduct of Students on university property/premises and/or when participating in a University Activity.

19.01 This policy does not address academic appeals or matters related to academic integrity as set out in the university's Undergraduate and Graduate and Undergraduate Academic Calendars and/ or other procedures and policies as applicable.

19.02 ~~Visitors or other~~ Both University Community members and individuals who are not University Community members may submit allegations of Non-Academic Misconduct against committed by Students, ~~where an allegation occurs on campus or in connection with a University Activity.~~

19.03 Where a Student makes an allegation of Non-Academic Misconduct about an individual that is not a Student (employee, member of the public etc.), the Office of Student Life will make reasonable efforts to refer ~~that~~the Student to the appropriate responding Unit or resource.

19.04 This policy applies to digital or online behaviour that occurs on university information systems or online platforms. This includes activities that take place on university information systems, messages sent through them, or activity that uses information obtained from them. Online behaviour that does not involve university information systems is not in scope of this policy

19.05 This policy does not generally address the behaviour of individuals acting in the capacity of employees, volunteers, or club members with the University of Victoria Students' Society, University of Victoria Graduate Students' Society or third-party entities. Such behaviour will generally be addressed under the University of Victoria Students' Society's, Graduate Students' Society's, or other applicable policies and protocols.

- 20.00 This policy continues to apply to a Student who withdraws from the university or takes a leave of absence, if the Student was registered; ~~enrolled~~, or participating in a course or program at the time that Non-Academic Misconduct was alleged to have occurred.
- 21.00 This policy is designed to be used in conjunction with other university policies and documents that set out conduct expectations, including but not limited to those listed in the Related Policies and Documents section of this policy.
- 21.01 When circumstances arise that are specifically addressed under other university policies, procedures, or regulations, the processes and response mechanisms contained within those documents will normally be followed unless the [Associate Director, Student Life](#) (or designate), in consultation with the appropriate Administrative Authority for the other policy or process, deems that it is appropriate to proceed under this policy.
- 21.02 A Student's conduct may be ~~investigated~~ [reviewed and responded to](#) under other university policies or processes, and/or collective agreements (when a Student is also a university employee), in addition to this policy. Proceedings under this policy will respect a Student's rights under other policies, processes, or collective agreements. In cases where more than one policy or process may apply, the Office of Student Life will consult with the General Counsel to determine jurisdiction, and will work with appropriate ~~Units offices to co-investigate~~ as ~~required~~ [determined](#).
- 21.03 A Student athlete's conduct may be ~~reviewed and responded to~~ [addressed](#) under the [Student Athlete Code of Conduct where it is appropriate to do so](#). ~~Wellness, Athletics and Recreation and Athletics~~ may refer ~~Student athlete~~ [Non-Academic Misconduct](#) ~~conduct~~ allegations under this policy instead of, or in addition to, any actions taken by Athletics and Recreation.
- (a) [Allegations involving Non-Academic Misconduct with impacts beyond the athletics environment](#) ~~must~~ [will](#) be referred to the Office of Student Life for review and response.
- 21.04 A Student's conduct in university residences may be ~~reviewed and responded to~~ [addressed](#) by Residence Services under Residence policies, contracts, and Community Living standards [where it is appropriate to do so](#). Residence Services may refer Student ~~Non-Academic Misconduct Allegations~~ ~~conduct~~ issues ~~to be reviewed or investigated for review and response~~ under this policy instead of, or in addition to, any action taken by Residence Services.
- (a) [Allegations involving Non-Academic Misconduct with impacts beyond the Residence environment](#) ~~must~~ [will](#) be referred to the Office of Student Life for review and response.
- 21.05 [A Student's conduct in the learning environment, or in connection to academic activities, may be reviewed and responded to under the Academic Calendar or relevant guidelines for conduct in learning environments, where it is appropriate to do so. The Office of Student Life may also provide advice, guidance, and support for Units responding to Student conduct matters.](#)

- (a) Allegations involving Non-Academic Misconduct with impacts beyond the learning environment ~~must~~ will be referred to the Office of Student Life for review and response
- 21.06 A Student's behaviour in the First People's House may be reviewed and responded to under the policies, procedures, teachings, and protocols determined by the Office of Indigenous Academic and Community Engagement.
 - (a) Allegations involving Non-Academic Misconduct with impacts beyond the First People's House ~~must~~ will be referred to the Office of Student Life for review and response
 - ~~(a)~~(b) The Office of Student Life, in consultation with the Office of Indigenous Academic and Community Engagement, will offer Indigenous Students culturally appropriate supports to navigate Resolution Processes under this policy
- 21.07 In cases where the application of this policy conflicts with another university policy, the Office of Student Life, in consultation with the appropriate Administrative Authority, will determine an appropriate course of action consistent with the ~~pertinent-applicable~~ policies. The Office of Student Life may consult with General Counsel as necessary. Where the appropriate Administrative Authority is in question, the relevant member of Executive Council will designate the Administrative Authority.
- 22.00 The university ~~may~~ take action beyond the scope of this policy by following the Response to At-Risk Behaviour Policy (SS9125) and other applicable policies, where it is reasonably believed that immediate action is required to:
 - (a) protect the health or safety of any individual or the University Community;
 - (b) prevent damage or destruction of the university's property, infrastructure or assets; or
 - (c) remove a Student from university ~~property~~premises, limit a Student's use of the ~~property~~premises, or impose other interim measures where ~~there~~ is a high potential of risk to themselves or others posed by the Student's continued presence.

~~In such cases, the university will follow the Response to At-Risk Behaviour policy and other applicable university policies and practices.~~
- 23.00 The university may undertake proceedings under this policy where the matter is also being investigated or reviewed by a law enforcement agency or authority external to the university. If the university's ~~investigation-Resolution Process~~ determines that the Non-Academic Misconduct Policy has been violated, the university may respond, including the application of sanctions and outcomes against applied to a Student, regardless of any other discipline applied externally.
- 23.01 No aspect of this policy will prevent the university from referring a matter to an appropriate law enforcement agency as required or deemed advisable by Campus Security Services.

General Principles

- 24.00 ~~The university is committed to promoting a safe, respectful and supportive learning, living, and working environment.~~ As part of the University Community, each Student is responsible for their personal conduct as it affects the University Community, University Activities and the university's property/premises.
- 25.00 Students who are on university property/premises and/or participating in a University Activity are expected to assume responsibility for their actions, ensure lawful personal conduct, and respect the rights, privileges and safety of others.
- 26.00 The university will endeavor to consider a Student's unique context, experiences, and perspectives when ~~applying~~ supporting a student through a Resolution Process under this policy.
- 26.01 Actions taken under this policy will aim to balance community safety and wellbeing with an individuals' interests and needs.
- 27.00 The university will administer this policy in a manner that acknowledges the inherent power dynamics, barriers, and impacts of institutional processes and will offer supports to mitigate these impacts.
- 28.00 The university will take action to uphold this policy, and other institutional policies and ~~principles/procedures~~, and will be transparent where there are limitations related to such policies or processes.

POLICY

~~Appendix "A" provides detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures~~

Interpretation

- 29.00 This policy and its associated procedures will not be interpreted in a manner that:
- (a) limits the President's authority to deal summarily with any matter of Student discipline in accordance with the *University Act*;
 - (b) unreasonably limits demonstrations or assemblies that ~~are safe,~~ have followed appropriate policies and processes, are non-violent and non-destructive;
 - (c) unreasonably limits the free expression of ideas; or
 - (d) prevents any member of the University Community or member of the public from proceeding with criminal or civil actions independent of any action(s) taken by the university.

Rights of Participants

- 30.00 The university recognizes its responsibility to take measures to ~~prevent Non-Academic Misconduct within the University Community and to diligently investigate-review and respond to~~ allegations of Non-Academic Misconduct within the University Community. An

overview of the rights of Participants, Complainants, and Respondents who engage in a Non-Academic Misconduct Resolution Process is set out in Appendix B.

~~30.01—Participants who engage with this policy can expect the university to:~~

- ~~(a) treat them with fairness, dignity, and respect;~~
- ~~(b) provide timely access to support, resources, and referrals;~~
- ~~(c) provide access to dedicated neutral support for Participants;~~
- ~~(d) have an opportunity to have any investigation and adjudication process explained to them, including available options and potential outcomes;~~
- ~~(e) provide opportunities to engage in community accountability processes where appropriate;~~
- ~~(f) provide a fair and unbiased process;~~
- ~~(g) keep their information confidential (except when disclosure is required by law or university policy—see section 35.00);~~
- ~~(h) provide access to regular updates on ongoing proceedings; and~~
- ~~(i) take steps to provide equitable access to the non-academic misconduct process as required for Participants with accessibility or other needs (e.g., language interpretation, Participants with disabilities, international Students, etc).~~

~~*An overview of the rights of Complainants and Respondents who engage in the non-academic misconduct process is set out in Appendix 'B'.*~~

- 31.00 The university is committed to providing clear and transparent Resolution pProcesses when responding to in all proceedings involving allegations of Non-Academic Misconduct and is committed to implementing the principles of natural justice and procedural fairness in the resolution of allegations under this policy.

~~The university views allegations of Non-Academic Misconduct seriously and may pursue disciplinary action against a member of the University Community who is found to have made a false, frivolous or vexatious allegation against a Student.~~

- 32.00 A Participant may, at their discretion, have a Support Person attend ~~at any~~ proceeding meeting related to an allegation of Non-Academic Misconduct to provide support ~~and advice~~. The Office of Student Life can provide an neutral impartial Support Person, upon the request of a Student Participant, ~~when a Student Participant has not identified one.~~

Management of Allegations of Non-Academic Misconduct

- 33.00 For the purposes of responding to, and managing, allegations of Student conductNon-Academic Misconduct, the Office of Student Life is responsible for:

- (a) providing guidance to the University Community for on informally resolving incidents of Non-Academic Misconduct and the processes for doing so. For example, by providing support and consultation to Units on how to respond in a fair and appropriate way;
- (b) carrying outperforming administrative processes to implement this policy and its associated procedures;
- (c) conducting preliminary reviewings of allegations of Non-Academic Misconduct;

- (d) providing support and guidance to Students engaged in the Non-Academic Misconduct Resolution Process;
- ~~(e)~~ assessing allegations of Non-Academic Misconduct to determine the appropriate response, including the application of Resolution Processes where appropriate.
- ~~(e)~~
- (f) investigating, or coordinating, or administering Voluntary Resolution Processes or Formal Investigations of allegations of Non-Academic Misconduct where warranted appropriate;
- (g) Applying Provisional Administrative Measures in support of the management of a Resolution Process;
- ~~(g)~~(h) determining or recommending a reasonable course of action upon the completion of an Resolution Process investigation; and
- ~~(h)~~(i) monitoring compliance with sanctions and outcomes under this policy.

Submission and Review of an Allegation of Non-Academic Misconduct
34.00 A University Community member, or University Community member on behalf of a Unit, who wishes to make an allegation of Non-Academic Misconduct must contact the Office of Student Life to request a review of the alleged incident(s).

University-Led Response
35.00 Under specific circumstances and criteria (as outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct), the university may act as the Complainant without engaging other University Community members.

~~36.01~~

Informal-Early Resolution Intervention and Unit Support
36.00 The university has shared responsibility for creating a safe and respectful campus community seeks to promote a campus community that has shared capacity for managing community conflict. When possible and appropriate, University Community members are encouraged to resolve disputes address Student conduct concerns informally through direct communication, clearly communicating reasonable expectations, and providing support for Students to engage with expectations. The university recognizes that, where appropriate, many disputes concerns or incidents can may be resolved informally by mutual agreement without initiating a Resolution Process submitting an allegation under this policy. The Office of Student Life also seeks to promote a campus community that has shared capacity for managing community conflict. Wherever possible, members of the University Community are encouraged to use respectful and direct communication to resolve such disputes or incidents informally by way of apology, conciliation, education, consultation, or mediation. University Community members may seek advice from the Office of Student Life for matters involving Students.

36.01 How the Office of Student Life supports for can support The Office of Student offers consultation to determine where early intervention is appropriate. Early intervention supports and procedures is are outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Resolution Processes

37.00 Where the Office of Student Life receives an allegation of Non-Academic Misconduct and determines that a response under the policy is appropriate, a Resolution Process will be initiated. The Resolution Processes outlined in this policy and procedures are applied based on relevant information and at the discretion of the Office of Student Life. They are not sequential and may be used independently as appropriate.

38.00 The University may determine that a Resolution Process under this policy will be placed on temporary hold, or put into abeyance, until the matter is resolved by law enforcement or until law enforcement provides sufficient information to assess the appropriate next steps. This may include gathering information to assess the risk of proceeding with a process under this policy.

39.00 Where a Student is alleged to have engaged in Non-Academic Misconduct and does not respond to contact from the university and/ or engage in a Resolution Process, after multiple attempts to contact the Respondent, the Office of Student Life may proceed with a Resolution Process without their engagement and/ or apply an administrative hold on the Student's account to require engagement with the university prior to registering in courses.

Advisement of Community Expectations

40.00 Wherever possible and appropriate, the Office of Student Life will address conduct matters through direct dialogue and messaging to establish expectations for conduct that applies to all Students at the university. These include expectations to abide by university policies, engage in respectful communication, and refrain from engaging in disruptive or dangerous activities. An Advisement of Community Expectations does not preclude a Voluntary Resolution Process or Formal Investigation in appropriate circumstances, including those circumstances set out in paragraph 41.00 below. The application of an Advisement of Community Expectations is outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Voluntary Resolution Process

41.00 Where a Student acknowledges their engagement in behaviours that may contravene this policy, it may be possible to engage in a Voluntary Resolution Process to arrive at appropriate outcomes without a Formal Investigation. The process for conducting a Voluntary Resolution Process is outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

42.00 Where new information is collected that indicates that the degree of harm or impact is more significant than first assessed, a Student does not actively participate in the Voluntary Resolution Process, and/or a Student does not take responsibility for their conduct, a Voluntary Resolution Process may be discontinued, and a Formal Investigation may be initiated.

43.00 [Information collected during a Voluntary Resolution Process under this policy may be used within a Formal Investigation or other Resolution Processes under this policy.](#)

44.00 [A Student will be provided with written notice should a Voluntary Resolution Process be terminated, discontinued or concluded.](#)

[Submission of an Allegation of Non-Academic Misconduct](#)

[A University Community member who wishes to make an allegation of Non-Academic Misconduct must submit a signed written allegation in accordance with the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.](#)

[Written allegations must include a description of the alleged incident with sufficient details.](#)

[The university may take steps under this policy as the Complainant.](#)

[Review and Formal Investigation of an Allegation of Non-Academic Misconduct](#)

45.00 Allegations of Non-Academic Misconduct will be reviewed and where appropriate investigated by the Office of Student Life to determine whether or not this policy has been violated. Decisions are made using the balance of probabilities standard of proof. This means that the information collected during the [Formal Investigation](#) must show that it is more likely than not that a policy violation [has](#) occurred in order for the investigator to find that a Student is responsible for Non-Academic Misconduct. The review and [Formal Investigation](#) of allegations will be in accordance with the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)

[Determination and Imposition of Sanctions](#)

46.00 After [a Formal Investigation](#), the university may impose sanctions where Non-Academic Misconduct is found to have occurred. Sanctions may be applied independently or in combination for any violation of this policy. All efforts will be made to communicate decisions in a timely manner. Sanctions [for confirmed applied for findings of](#) Non-Academic Misconduct and factors in determining appropriate sanctions are established in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

[46.01](#) Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student's access to [university premises or University Activities programs, services, or locations on campus](#), and/or placing an administrative hold on a Student's account. [An administrative hold may also be placed on a Student's account to ensure completion of sanctioned activities prior to returning to specific University Activities.re-registration](#)

47.00 [The university may inform Complainants of the relevant restrictions imposed on the Respondent where this information relates to the Complainant's health or safety](#)

[Notice of Decision](#)

48.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice of [decision, which will include](#) the rationale

for any decision made and of any sanction(s) to be applied. The Respondent will be provided with an opportunity to have the decision explained to them.

48.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Interim Measures

~~The university may impose interim measures before an investigation is concluded where immediate action is required to protect university community members' health or safety, or university property. Interim measures will be determined on a case-by-case basis and imposed in accordance with the Response to At-Risk Behaviour Policy.~~

~~When the health or safety of Complainants or others is at issue, the university will inform them of relevant restrictions imposed on the Respondent.~~

Provisional Administrative Measures

49.00 The Office of Student Life may apply Provisional Administrative Measures during a Resolution Process under this policy where it is determined that temporary measures are reasonable for the purpose of, for example:

- (a) mitigating the potential impact of future interactions between Participants in a Resolution Process;
- (b) managing impact to community;
- (c) mitigating the potential for ongoing behaviours that would reasonably be considered to be examples of Non-Academic Misconduct; or
- (d) preserving the integrity of the Resolution Process.

50.00 Where the Office of Student Life identifies reasonable concern for the safety of a Participant to a Resolution Process, or to the University Community, the matter will be referred to Campus Security Services for review and consultation including the consideration of Interim Measures under the Response to At-Risk Behaviour policy (SS9125).

51.00 Where Provisional Administrative Measures are applied to support a Resolution Process under this policy, the Respondent will receive:

- (a) the rationale for applying Provisional Administrative Measures;
- (b) an opportunity to discuss the Provisional Administrative Measures with the Office of Student Life in order to ask questions and raise concerns;
- (c) A review date, reoccurring every not exceeding 30 university business days from the date of delivery, upon which the Provisional Administrative Measures will be reviewed by the Office of Student Life;
- (d) support resourcing for navigating the impacts or barriers created by the Provisional Administrative Measures.

52.00 During the review of Provisional Administrative Measures, and when making a determination about the continuation, cancellation, or modification of the measures, the

Office of Student Life will consider relevant factors including compliance with the measures, impacts to Participants including the Respondent, and the status of the Resolution Process.

53.00 When the health or safety of Participants or others is at issue, the university may inform them of relevant measures imposed on the Respondent in accordance with the Protection of Privacy Policy (GV0235).

54.00 Where a student disagrees with the Office of Student Life's decisions related to Provisional Administrative Measures, they may request a review by the Associate Vice-President Student Affairs (or designate). This review will be conducted according to the following:

- (a) the Student must provide their written request for review to the Associate Vice-President Student Affairs within 15 university business days of receiving notice of the Provisional Administrative Measures. The request for review will state the Student's concerns regarding the measures and will include any documentation upon which the Student wishes to rely; and
- (b) the Associate Vice-President Student Affairs may accept a ~~request~~request for review later than 15 university business days from the decision if the Associate Vice-President Student Affairs is satisfied, in their absolute discretion, that the Student was unable to provide it within 15 days

54.01 Requests for appeals of Provisional Administrative Measures will follow the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding.

Appealing ~~a Non-Academic Student~~ a Decision ~~or Sanction~~under Policy AC1300

~~51.00~~55.00 A Respondent may appeal a decision ~~made under this policy or action taken by the university under this policy~~ provided that sufficient grounds exist in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding.

Confidentiality and Management of Records

~~52.00~~56.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's *Freedom of Information and Protection of Privacy Act (FIPPA)*, and the university *Protection of Privacy Policy (GV0235)*. The information and records will be treated as highly confidential, in compliance with FIPPA and with applicable university policies and collective agreements.

~~53.00~~57.00 The university may use or disclose personal information, in accordance with FIPPA and the Protection of Privacy Policy (GV0235), including where:

- (a) it is authorized by the affected individual;
- (b) the university determines compelling circumstances exist that affect anyone's health or safety in accordance with the *Procedures for the Disclosure of Student Personal Information in Emergency or Compelling Circumstances*;

- (c) it is authorized or required by law, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
- (d) it is for the purpose of preparing or obtaining legal advice for the university;
- (e) it complies with a subpoena, a warrant or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
- (f) the university uses or discloses the information for the purpose for which the information was obtained or compiled ~~for~~ a consistent purpose (for example, where it is necessary to fulfill the university's duty of procedural fairness or where necessary for the ~~conduct of the investigation~~ purpose of administering a Resolution Process);
- (g) an employee needs the information to perform their employment duties (such as to: facilitate support or interim measures; respond to an allegation; implement this policy; or take corrective action resulting from these processes);
- (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation; or
- (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section ~~59.0037.00~~.

~~54.00~~58.00 Should the university be compelled to disclose Participants' confidential information, Participants will be informed to the extent permitted or compatible with the purpose of the demand for information.

~~55.00~~59.00 The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:

- (a) the Respondent has the right to notice of the allegation(~~s~~) sufficient to allow the Respondent to understand the nature of the allegation(~~s~~) (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
- (b) the Complainant has the right to know the outcome of the Formal iInvestigation, but not the details of any disciplinary actions that may have been ~~taken against~~applied to the Respondent unless disclosing that information is necessary for health or safety reasons or because it affects the Complainant; and
- (c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety ~~reasons~~.

~~56.00~~60.00 Records created under this policy and its associated procedures will be retained for five years after the Respondent's last date of registration. After five years, the records will be ~~deleted or~~ securely destroyed ~~or deleted~~.

~~57.00~~61.00 Participants must keep in confidence any information that they learn solely as a result of the reporting or Resolution Process. Allegations of Participants or Support Persons intentionally breaching confidentiality may be reviewed under applicable university policies or collective agreements.

Annual Report

~~58.0062.00~~ An annual report detailing the nature of Non-Academic Misconduct allegations, types of ~~offenses~~[Non-Academic Misconduct](#), ~~investigation-Resolution Process~~ outcomes and actions taken under this policy will be completed by the Office of the Associate Vice-President Student Affairs and provided to the Senate and the Board of Governors. The annual report must not contain personal information about Students [or Participants](#).

AUTHORITIES AND OFFICERS

- i) Approving Authority: Senate and the Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: President
- iv) Procedural Officer: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[University Act](#)

[Freedom of Information and Protection of Privacy Act](#)

RELATED POLICIES AND DOCUMENTS

[University of Victoria Calendar](#)

[Human Rights, Equity and Fairness Policy \(GV0200\)](#)

[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

[Discrimination and Harassment Policy \(GV0205\)](#)

[Violence and Threatening Behaviour policy \(SS9105\)](#) [Response to At-Risk Behaviour Policy \(SS9125\)](#)

[Acceptable Use of Electronic Information Resources Policy \(IM7200\)](#)

[Liquor Policy \(AD2400\)](#)

[Residence Contract](#)

[Residence Community Living Handbook](#)

[Family Housing Agreement](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Student-Athlete Code of Conduct](#)

[Poster, Banner, and Handbill Policy \(BP3145\)](#)

Forms

[Non-Academic Student Misconduct Incident Report Form](#)



APPENDIX "A" – EXAMPLES OF NON-ACADEMIC ~~STUDENT~~ MISCONDUCT

PURPOSE

- 1.00 The purpose of ~~this document~~ Appendix A is to provide examples of the types of activities that may be considered Non-Academic Misconduct under this policy and subject to ~~discipline sanctions and outcomes~~ by the university. ~~This is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct even it is not expressly enumerated in this Appendix Aappendix.~~
- 2.00 ~~The examples included in this document~~Appendix Aappendix will be considered within the context of the scope contained within the policy.

Examples of Non-Academic Misconduct

Note: the following section provides examples of Non-Academic Student Misconduct and is intended to help clarify the type of conduct that may be subject to discipline by the university. The following section is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct if it does not appear below.

- 3.00 Non-Academic Misconduct may include but is not limited to ~~when~~ one or more of the following ~~occurs-occurring~~ on university ~~property~~ premises or in connection with a University Activity:

3.01 Theft, Damage and Destruction

Examples include instances such as a Student:

- (a) possessing, obtaining or using property owned by the university, a member of the University Community, or that of a third-party ~~that is acquired~~ without appropriate consent or authority;
- (b) misappropriating, destroying, defacing, vandalizing or otherwise damaging university property, equipment or other assets or the property, equipment or assets of other members of the University Community or a third-party on university premises; or
- (c) tampering with fire, ~~or~~ emergency or first aid equipment belonging to the university.

3.02 Unauthorized Entry or Presence

Examples include instances such as a Student:

- (a) entering or remaining in a university ~~property~~premises, or facility or providing unauthorized access to another individual to university ~~property~~premises or ~~facilities~~facility without proper authority or contrary to express instructions by a university ~~staff member~~employee;
- (b) entering or remaining in any university ~~property~~premises, or facility for the purpose of damage, destruction, alteration or theft.

3.03 Fraud, Misuse or Impersonation

Examples include instances such as a Student:

- (a) forging, altering or misusing a university document, ~~One~~ONECard, record or piece of identification;
- (b) submitting a forged, or altered document or providing false information to university ~~staff~~employees or first responders for the purpose of deception;
- (c) fraudulently obtaining any university property or equipment; or
- (d) impersonating a member of the University Community.

3.04 Disruptive ~~or Dangerous~~ Behaviours

Examples include instances such as a Student:

- (a) obstructing University Activities or engaging in or demonstrating disruptive behaviour;
- (b) engaging in behaviour that creates a substantive barrier to University Community members' meaningful, respectful, or safe participation in a University Activity;
- (c) engaging in unwanted, persistent, or inappropriate communication with another University Community member(s) and/ or inappropriate communication with another University Community member(s) where the Student has been made aware, or ought to reasonably be aware, that this behaviour is unwanted or inappropriate;
- (d) engaging in harassing behaviour against a member of the University Community or public and where the university determines that the not covered under the university's Discrimination and Harassment policy (GV0205) will not be applied; ~~for the purposes of a Resolution Process;~~
- (e) engaging in a pattern of non-compliance with regard to university policy including repeated engagement in conduct response processes under university policies or processes; or

(f) engaging in hazing activities.

3.05 Dangerous Behaviours

Examples include instances such as a Student:

- (a) creating a situation that endangers the health, safety or well-being of any member of the University Community or public;
- (b) possessing or using a weapon;
- (c) possessing or using an object resembling a weapon that reasonably could be viewed as a threat to a member of the University Community or public; ~~or~~
- (d) harming or threatening any member of the University Community or public, or engaging in behaviour that could reasonable be viewed as threatening; ~~or~~
- (e) engaging in sexually violent behaviour against a member of the University Community or public and where the university determines that the university's Sexualized Violence Prevention and Response Policy (GV0245) will not be applied for the purposes of a Resolution Process.

3.06 Alcohol and Drugs

Examples include instances such as a Student:

- (a) contravening liquor laws or the university's Liquor Policy (AD2400);
- (b) manufacturing, selling, or distributing illegal drugs or prescription drugs for ~~substantial personal~~ material benefit; ~~or~~
- ~~(c) trafficking prescription drugs or medications.~~

3.07 Obstruction or Non-Compliance with University Policy

Failure to comply with a university policy, including this policy, and/ or obstructing University Activities. Examples include instances such as a Student:

- (a) fails to follow reasonable instructions from a university employee; or
- ~~(a)(b)~~ fails to provide identification when asked by Campus Security Services and other first responders.

Illegal Activities

- 3.08 Any other Student activity behaviour occurring on university ~~property premises~~ or in connection with a University Activity that results in a police warning or directive.

criminal charges or conviction, or a court judgment, may be deemed as Non-Academic Misconduct under this policy.

Failure to Follow Previous Sanctions

- 3.09 Failure to follow a mandated sanction from a previous violation of this policy ~~or unwillingness to participate in resolution of an allegation may lead to the application of additional sanctions.~~

Assisting in Non-Academic Misconduct

- 3.10 A Student who assists any of the above listed activities, or other activity deemed to be Non-Academic Misconduct, may be investigated and sanctioned for Non-Academic Misconduct.

Submission of False, Frivolous or Vexatious Allegations

- 3.11 Any allegation of Non-Academic Misconduct that is found to be trivial, false, frivolous or vexatious may also be reviewed and responded to ~~investigated and considered Misconduct~~ under this or other university policies.



APPENDIX "B" – STATEMENT OF RIGHTS OF PARTICIPANTS, COMPLAINANTS, AND RESPONDENTS

PURPOSE

- 1.00 The purpose of ~~this document~~Appendix B is to list the rights that ~~the~~all Participants have (including Witnesses) when they engage with this policy, in order to preserve the fairness and impartiality of the Resolution Process. This Aappendix also outlines additional rights of Complainants and Respondents in a Resolution Process can expect to have when they engage with this policy, in order to preserve the fairness and impartiality of the process.

PARTICIPANT'S RIGHTS

- 2.00 All Participants have the following rights:
- (a) to be treated with fairness, dignity, and respect;
 - (b) to be provided with timely access to support, resources, and referrals;
 - (c) to be provided with access to a dedicated and impartial Support Person by the university for Student Participants;
 - (d) to have an opportunity to have any resolution and decision-making process explained to them, including available options and potential outcomes;
 - (e) to be provided with a procedurally fair process;
 - (f) to have their information kept confidential (except when disclosure is required by law or university policy);
 - (g) to be provided with appropriate updates relevant to their participation in the review and response process subject to privacy and confidentiality requirements; and
 - (h) for reasonable steps to have been taken to provide resources that support the accessibility of the process based on the needs of the Participant (e.g., language interpretation, virtual meetings, space selection, participation in writing, etc.).

COMPLAINANT'S RIGHTS

- 3.00 In addition to the Complainant's rights as a Participant set out above, Aa Complainant has the following rights:
- (a) to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;
 - (a) to appeal a decision by the university not to investigate a Non-Academic Misconduct allegation;
 - (b) to timely referral to Campus Security Services and/ or police of jurisdiction for assistance with safety planning;
 - (c) timely information about referrals to available on and off campus support services and resources;
 - to have the process explained to them, including the possible outcomes;
 - to have their personal information kept confidential (except when disclosure is required by law or university policy);

- (d) to present their ~~side of the story perspective on the Non-Academic Misconduct allegation(s), and to respond to other Participants' information;~~
- (e) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (f) to legal representation retained by the Complainant;~~Complainant;~~
- (g) ~~to representation by their union, if the Complainant is a unionized employee and the mFormal iInvestigation or outcome may have employment implications, to representation by their union;~~
- (h)(g) to decline to participate in aspects of the investigationa Resolution Process;
regular updates on the status of the process;
- (i)(h) to be provided with an opportunities to engage in community accountability Voluntary Resolution Processes where appropriate;
- (j)(i) to written notice of any rResolution Process outcome or sanction that relates to the health and safety of affects the Complainant; and
- (k)(j) to be informed that any information collected may be disclosed in criminal or civil proceedings.

RESPONDENT'S RIGHTS

4.00 In addition to the Respondent's rights as a Participant set out above, Aa Respondent has the following rights:

- (a) ~~to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;~~
- (a) to receive timely notice and information about the Non-Academic Misconduct allegations ~~against them about their Non-Academic Misconduct related to them;~~
- (b) to seek independent consultation at any point in the Non-Academic Misconduct process from the university Ombudsperson;
- (c) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (d) to legal representation retained by the Respondent;
- (e) to representation by their union, if the Respondent is a unionized employee and the Formal IInvestigation or outcome may have employment implications;
- (b)-
- (e)(f) to be presumed to have not ~~committed-engaged in Non-Academic M~~isconduct until a fair Formal iInvestigation is completed and/ or until the Respondent has acknowledged accountability;
- (d) ~~to have the process explained to them, including the possible outcomes and consequences;~~
- (e) ~~to have their personal information kept confidential (except when disclosure is required by law or university policy);~~
- (f)(g) to present their ~~side of the story perspective on the reported Non-Academic Misconduct allegation(s) concerns,~~ and to respond to other Participants'the information collected for the purpose of theany Formal Investigations;
- (g) ~~to be accompanied by a Support Person;~~
- (h) ~~to legal representation;~~
- (i) ~~to representation by their union, if the Respondent is a unionized employee and the investigation or outcome may have employment implications, to representation by their union;~~
- (j)(h) to decline to participate (however, the process may still proceed in the absence of the Respondent);

- (k)(i) to be provided with an opportunity to engage in community accountability Voluntary Resolution Processes where appropriate;
- (h)(i) to notice about the outcome of an Formal Investigation and any applicable sanctions;
- (m)(k) to appeal the a decision under this policy (within the appropriate time frame) and receive notice of the outcome of any appeal; and
- (l) to be informed that any information collected may be disclosed in criminal or civil proceedings.



APPENDIX "C" – STATEMENT OF PROTECTIONS FOR STUDENTS IN SUBSTANCE USE MEDICAL EMERGENCIES

PURPOSE

- 1.00 The purpose of ~~Appendix C~~^{this appendix} is to outline the protections afforded under this policy to Students in medical emergencies, or in situations involving drugs or alcohol, including overdose situations, that may require urgent medical assistance, in order to promote Student safety and reduce barriers to help-seeking.

SCOPE OF PROTECTIONS

- 2.00 Students involved in a suspected or actual overdose incident, or incidents involving substances use (drugs or alcohol) that may require urgent medical assistance, will not be disciplined under this policy for using or possessing drugs or alcohol. This includes the following Students:
- (a) those experiencing a medical emergency, including an actual or suspected overdose;
 - (b) those who believe they require urgent medical assistance as a result of consuming or using drugs or alcohol;
 - (c) those who seek emergency assistance, either for themselves or for another Student, during an actual or suspected overdose incident, or in situations involving drugs or alcohol that may require urgent medical assistance; and
 - (d) those present at the scene of an actual or suspected overdose, whether they are involved in the incident or not.
- 3.00 These protections are extended to other university policies that consider Student conduct, including the Response to At-Risk Behaviour (SS9125) and the Residence contracts.



PROCEDURES FOR THE SUBMISSION OF AND RESPONSE TO AN ALLEGATION OF NON-ACADEMIC MISCONDUCT

Procedural Authority: President

Procedural Officer: Associate Vice-President Student Affairs

Parent Policy: [Resolution of Non-Academic Misconduct Allegations](#)

Effective Date: August, 2017

Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of ~~this document~~[these procedures](#) is to set out procedures for the submission, review, investigation and resolution of an allegation of Non-Academic Misconduct.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs or the Executive Director, Student [Services Development and Success](#) also includes their designate(s).
- 3.00 Nothing in these procedures limits ~~the any authorities to suspend or deal summarily with any matter of Student discipline arising from President's authority to suspend a student and to deal summarily with any matter of student discipline~~[the University Act](#).

Submission of an Allegation

- 4.00 Wherever possible, members of the University Community are encouraged ~~to use respectful and direct communication to resolve incidents or disputes informally by way of apology, conciliation (including restorative justice), education, consultation, or mediation to address Student conduct concerns through early intervention, using direct communication, setting expectations, and providing support, education, and consultation~~.
- 5.00 Where ~~informal processes~~[a Voluntary Resolution Process is](#) ~~are~~ conducted, but does not result in a resolution, then the university may revert to a ~~formal Investigation process~~.
- 6.00 Where ~~informal early resolution intervention~~ is not possible or appropriate, a University Community member who believes that a Student has ~~committed engaged in~~ Non-Academic Misconduct may submit an allegation in writing to the Office of Student Life ~~using the Non-Academic Misconduct Incident Report Form~~.
- 6.01 [In order for the Office of Student Life to consider a Resolution Process under this policy, the written allegation must, to the extent possible, include a sufficient description of the alleged incidents with details including:](#)

- [\(a\) the name of the Student alleged to have engaged in the alleged Non-Academic Misconduct;](#)
- [\(b\) time, date and location of the incident\(s\);](#)
- [\(c\) a description of the incident and alleged Non-Academic Misconduct including, for example, actions, words used, and/or the nature of harm or impact;](#)
- [\(d\) the name\(s\) of other individual\(s\) involved; and](#)
- [\(e\) information about the initial response.](#)

[6.02 University Community members may access support from the Office of Student Life for assistance in submitting an allegation.](#)

[6.03 The university encourages Complainants to submit allegations as soon as possible after the incident occurs.](#)

~~5.01—Allegations must include:~~

- ~~[\(a\) a description and relevant information regarding the alleged incident including the time\(s\), date\(s\) and location\(s\) of the incident\(s\) and potential itnesses; and the Complainant's name and signature.](#)~~

7.00 Visitors or other individuals who are not University Community members may submit ~~allegations by using the Non-Academic Misconduct Incident Report Form~~ [submitting an allegations in writing to the Office of Student Life](#) or by contacting Campus Security Services.

~~Potential incidents of Non-Academic Misconduct may be reviewed or investigated in absence of an allegation.~~

Preliminary Review of an Allegation

8.00 When an allegation of Non-Academic Misconduct is submitted [to the Office of Student Life](#), ~~the Office of Student Life~~ will review the allegation and may decline to proceed with ~~an investigation~~ [a Resolution Process, including Formal Investigation](#), in cases where the Office of Student Life is of the opinion that:

- (a) the allegation falls within the jurisdiction of another university policy, procedure or regulation and it is more appropriate to proceed under that policy or regulation;
- (b) the allegation~~(s)~~ does not constitute a violation of or is outside the scope of the ~~Resolution of~~ Non-Academic Misconduct ~~Allegations P~~policy;
- (c) an unreasonable amount of time has elapsed since the alleged incident such that it would preclude resolution of the allegation;
- (d) the allegation has been adequately addressed by another process;
- (e) the allegation could be more appropriately addressed by ~~conflict-coaching~~ [a support intervention](#), facilitated dialogue, [community-based process \(e.g., restorative justice, or mediation\)](#), ~~or police intervention, or another process~~;
- (f) the allegation is being addressed by another process and it is reasonable to put the allegation in abeyance pending the outcome of such a process;
- (g) [when alleged Non-Academic Misconduct occurs in the context of significant non-jurisdictional concerns and it is determined that the application of Non-Academic](#)

- Misconduct Policy a Resolution Process would be inappropriate, unfair, or ineffective in addressing the scale of the reported harm(s) and/ or impacts; or
- (h) the allegation is trivial, false, frivolous, or vexatious.
- 8.01 Where the Office of Student Life declines to proceed with investigating a Resolution Process to respond to an allegation under this policy, the office will notify the Complainant in writing of the decision, or of the need for further time to make a decision, within ten-fifteen (15) university business days of receiving the allegation and will include the rationale for the decision not to investigate-proceed as well as notice of the Complainant's right to appeal this decision (see 8.02, below).
- 8.02 The Complainant may submit a written appeal, per the procedures outlined in the Procedures for Appealing Decisions under the Non-Academic Misconduct Policy, of the decision not to investigate an allegation to the Associate Vice-President Student Affairs Executive Director, Student Services within five-fifteen (15) university business days of receiving the decision only where:
- (a) relevant information emerges that was not available at the time of the decision; and/or
- (b) the Complainant reasonably believes and can demonstrate that the decision not to proceed with an investigation Resolution Process was biased.
- 8.03 The Executive Director, Student Services Associate Vice-President Student Affairs (or designate) will review the written appeal and may meet with the Complainant before making a final determination on whether a Resolution Process n-investigation of the allegation will occur under the Resolution of Non-Academic Misconduct Allegations Ppolicy. The Executive Director, Student Services Associate Vice-President Student Affairs may make a recommendation as to which office or policy would most appropriately resolve the allegation.

University-Led Response

- 9.00 The university may take steps under this policy in-place-of-as ththeea Complainant where:
- (a) the Office of Student Life is made aware of a-conduct-concernan allegation(s) that indicates an alleged violation of this policy and determines that a Resolution Process is necessary to address the behaviour and mitigate risk and/or impact without the need for a Complainant;
- (b) the impacted party is concerned for their safety and does not wish to actively participate in the Resolution Process;
- (c) the alleged Non-Academic Misconduct indicates a pattern of non-compliance and must be considered in light of other response processes that are external to the immediate allegation;
- (d) a Unit is the primary impacted party;
- (e) the alleged Non-Academic Misconduct has been addressed unsuccessfully through another Resolution Process external to this policy, prior to referral to the Office of Student Life; or
- (f) the Office of Student Life identifies additional factors that indicate a positive obligation to respond on behalf of the University.

Early Intervention and Unit Support

10.00 The Office of Student Life can support early intervention by engaging in the following:

- (a) providing University Community members with information about university-wide expectations that apply to the conduct of all Students and support for how to communicate these expectations to Students;
- (b) supporting a Unit to deliver an Advisement of Community Expectations specific to their context;
- (c) engaging with Students to discuss the impacts of a behaviour or actions, to support learning and restoration without the initiation of a Resolution Process;
- (d) supporting consistency of responses across Units;
- (e) meeting with University Community members to discuss options for responding to concerns including referrals to other Units and resources;
- (f) offering Student support resources and information to promote individual and community wellbeing;
- (g) providing education and support to Units on conflict engagement and de-escalation; and
- (h) consulting and supporting initiatives on campus that focus on pro-social engagement, harm reduction, respectful communication, and community living.

Resolution Processes

11.00 The Office of Student Life may address and resolve allegations of Non-Academic Misconduct using any of the Resolution Processes described within these procedures. These Resolution Processes are not sequential in nature, and decisions about the appropriate Resolution Process will be made by the Office of Student Life in consideration of the factors identified below.

12.00 The Office of Student Life will review allegations of Non-Academic Misconduct, determine the appropriate Resolution Process to address the behaviour, and assess whether or not this policy has been violated. This review will include consideration of the following:

- (a) nature and severity of the incident;
- (b) degree of reported impact;
- (c) degree of accountability reported; and
- (d) potential risk to community

Advisement of Community Expectations

13.00 The purpose of delivering an Advisement of Community Expectations may be to:

- (a) notify a Student that their alleged behaviour does not align with the expectations for the conduct of all Students at the university;
- (b) provide a written summary of allegations that have been raised in a manner that does not indicate disciplinary action;
- (c) provide information about support resources where appropriate; or
- (d) provide an institutional letter reminding the Student of community expectations following a disciplinary process that has been conducted through another policy or process.

Voluntary Resolution Process

14.00 During the Voluntary Resolution Process, the Office of Student Life will:

- (a) notify a Respondent of the reported allegation(s) about their conduct;
- (b) engage in dialogue about the Respondent's perspective, context of concern(s), impacts, accountability, and supports;
- (c) consult with impacted University Community member(s) to gather information, manage impacts, and provide support;
- (d) in collaboration with the Respondent, when possible, determine appropriate and agreed-upon outcomes to mitigate the risk of future conduct concerns, manage individual and community safety, and repair harms to the University Community;
- (e) provide a structured dialogue to introduce wellness and health support resources where information suggests that the concerning behaviour(s) may be related to unmet wellness needs; and
- (f) provide referrals to support resourcing to encourage positive community engagement.

~~Alternative Dispute Resolution~~

~~After receiving and reviewing an allegation of non-academic misconduct, the Office of Student Life may determine that an alternative dispute resolution process is suitable to attempt to resolve an allegation.~~

- ~~(a) — An alternative dispute resolution process may include: restorative justice, mediation or facilitated conversation between the parties, conflict coaching, or creation of a community accountability agreement and/or letter of expectation. Where appropriate, sanctions as outlined in section 17.00 may be applied to any Student participant in an alternative dispute resolution process.~~
- ~~(b) — To apply an alternative dispute resolution process, the Complainant(s), Respondent(s) and the university must all voluntarily agree to enter into the process. Informed consent is collected from Participants.~~
- ~~(c) — Any information that a Participant submits to the Office of Student Life within an alternative dispute resolution process may be used in a formal investigation should the university determine that an incident requires investigation, or if a suitable agreement cannot be reached within the alternative dispute resolution process.~~
- ~~(d) — Where an alternative dispute resolution process is conducted, but does not result in a resolution, then the university may revert to a formal investigation process as outlined in section 11.00 to 14.00.~~

Investigation and Determination

~~12.00~~15.00 Where an allegation of Non-Academic Misconduct has been made against a Student and it is determined that an Formal ~~i~~Investigation will be undertaken, the Respondent will be provided in writing with:

- (a) a notice of the allegation sufficient to allow the Respondent to understand the nature of the allegation (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
- (b) a summary of pertinent information regarding the alleged Non-Academic Misconduct;
- (c) a timeline for providing relevant documentation;
- (d) a proposed interview date and time (including notice of the right to reschedule within reasonable timeframes and under reasonable circumstances);
- (e) information on available Student supports, services including information on the university Ombudsperson; and
- (f) access to a copy of the Resolution of Non-Academic Misconduct Allegations Policy and other relevant supporting university policies or documents.

15.01 While ~~the~~ the Office of Student Life will make multiple efforts to contact a Student regarding an allegation, it is the Student's responsibility to monitor email and respond.

~~13.00~~16.00 The Office of Student Life, ~~in consultation with the General Counsel,~~ may appoint an investigator who is external to the university. If so, the investigator will carry out the Office of Student Life's responsibilities under sections 13.00 to 13.06 conduct interviews as appropriate with individuals who may have information related to an incident including, but not limited to, the Complainant, Respondent and/ or Witness(es), and will prepare a written report according to section ~~18.00~~18.0014.00.

~~14.00~~17.00 As part of the Formal iInvestigation, the Office of Student Life will gather and review relevant information and conduct interviews as appropriate with the Complainant, Respondent, Witness(es) and/ or, pertinent members of the uUniversity Community staff, ~~and any itnesses to the alleged incident~~. The Office of Student Life will forward a summary of the information collected during the Formal iInvestigation to the Respondent, subject to confidentiality and privacy.

17.01 The Office of Student Life will ~~conduct~~ provide an opportunity for an interview with the Respondent to review the allegation and the information collected in the Formal iInvestigation.

17.02 A Participant may be accompanied by a Support Person at an interview. The Office of Student Life can, upon request, provide an n neutral-impartial Support Person when a Student Participant has not identified one. A Support Person does not speak on behalf of a Participant; information must come directly from the Participant (unless the investigator allows otherwise). Where a Support Person has information about, or was involved in, the alleged Non-Academic Misconduct incident, the Support Person ~~will~~ may be interviewed separately and prior to the Participant. In ~~the cases where that~~ the Support Person has an identified conflict of interest related to the incident under investigation allegation of Non-Academic Misconduct, the Office of Student Life may require a Participant to use an alternate Support Person in order to safeguard a fair process.

- 17.03 Where a Participant intends to be represented by legal counsel at an interview, the Participant must provide the Office of Student Life with a minimum of ~~three-two~~ (32) university business days' notice in advance of the interview.
- (a) The Office of Student Life may, in this case, ~~require~~ that university legal counsel be present at an interview to observe or provide advice as required, and would inform the Respondent of this accordingly.
- 17.04 Upon completion of the interview with the Respondent, the Office of Student Life will provide the Respondent with a reasonable opportunity to submit an additional response or any relevant documentation related to the allegation.
- 17.05 There is no ~~general~~-right to cross-examination. ~~However~~, the Respondent will be given an appropriate opportunity to ~~assess and~~ challenge the relevant contents of the summary of the information collected, keeping in mind the nature of the allegation, any conflicts in the information, and the importance of ensuring the safety and security of the Complainant and Witness(es).
- 17.06 A decision may be made based on available information, including in such cases a ~~case~~ where (after multiple attempts to reach the Respondent) the Respondent does not:
- (a) attend a scheduled interview;
- (b) provide relevant information or documentation requested during the Formal Investigation;
- (c) submit an additional response or documents pursuant to ~~17.04172.04~~; or
- (d) otherwise cooperate with the Formal Investigation.

~~15.00~~18.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice summarizing: ~~Upon completing an investigation of an allegation of Non-Academic Misconduct, the Office of Student Life will prepare a written report summarizing:~~

- (a) the alleged Non-Academic Misconduct;
- (b) ~~the information available on the alleged incident(s) and other pertinent information;~~
- (c) the findings of the Formal Investigation including a statement dismissing or confirming the allegation;
- ~~(e)(d)~~ the rationale for any decision made; and
- ~~(d)~~ any sanction(s) to be applied ~~or recommended in accordance with section 15.00 – 18.00 of these procedures.~~

Sanctions

~~16.00~~19.00 In cases of confirmed Non-Academic Misconduct, sanctions may be applied independently or in combination as appropriate.

~~17.00~~20.00 In determining an appropriate sanction as a result of confirmed Non-Academic Misconduct, consideration may be given to factors including:

- (a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or property/premises;
- (b) whether the incident is isolated;
- (c) whether the incident was inadvertent or deliberate/intentional;
- (d) whether other university policies were violated;
- (e) whether the Respondent demonstrated personal responsibility and/ or insight for the confirmed incident of Non-Academic Misconduct;
- (f) related financial costs; ~~and~~
- (g) whether the Respondent has actively engaged in appropriate education, programming, support, interventions, or restorative engagement to proactively mitigate University Community impact and future harm; and
- (h) any other mitigating factors.

~~18.00~~21.00 Where, after completing the Formal ~~i~~Investigation, the Office of Student Life has concluded on a balance of probabilities that Non-Academic Misconduct has occurred and a sanction may be appropriate, the Office of Student Life may apply sanctions up to, but not including, suspension. The following provides a non-exhaustive list of detailed examples of sanctions. -A Student may only be suspended as set out in section 61 of the University Act, which grants the power to the Only the President to may suspend a Student (see section ~~22.002-28.00~~).

Sanction Examples	
Type	Description
Written Warning	A letter from the university that provides details on the violation and a warning to the Student that an additional violation will result in a more severe sanction(s).
Written Apology	Student provides a written apology to a member of the University Community, third party, or other individual(s) affected by the Student's conduct.
Letter of Expectation	A letter specifying the university's behavioural expectations of a Student, which may include conditions for continued participation in University Activities or continued access to university <u>property/premises</u> .
Education/Training or Project	<u>A requirement that a Student completes a specified education/training program (such as alcohol/substance awareness training or an anger management course), or completes an assignment (such as a research or reflection paper) (such as a workshop, educational session, facilitated learning, skill-development course).</u>

Referral	Student is referred to appropriate community resources, such as alcohol/substance assessment.
Behavioral Intervention and Assessment	Student is required to engage in an assessment for the purpose of understanding appropriate supports, interventions, accommodations, or strategies necessary to ensure safe and appropriate engagement in University Activities.
Community Service	Student completes a designated number of hours of volunteer service within the university or in the broader community.
Suspension-Restriction or Denial of Specified University Privileges	Suspension-Restriction or denial of specified university privileges for a defined period of time.
Residence Relocation	Requiring a Student to vacate their current university residence and relocate to other on-campus housing.
Reflection Assignment	Requiring a Student to submit a reflection assignment aimed at promoting reflection, learning, accountability and personal development.
Eviction from Residence	Loss of the privilege of living in any university housing or visiting the Residence complex at any time. Eviction may be permanent, or a Student may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Restitution	Payment of a specified amount to the university or to an affected member of the University Community, group or third-party if monetary loss has occurred as a result of the Non-Academic Misconduct. ~~Where a Student is unable to provide financial restitution; the Student may be required to participate in an educational workshop, complete a written assignment, or provide a service to the University Community.~~
Restricted Access	Restriction of the Student's access to university property premises or segments of university ~~property premises~~ or to a University Activity for a specified period of time.
Time-Limited Suspension	Loss of academic or other university privileges, which may include a restriction on entering all or segments of

	university ~~property~~ premises, for a specified period of time.
Permanent Suspension	Permanent loss of academic or other university privileges, which may include a restriction on entering all or segments of university ~~property~~ premises.

21.01 As part of any sanction other than suspension, a Respondent may be required to report to the Office of Student Life or other university Unit for compliance or follow-up purposes.

21.02 ~~If needed, the~~ Office of Student Life may place an administrative hold to prevent course registration on a Respondent's registration account if needed to ensure compliance with sanctions.

Suspension of a Student

~~19.00~~22.00 Where, after completing the Formal investigation, the Office of Student Life confirms on a balance of probabilities that Non-Academic Misconduct has occurred and an appropriate sanction may include (permanent or time-limited) suspension, the Office of Student Life will forward the report created under section ~~18.00~~184.00 of these procedures to the Associate Vice-President Student Affairs for review.

22.01 The Associate Vice-President Student Affairs will review the report and determine if further investigation or consultation is necessary and will make a recommendation to the President as appropriate.

22.02 Decisions on suspension will be determined by the President. The action of the President is final and subject in all cases to an appeal to the Senate.

22.03 The Respondent will be given an opportunity to review the investigator's findings and make submissions to the President on the appropriate sanction.

22.04 Suspensions (permanent or time-limited) will be documented on a Student's transcript for the duration of the suspension.

~~20.00~~23.00 When a suspension is imposed under this policy, the President (or designate) will inform:

- (a) Campus Security Services;
- (b) the Associate Vice-President Student Affairs;
- (c) the Office of the Registrar and Enrolment Management;
- (d) the Dean of the Respondent's faculty;
- (e) the General Counsel; and
- (f) the Senate Committee on Appeals (with a statement of the President's reasons).

Communication with the Respondent

~~21.00~~24.00 Upon conclusion of the Formal iInvestigation and determination of any sanction(s), ~~the university will provide the written decision and reasons to the Respondent as soon as reasonably possible;~~the Respondent will be provided with written notice of the rationale for any decision made and of any sanction(s) to be applied, -and information about the Respondent's right to appeal the decision. The Respondent will be provided with an opportunity to have the decision explained to them.

24.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

~~22.00 A Respondent will be given the opportunity to have the decision and its implications explained to them in person.~~

Communication with Complainant

25.00 The university will notify the Complainant of the outcome of the ~~decision~~Formal Investigation, and will inform the Complainant about any sanctions that have been imposed if doing so is necessary for health or safety reasons or because a sanction affects the Complainant. Complainants do not have a general right to know whether the university has disciplined the Respondent, or which sanctions are imposed. This is the Respondent's personal information, according to FIPPA, and generally only the Respondent may decide to release it.



PROCEDURES FOR APPEALING DECISIONS UNDER THE NON-ACADEMIC MISCONDUCT **APPEAL PROCEDURES POLICY**

Procedural Authority: President
Procedural Officer: Associate Vice-President
Student Affairs
Parent Policy: [Resolution of Non-Academic
Misconduct Allegations](#)

Effective Date: August, 2017
Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out the process for a [Complainant's or Respondent's](#) appeal of a decision made under ~~a Non-Academic Misconduct proceeding~~[this policy](#).

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs also includes their designate.
- 3.00 [A Complainant may appeal a decision not to investigate allegations of Non-Academic Misconduct that they reported.](#)
- 4.00 [A Respondent may appeal the following decisions:](#)
[\(a\) the application of Provisional Administrative Measures;](#)
[\(b\) finding\(s\) of responsibility under this Policy; and](#)
[\(c\) sanction\(s\) applied.](#)
~~Where a decision has been made against a Respondent under a Non-Academic Misconduct proceeding, the Respondent may appeal the decision within ten (10) university business days of receiving notice of the decision and reasons (or within two months if the Respondent has been suspended), providing that there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs or the Senate committee, as appropriate~~
- 5.00 An appeal of the President's decision to suspend a Student from the university is made to the Senate. -The appeal will be heard by a Senate committee. [More information about this process can be found on the University Secretary's website.](#)
- 6.00 Appeals of all other ~~sanctions decisions~~ are made to the Associate Vice-President Student Affairs, who will decide the appeal. [The Appellant may appeal a decision within fifteen \(15\) university business days, provided there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs in their sole discretion.](#)

7.00 An appeal under these procedures is ~~a pure appeal only~~, not a re-hearing. The appeal body will review the information that was available to the decision maker.

8.00 Any sanctions will remain in force until the appeal has been decided.

Grounds for Appeal

9.00 A Respondent may not appeal a decision based solely on disagreement with the sanction imposed.

10.00 Sufficient grounds for appeal to the Associate Vice-President Student Affairs include one or more of the following:

- (a) relevant information emerges that was not available at the time of the original decision;
- (b) the ~~Student who wishes to appeal Respondent~~ believes and can demonstrate the ~~decision or Formal Investigation or decision~~ was biased;
- (c) the processes or procedures set out in the ~~Resolution of Non-Academic Student Misconduct Allegations~~ Policy were not followed which may have substantially affected the outcome; or
- (d) the severity of the ~~decision or~~ sanction imposed reasonably exceeds the nature of the ~~Non-Academic Misconduct~~.

11.00 Sufficient grounds for appeal to the Senate will be in accordance with the designated Senate committee's terms of reference.

Procedures for Appealing a ~~Sanction~~ Decision to the Associate Vice-President, Student Affairs

12.00 A Student who wishes to appeal a sanction to the Associate Vice-President Student Affairs must file a written statement of appeal that includes:

- (a) a statement of the grounds for appeal (see section ~~10.00~~~~109.00~~);
- (b) a statement of facts relevant to the grounds for appeal;
- (c) an explanation as to why any new information provided was not available at the time of the decision;
- ~~(c)~~(d) a statement of the remedy or relief sought;
- ~~(d)~~(e) copies of relevant documents that support the Student's appeal; and
- ~~(e)~~(f) the names and statements from any Witness(es) relevant to the appeal.

13.00 The Associate Vice-President Student Affairs will review the written statement of appeal and all other material submitted, and will determine if there are sufficient grounds to proceed with the appeal.

14.00 The Associate Vice-President Student Affairs will normally decide an appeal on the basis of written materials only. However, the Associate Vice-President Student Affairs may exercise their discretion to convene a meeting with the Student ~~and a representative from the Office of Student Life~~, if ~~requested~~either requests it.

14.01 If the Associate Vice-President Student Affairs decides to convene a meeting, they will provide the Student with at least five (5) university business days' notice of the time of the meeting. The Student may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.

14.02 The Student may be accompanied by a Support Person. Where the Student intends to be represented by legal counsel, the Student must provide the Associate Vice-President Student Affairs with a minimum of ~~three~~ two (32) university business days notice in advance of the meeting.

- (a) The Associate Vice-President Student Affairs may, in this case, request require that university legal counsel be present to observe or provide advice as required, and would inform the Respondent of this accordingly.

~~14.02~~14.03 The Associate Vice-President Student Affairs may request that other individuals attend the meeting as required.

15.00 The Associate Vice-President Student Affairs will review relevant information, seek advice as necessary, and decide an appeal within ~~fifteen~~ thirty (3015) university business days after receiving all written submissions or the date of a meeting convened under section ~~14.00~~13.00, whichever is later.

16.00 The Associate Vice-President Student Affairs may, after reviewing the relevant information:

(a) uphold the original decision and/or sanction(s);

~~(b) reverse the decision;~~

~~(c)~~(b) reverse or modify the decision or sanction(s); or

~~(d)~~(c) determine that a procedural error occurred and refer the matter back to the Office of Student Life to undertake a new Resolution Process~~for re-investigation.~~

17.00 The Associate Vice-President Student Affairs' decision ~~will be final and~~ will be communicated to the Student in writing within five (5) university business days of the decision being made.

Procedures for Appealing a Sanction to the Senate

18.00 A Student's appeal of a sanction to the Senate will be heard by the Senate Committee on Appeals or another Senate committee as designated by the Senate.

19.00 A Student who wishes to appeal a suspension must file a written statement of appeal to the designated Senate committee. Appeals will be submitted and heard in accordance with the Senate committee's terms of reference.

~~20.00—The determination by the Senate is final.~~



NON-ACADEMIC MISCONDUCT POLICY

University Policy No: AC1300
Classification: Academic and Students
Approving authority: Senate and Board of Governors
Effective date: August 2017
Supersedes: August 2011
Last Editorial Change:
Mandated review: August 2024

Associated Procedures and Appendices:

[Appendix "A" – Examples of Non-Academic Misconduct](#)

[Appendix "B" – Statement of Rights of Participants, Complainants, and Respondents](#)

[Appendix "C" – Statement of Protections of Students in Substance Use Medical Emergency](#)

[Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)

[Procedures for Appealing Decisions under the Non-Academic Misconduct Policy](#)

PURPOSE

- 1.00 The university strives to be a diverse, dynamic and welcoming learning community. The purpose of this policy is to:
- (a) help foster a campus community characterized by respect, accountability, fairness, safety, and wellbeing;
 - (b) identify what constitutes Non-Academic Misconduct;
 - (c) set out transparent processes for submitting, reviewing and resolving allegations of Non-Academic Misconduct, including early intervention, voluntary processes or investigating allegations, where appropriate; and
 - (d) articulate the rights and responsibilities of Students and Participants involved in Non-Academic Misconduct proceedings.

DEFINITIONS

For the purposes of this policy:

- 2.00 **Administrative Authority** is the senior individual designated as the administrative lead and/ or decision-making authority for a Unit. This may include, but is not limited to: Vice-Presidents, Associate Vice-Presidents, Deans, Chairs, Executive Directors, Directors or other senior positions at the university.
- 3.00 **Advisement of Community Expectations** means a Resolution Process that communicates community-wide behavioural expectations according to the principles and procedures set out in this policy.
- 4.00 **Appellant** means an individual who appeals a decision under the Non-Academic Misconduct Policy.

- 5.00 **Complainant** means an individual who makes an allegation of Non-Academic Misconduct.
- 6.00 **Formal Investigation** is a Resolution Process involving an administrative investigation conducted in alignment with the principles and procedures set out in this policy.
- 7.00 **Provisional Administrative Measures** means temporary, non-disciplinary measures applied by the Office of Student Life during a Resolution Process to mitigate impact and preserve the integrity of the Resolution Process.
- 8.00 **Non-Academic Misconduct** includes but is not limited to where a Student engages in any of the following types of conduct on university premises or in connection with a University Activity:
- (a) theft, damage or destruction of property;
 - (b) unauthorized entry or presence on university premises;
 - (c) fraud or impersonation;
 - (d) disruptive behaviour that impacts the wellbeing of University Community members and/ or the safety of University Activities.
 - (e) dangerous behaviour that risks, or results in harm to, the health or safety of any person;
 - (f) manufacturing, sale, or distribution of substances, including illegal drugs or prescription drugs, or alcohol, for material benefit; or
 - (g) other activities that could or do result in administrative penalty, criminal charges, conviction, or a court judgment.

Appendix "A" provides a non-exhaustive list of detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

- 9.00 **Participant** means an individual, including a Complainant, Respondent or Witness to a Resolution Process, who participates in a Resolution Process related to a Non-Academic Misconduct allegation.
- 10.00 **Respondent** means a Student who is alleged to have violated this policy.
- 11.00 **Resolution Process** means a structured response to an allegation of Non-Academic Misconduct addressed under this policy and applied according to the principles, rights, and authorities contained within this policy and in alignment with the associated procedures. This may include a Formal Investigation, Voluntary Resolution Process, or Advisement of Community Expectations.
- 12.00 **Student** includes all of the following:
- (a) a person who is registered for the current or a future term, in one or more credit or non-credit course(s);

- (b) at the undergraduate level, a person who has been registered in one or more course for credit in at least one of the previous two sessions and is eligible to continue in a program of study;
 - (c) at the graduate level, a person who is on an approved or personal leave;
 - (d) a person registered in a course as an Auditor; or
 - (e) a person who has been formally admitted to the university for the purposes of registering in courses for credit, but who has not yet registered and/ or attended classes.
- 13.00 **Support Person** means an individual who provides support or advice to a Complainant, Respondent, or Witness during a Non-Academic Misconduct proceeding.
- 14.00 **Unit** means academic or administrative areas at the university, including, but not limited to: faculties, divisions, departments, schools, offices and centres.
- 15.00 **University Activity** means any activity that is directly connected to the operations of the university at any location, or any activity where a Student has been approved by the university to represent the University of Victoria. A University Activity includes, but is not limited to:
- (a) in-person and online courses;
 - (b) athletic events;
 - (c) artistic performances;
 - (d) placements (including co-op and practica);
 - (e) academic or professional conferences; and
 - (f) academic or research field work or exchange.
- 16.00 **University Community** means:
- (a) Students;
 - (b) employees of the university;
 - (c) anyone holding a university appointment;
 - (d) post-doctoral fellows;
 - (e) all individuals employed under contracts with university faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;
 - (f) visiting researchers;
 - (g) anyone contractually required to abide by university policies;
 - (h) anyone volunteering with a university program or activity;
 - (i) members of the Board of Governors and Senate; and
 - (j) anyone who ordinarily resides in university residences.
- 17.00 **Voluntary Resolution Process** means a Resolution Process that includes engaging with a Student to voluntarily resolve an allegation of Non-Academic Misconduct according to the principles and procedures set out in this policy.
- 18.00 **Witness** means an individual who may have information related to the alleged incident of Non-Academic Misconduct.

SCOPE/JURISDICTION

- 19.00 This policy applies to the conduct of Students on university premises and/or when participating in a University Activity.
- 19.01 This policy does not address academic appeals or matters related to academic integrity as set out in the [university's Undergraduate and Graduate Academic Calendars and/ or other procedures and policies as applicable](#).
- 19.02 Both University Community members and individuals who are not University Community members may submit allegations of Non-Academic Misconduct committed by Students.
- 19.03 Where a Student makes an allegation of Non-Academic Misconduct about an individual that is not a Student (employee, member of the public etc.), the Office of Student Life will make reasonable efforts to refer the Student to the appropriate responding Unit or resource.
- 19.04 This policy applies to digital or online behaviour that occurs on university information systems or online platforms. This includes activities that take place on university information systems, messages sent through them, or activity that uses information obtained from them. Online behaviour that does not involve university information systems is not in scope of this policy
- 19.05 This policy does not generally address the behaviour of individuals acting in the capacity of employees, volunteers, or club members with the University of Victoria Students' Society, University of Victoria Graduate Students' Society or third-party entities. Such behaviour will generally be addressed under the University of Victoria Students' Society's, Graduate Students' Society's, or other applicable policies and protocols.
- 20.00 This policy continues to apply to a Student who withdraws from the university or takes a leave of absence, if the Student was registered or participating in a course or program at the time that Non-Academic Misconduct was alleged to have occurred.
- 21.00 This policy is designed to be used in conjunction with other university policies and documents that set out conduct expectations, including but not limited to those listed in the Related Policies and Documents section of this policy.
- 21.01 When circumstances arise that are specifically addressed under other university policies, procedures, or regulations, the processes and response mechanisms contained within those documents will normally be followed unless the Director, Student Life (or designate), in consultation with the appropriate Administrative Authority for the other policy or process, deems that it is appropriate to proceed under this policy.
- 21.02 A Student's conduct may be reviewed and responded to under other university policies or processes, and/or collective agreements (when a Student is also a university employee), in addition to this policy. Proceedings under this policy will

respect a Student's rights under other policies, processes, or collective agreements. In cases where more than one policy or process may apply, the Office of Student Life will consult with the General Counsel to determine jurisdiction, and will work with appropriate Units as determined.

- 21.03 A Student athlete's conduct may be reviewed and responded to under the [Student Athlete Code of Conduct](#) where it is appropriate to do so. Wellness, Recreation and Athletics may refer Student athlete's Non-Academic Misconduct allegations under this policy instead of, or in addition to, any actions taken by Athletics and Recreation.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the athletics environment will be referred to the Office of Student Life for review and response.
- 21.04 A Student's conduct in university residences may be reviewed and responded to by Residence Services under Residence policies, contracts, and Community Living standards where it is appropriate to do so. Residence Services may refer Student Non-Academic Misconduct issues for review and response under this policy instead of, or in addition to, any action taken by Residence Services.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the Residence environment will be referred to the Office of Student Life for review and response.
- 21.05 A Student's conduct in the learning environment, or in connection to academic activities, may be reviewed and responded to under the Academic Calendar or relevant guidelines for conduct in learning environments, where it is appropriate to do so. The Office of Student Life may also provide advice, guidance, and support for Units responding to Student conduct matters.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the learning environment will be referred to the Office of Student Life for review and response
- 21.06 A Student's behaviour in the First People's House may be reviewed and responded to under the policies, procedures, teachings, and protocols determined by the Office of Indigenous Academic and Community Engagement.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the First People's House will be referred to the Office of Student Life for review and response
- (b) The Office of Student Life, in consultation with the Office of Indigenous Academic and Community Engagement, will offer Indigenous Students culturally appropriate supports to navigate Resolution Processes under this policy
- 21.07 In cases where the application of this policy conflicts with another university policy, the Office of Student Life, in consultation with the appropriate Administrative Authority, will determine an appropriate course of action consistent with the applicable policies. The Office of Student Life may consult with General Counsel as necessary. Where the appropriate Administrative Authority is in question, the relevant member of Executive Council will designate the Administrative Authority.

- 22.00 The university may take action beyond the scope of this policy by following the Response to At-Risk Behaviour Policy (SS9125) and other applicable policies, where it is reasonably believed that immediate action is required to:
- (a) protect the health or safety of any individual or the University Community;
 - (b) prevent damage or destruction of the university's property, infrastructure or assets; or
 - (c) remove a Student from university premises, limit a Student's use of the premises, or impose other interim measures where there is a high potential of risk to themselves or others posed by the Student's continued presence.
- 23.00 The university may undertake proceedings under this policy where the matter is also being investigated or reviewed by a law enforcement agency or authority external to the university. If the university's Resolution Process determines that the Non-Academic Misconduct Policy has been violated, the university may respond, including the application of sanctions and outcomes applied to a Student, regardless of any other discipline applied externally.
- 23.01 No aspect of this policy will prevent the university from referring a matter to an appropriate law enforcement agency as required or deemed advisable by Campus Security Services.

General Principles

- 24.00 As part of the University Community, each Student is responsible for their personal conduct as it affects the University Community, University Activities and the university's premises.
- 25.00 Students who are on university premises and/or participating in a University Activity are expected to assume responsibility for their actions, ensure lawful personal conduct, and respect the rights, privileges and safety of others.
- 26.00 The university will endeavor to consider a Student's unique context, experiences, and perspectives when supporting a student through a Resolution Process under this policy.
- 26.01 Actions taken under this policy will aim to balance community safety and wellbeing with an individuals' interests and needs.
- 27.00 The university will administer this policy in a manner that acknowledges the inherent power dynamics, barriers, and impacts of institutional processes and will offer supports to mitigate these impacts.
- 28.00 The university will take action to uphold this policy, and other institutional policies and procedures, and will be transparent where there are limitations related to such policies or processes.

POLICY

Interpretation

29.00 This policy and its associated procedures will not be interpreted in a manner that:

- (a) limits the President's authority to deal summarily with any matter of Student discipline in accordance with the *University Act*;
- (b) unreasonably limits demonstrations or assemblies that have followed appropriate policies and processes, are non-violent and non-destructive;
- (c) unreasonably limits the free expression of ideas; or
- (d) prevents any member of the University Community or member of the public from proceeding with criminal or civil actions independent of any action(s) taken by the university.

Rights of Participants

- 30.00 The university recognizes its responsibility to take measures to review and respond to allegations of Non-Academic Misconduct within the University Community. An overview of the rights of Participants, Complainants, and Respondents who engage in a Non-Academic Misconduct Resolution Process is set out in Appendix B.
- 31.00 The university is committed to providing clear and transparent Resolution Processes when responding to allegations of Non-Academic Misconduct and is committed to implementing the principles of natural justice and procedural fairness in the resolution of allegations under this policy.
- 32.00 A Participant may, at their discretion, have a Support Person attend any meeting related to an allegation of Non-Academic Misconduct to provide support. The Office of Student Life can provide an impartial Support Person, upon the request of a Student Participant.

Management of Allegations of Non-Academic Misconduct

- 33.00 For the purposes of responding to, and managing, allegations of Non-Academic Misconduct, the Office of Student Life is responsible for:
- (a) providing guidance to the University Community on resolving incidents of Non-Academic Misconduct and the processes for doing so. For example, by providing support and consultation to Units on how to respond in a fair and appropriate way;
 - (b) carrying out administrative processes to implement this policy and its associated procedures;
 - (c) reviewing allegations of Non-Academic Misconduct;
 - (d) providing support and guidance to Students engaged in the Non-Academic Misconduct Resolution Process;
 - (e) assessing allegations of Non-Academic Misconduct to determine the appropriate response, including the application of Resolution Processes where appropriate.
 - (f) investigating, coordinating, or administering Voluntary Resolution Processes or Formal Investigations of allegations of Non-Academic Misconduct where appropriate;
 - (g) Applying Provisional Administrative Measures in support of the management of a Resolution Process;
 - (h) determining or recommending a reasonable course of action upon the completion of a Resolution Process; and
 - (i) monitoring compliance with sanctions and outcomes under this policy.

Submission and Review of an Allegation of Non-Academic Misconduct

- 34.00 A University Community member, or University Community member on behalf of a Unit, who wishes to make an allegation of Non-Academic Misconduct must contact the Office of Student Life to request a review of the alleged incident(s).

University-Led Response

- 35.00 Under specific circumstances and criteria (as outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)), the university may act as the Complainant without engaging other University Community members.

Early Intervention and Unit Support

- 36.00 The university has shared responsibility for creating a safe and respectful campus community. When possible and appropriate, University Community members are encouraged to address Student conduct matters informally through direct communication, clearly communicating reasonable expectations, and providing support for Students to engage with expectations. The university recognizes that, where appropriate, concerns or incidents may be resolved without initiating a Resolution Process under this policy.

- 36.01 The Office of Student offers consultation to determine where early intervention is appropriate. Early intervention supports and procedures are outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

Resolution Processes

- 37.00 Where the Office of Student Life receives an allegation of Non-Academic Misconduct and determines that a response under the policy is appropriate, a Resolution Process will be initiated. The Resolution Processes outlined in this policy and procedures are applied based on relevant information and at the discretion of the Office of Student Life. They are not sequential and may be used independently as appropriate.
- 38.00 The University may determine that a Resolution Process under this policy will be placed on temporary hold, or put into abeyance, until the matter is resolved by law enforcement or until law enforcement provides sufficient information to assess the appropriate next steps. This may include gathering information to assess the risk of proceeding with a process under this policy.
- 39.00 Where a Student is alleged to have engaged in Non-Academic Misconduct and does not respond to contact from the university and/ or engage in a Resolution Process, after multiple attempts to contact the Respondent, the Office of Student Life may proceed with a Resolution Process without their engagement and/ or apply an administrative hold on the Student's account to require engagement with the university prior to registering in courses.

Advisement of Community Expectations

- 40.00 Wherever possible and appropriate, the Office of Student Life will address conduct matters through direct dialogue and messaging to establish expectations for conduct that applies to all Students at the university. These include expectations to abide by university policies, engage in respectful communication, and refrain from engaging in disruptive or dangerous activities. An Advisement of Community Expectations does not preclude a Voluntary

Resolution Process or Formal Investigation in appropriate circumstances, including those circumstances set out in paragraph 42.00 below. The application of an Advisement of Community Expectations is outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

Voluntary Resolution Process

- 41.00 Where a Student acknowledges their engagement in behaviours that may contravene this policy, it may be possible to engage in a Voluntary Resolution Process to arrive at appropriate outcomes without a Formal Investigation. The process for conducting a Voluntary Resolution Process is outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).
- 42.00 Where new information is collected that indicates that the degree of harm or impact is more significant than first assessed, a Student does not actively participate in the Voluntary Resolution Process, and/or a Student does not take responsibility for their conduct, a Voluntary Resolution Process may be discontinued, and a Formal Investigation may be initiated.
- 43.00 Information collected during a Voluntary Resolution Process under this policy may be used within a Formal Investigation or other Resolution Processes under this policy.
- 44.00 A Student will be provided with written notice should a Voluntary Resolution Process be terminated, discontinued or concluded.

Formal Investigation of an Allegation of Non-Academic Misconduct

- 45.00 Allegations of Non-Academic Misconduct will be reviewed and where appropriate investigated by the Office of Student Life to determine whether or not this policy has been violated. Decisions are made using the balance of probabilities standard of proof. This means that the information collected during the Formal Investigation must show that it is more likely than not that a policy violation has occurred in order for the investigator to find that a Student is responsible for Non-Academic Misconduct. The review and Formal Investigation of allegations will be in accordance with the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)

Determination and Imposition of Sanctions

- 46.00 After a Formal Investigation, the university may impose sanctions where Non-Academic Misconduct is found to have occurred. Sanctions may be applied independently or in combination for any violation of this policy. All efforts will be made to communicate decisions in a timely manner. Sanctions applied for findings of Non-Academic Misconduct and factors in determining appropriate sanctions are established in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).
- 46.01 Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student's access to university premises or University Activities, and/or placing an administrative hold on a Student's account. An administrative hold may also be placed on a Student's account to ensure completion of sanctioned activities prior to re-registration.

- 47.00 The university may inform Complainants of the relevant restrictions imposed on the Respondent where this information relates to the Complainant's health or safety.

Notice of Decision

- 48.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice of decision, which will include the rationale for any decision made and of any sanction(s) to be applied. The Respondent will be provided with an opportunity to have the decision explained to them.
- 48.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Provisional Administrative Measures

- 49.00 The Office of Student Life may apply Provisional Administrative Measures during a Resolution Process under this policy where it is determined that temporary measures are reasonable for the purpose of, for example:
- (a) mitigating the potential impact of future interactions between Participants in a Resolution Process;
 - (b) managing impact to community;
 - (c) mitigating the potential for ongoing behaviours that would reasonably be considered to be examples of Non-Academic Misconduct; or
 - (d) preserving the integrity of the Resolution Process.
- 50.00 Where the Office of Student Life identifies reasonable concern for the safety of a Participant to a Resolution Process, or to the University Community, the matter will be referred to Campus Security Services for review and consultation including the consideration of Interim Measures under the Response to At-Risk Behaviour policy (SS9125).
- 51.00 Where Provisional Administrative Measures are applied to support a Resolution Process under this policy, the Respondent will receive:
- (a) the rationale for applying Provisional Administrative Measures;
 - (b) an opportunity to discuss the Provisional Administrative Measures with the Office of Student Life in order to ask questions and raise concerns;
 - (c) A review date, reoccurring every 30 university business days from the date of delivery, upon which the Provisional Administrative Measures will be reviewed by the Office of Student Life;
 - (d) support resourcing for navigating the impacts or barriers created by the Provisional Administrative Measures.
- 52.00 During the review of Provisional Administrative Measures, and when making a determination about the continuation, cancellation, or modification of the measures, the Office of Student Life will consider relevant factors including compliance with the measures, impacts to Participants including the Respondent, and the status of the Resolution Process.

- 53.00 When the health or safety of Participants or others is at issue, the university may inform them of relevant measures imposed on the Respondent in accordance with the Protection of Privacy Policy (GV0235).
- 54.00 Where a student disagrees with the Office of Student Life's decisions related to Provisional Administrative Measures, they may request a review by the Associate Vice-President Student Affairs (or designate). This review will be conducted according to the following:
- (a) the Student must provide their written request for review to the Associate Vice-President Student Affairs within 15 university business days of receiving notice of the Provisional Administrative Measures. The request for review will state the Student's concerns regarding the measures and will include any documentation upon which the Student wishes to rely; and
 - (b) the Associate Vice-President Student Affairs may accept a request for review later than 15 university business days from the decision if the Associate Vice-President Student Affairs is satisfied, in their absolute discretion, that the Student was unable to provide it within 15 days.
- 54.01 Requests for appeals of Provisional Administrative Measures will follow the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#).
- Appealing a Decision under Policy AC1300
- 55.00 A Respondent may appeal a decision made under this policy, provided that sufficient grounds exist in accordance with the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#).
- Confidentiality and Management of Records
- 56.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#), and the university [Protection of Privacy Policy \(GV0235\)](#). The information and records will be treated as highly confidential, in compliance with FIPPA and with applicable university policies and collective agreements.
- 57.00 The university may use or disclose personal information, in accordance with FIPPA and the Protection of Privacy Policy (GV0235), including where:
- (a) it is authorized by the affected individual;
 - (b) the university determines compelling circumstances exist that affect anyone's health or safety in accordance with the [Procedures for the Disclosure of Student Personal Information in Emergency or Compelling Circumstances](#);
 - (c) it is authorized or required by law, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
 - (d) it is for the purpose of preparing or obtaining legal advice for the university;
 - (e) it complies with a subpoena, a warrant or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;

- (f) the university uses or discloses the information for the purpose for which the information was obtained or compiled for a consistent purpose (for example, where it is necessary to fulfill the university's duty of procedural fairness or where necessary for the purpose of administering a Resolution Process);
- (g) an employee needs the information to perform their employment duties (such as to: facilitate support or interim measures; respond to an allegation; implement this policy; or take corrective action resulting from these processes);
- (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation; or
- (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section 59.00.

58.00 Should the university be compelled to disclose Participants' confidential information, Participants will be informed to the extent permitted or compatible with the purpose of the demand for information.

59.00 The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:

- (a) the Respondent has the right to notice of the allegation(s) sufficient to allow the Respondent to understand the nature of the allegation(s) (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
- (b) the Complainant has the right to know the outcome of the Formal Investigation, but not the details of any disciplinary actions that may have been applied to the Respondent unless disclosing that information is necessary for health or safety reasons or because it affects the Complainant; and
- (c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety.

60.00 Records created under this policy and its associated procedures will be retained for five years after the Respondent's last date of registration. After five years, the records will be deleted or securely destroyed.

61.00 Participants must keep in confidence any information that they learn solely as a result of the reporting or Resolution Process. Allegations of Participants or Support Persons intentionally breaching confidentiality may be reviewed under applicable university policies or collective agreements.

Annual Report

62.00 An annual report detailing the nature of Non-Academic Misconduct allegations, types of Non-Academic Misconduct, Resolution Process outcomes and actions taken under this policy will be completed by the Office of the Associate Vice-President Student Affairs and provided to the Senate and the Board of Governors. The annual report must not contain personal information about Students or Participants.

AUTHORITIES AND OFFICERS

- i) Approving Authority: Senate and the Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: President
- iv) Procedural Officer: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[University Act](#)

[Freedom of Information and Protection of Privacy Act](#)

RELATED POLICIES AND DOCUMENTS

[University of Victoria Calendar](#)

[Human Rights, Equity and Fairness Policy \(GV0200\)](#)

[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

[Discrimination and Harassment Policy \(GV0205\)](#)

[Response to At-Risk Behaviour Policy \(SS9125\)](#)

[Acceptable Use of Electronic Information Resources Policy \(IM7200\)](#)

[Liquor Policy \(AD2400\)](#)

[Residence Contract](#)

[Residence Community Living Handbook](#)

[Family Housing Agreement](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Student-Athlete Code of Conduct](#)

[Poster, Banner, and Handbill Policy \(BP3145\)](#)



APPENDIX "A" – EXAMPLES OF NON-ACADEMIC MISCONDUCT

PURPOSE

- 1.00 The purpose of Appendix A is to provide examples of the types of activities that may be considered Non-Academic Misconduct under this policy and subject to sanctions and outcomes by the university. This is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct even it is not expressly enumerated in this appendix.
- 2.00 The examples included in this appendix will be considered within the context of the scope contained within the policy.

Examples of Non-Academic Misconduct

- 3.00 Non-Academic Misconduct may include but is not limited to one or more of the following occurring on university premises or in connection with a University Activity:

3.01 Theft, Damage and Destruction

Examples include instances such as a Student:

- (a) possessing, obtaining or using property owned by the university, a member of the University Community, or that of a third-party without appropriate consent or authority;
- (b) misappropriating, destroying, defacing, vandalizing or otherwise damaging university property, equipment or other assets or the property, equipment or assets of other members of the University Community or a third-party on university premises; or
- (c) tampering with fire, emergency or first aid equipment belonging to the university.

3.02 Unauthorized Entry or Presence

Examples include instances such as a Student:

- (a) entering or remaining in a university premises, or facility or providing unauthorized access to another individual to university premises or facility without proper authority or contrary to express instructions by a university employee;

- (b) entering or remaining in any university premises, or facility for the purpose of damage, destruction, alteration or theft.

3.03 Fraud, Misuse or Impersonation

Examples include instances such as a Student:

- (a) forging, altering or misusing a university document, ONECard, record or piece of identification;
- (b) submitting a forged, or altered document or providing false information to university employees or first responders for the purpose of deception;
- (c) fraudulently obtaining any university property or equipment; or
- (d) impersonating a member of the University Community.

3.04 Disruptive Behaviours

Examples include instances such as a Student:

- (a) obstructing University Activities or engaging in or demonstrating disruptive behaviour;
- (b) engaging in behaviour that creates a substantive barrier to University Community members' meaningful, respectful, or safe participation in a University Activity;
- (c) engaging in unwanted, persistent, or inappropriate communication with another University Community member(s) and/ or inappropriate communication with another University Community member(s) where the Student has been made aware, or ought to reasonably be aware, that this behaviour is unwanted or inappropriate;
- (d) engaging in harassing behaviour against a member of the University Community or public and where the university determines that the university's Discrimination and Harassment policy (GV0205) will not be applied;
- (e) engaging in a pattern of non-compliance with regard to university policy including repeated engagement in conduct response processes under university policies or processes; or
- (f) engaging in hazing activities.

3.05 Dangerous Behaviours

Examples include instances such as a Student:

- (a) creating a situation that endangers the health, safety or well-being of any member of the University Community or public;
- (b) possessing or using a weapon;
- (c) possessing or using an object resembling a weapon that reasonably could be viewed as a threat to a member of the University Community or public;
- (d) harming or threatening any member of the University Community or public, or engaging in behaviour that could reasonable be viewed as threatening; or
- (e) engaging in sexually violent behaviour against a member of the University Community or public and where the university determines that the university's Sexualized Violence Prevention and Response Policy (GV0245) will not be applied.

3.06 Alcohol and Drugs

Examples include instances such as a Student:

- (a) contravening liquor laws or the university's [Liquor Policy \(AD2400\)](#); or
- (b) manufacturing, selling, or distributing illegal drugs or prescription drugs for material benefit.

3.07 Obstruction or Non-Compliance

Failure to comply with a university policy, including this policy, and/ or obstructing University Activities. Examples include instances such as a Student:

- (a) fails to follow reasonable instructions from a university employee; or
- (b) fails to provide identification when asked by Campus Security Services and other first responders.

Illegal Activities

- 3.08 Any other Student behaviour occurring on university premises or in connection with a University Activity that results in a police warning or directive, criminal charges or conviction, or a court judgment, may be deemed as Non-Academic Misconduct under this policy.

Failure to Follow Previous Sanctions

- 3.09 Failure to follow a mandated sanction from a previous violation of this policy.

Assisting in Non-Academic Misconduct

- 3.10 A Student who assists any of the above listed activities, or other activity deemed to be Non-Academic Misconduct, may be investigated and sanctioned for Non-Academic Misconduct.

Submission of False, Frivolous or Vexatious Allegations

- 3.11 Any allegation of Non-Academic Misconduct that is found to be trivial, false, frivolous or vexatious may also be reviewed and responded to under this or other university policies.



APPENDIX "B" – STATEMENT OF RIGHTS OF PARTICIPANTS, COMPLAINANTS, AND RESPONDENTS

PURPOSE

- 1.00 The purpose of Appendix B is to list the rights that all Participants have (including Witnesses) when they engage with this policy, in order to preserve the fairness and impartiality of the Resolution Process. This appendix also outlines additional rights of Complainants and Respondents in a Resolution Process.

PARTICIPANT'S RIGHTS

- 2.00 All Participants have the following rights:
- (a) to be treated with fairness, dignity, and respect;
 - (b) to be provided with timely access to support, resources, and referrals;
 - (c) to be provided with access to a dedicated and impartial Support Person by the university for Student Participants;
 - (d) to have an opportunity to have any resolution and decision-making process explained to them, including available options and potential outcomes;
 - (e) to be provided with a procedurally fair process;
 - (f) to have their information kept confidential (except when disclosure is required by law or university policy);
 - (g) to be provided with appropriate updates relevant to their participation in the review and response process subject to privacy and confidentiality requirements; and
 - (h) for reasonable steps to have been taken to provide resources that support the accessibility of the process based on the needs of the Participant (e.g., language interpretation, virtual meetings, space selection, participation in writing, etc.).

COMPLAINANT'S RIGHTS

- 3.00 In addition to the Complainant's rights as a Participant set out above, a Complainant has the following rights:
- (a) to appeal a decision by the university not to investigate a Non-Academic Misconduct allegation;
 - (b) to timely referral to Campus Security Services and/ or police of jurisdiction for assistance with safety planning;
 - (d) to present their perspective on the Non-Academic Misconduct allegation(s);
 - (e) to be accompanied by a Support Person in meetings related to the Resolution Process;
 - (f) to legal representation retained by the Complainant;
 - (g) to decline to participate in a Resolution Process;
 - (h) to be provided with an opportunity to engage in Voluntary Resolution Processes where appropriate;
 - (i) to written notice of any Resolution Process outcome or sanction that relates to the health and safety of the Complainant; and

- (j) to be informed that any information collected may be disclosed in criminal or civil proceedings.

RESPONDENT'S RIGHTS

4.00 In addition to the Respondent's rights as a Participant set out above, a Respondent has the following rights:

- (a) to receive timely notice and information about the Non-Academic Misconduct allegations related to them;
- (b) to seek independent consultation at any point in the Non-Academic Misconduct process from the university Ombudsperson;
- (c) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (d) to legal representation retained by the Respondent;
- (e) to representation by their union, if the Respondent is a unionized employee and the Formal Investigation or outcome may have employment implications;
- (f) to be presumed to have not engaged in Non-Academic Misconduct until a fair Formal Investigation is completed and/ or until the Respondent has acknowledged accountability;
- (g) to present their perspective on the Non-Academic Misconduct allegation(s), and to respond to the information collected for the purpose of any Formal Investigations;
- (h) to decline to participate (however, the process may still proceed in the absence of the Respondent);
- (i) to be provided with an opportunity to engage in Voluntary Resolution Processes where appropriate;
- (j) to notice about the outcome of a Formal Investigation and any applicable sanctions;
- (k) to appeal a decision under this policy (within the appropriate time frame) and receive notice of the outcome of any appeal; and
- (l) to be informed that any information collected may be disclosed in criminal or civil proceedings.



APPENDIX "C" – STATEMENT OF PROTECTIONS FOR STUDENTS IN SUBSTANCE USE MEDICAL EMERGENCIES

PURPOSE

- 1.00 The purpose of Appendix C is to outline the protections afforded under this policy to Students in medical emergencies, or in situations involving drugs or alcohol, including overdose situations, that may require urgent medical assistance, in order to promote Student safety and reduce barriers to help-seeking.

SCOPE OF PROTECTIONS

- 2.00 Students involved in a suspected or actual overdose incident, or incidents involving substances use (drugs or alcohol) that may require urgent medical assistance, will not be disciplined under this policy for using or possessing drugs or alcohol. This includes the following Students:
- (a) those experiencing a medical emergency, including an actual or suspected overdose;
 - (b) those who believe they require urgent medical assistance as a result of consuming or using drugs or alcohol;
 - (c) those who seek emergency assistance, either for themselves or for another Student, during an actual or suspected overdose incident, or in situations involving drugs or alcohol that may require urgent medical assistance; and
 - (d) those present at the scene of an actual or suspected overdose, whether they are involved in the incident or not.
- 3.00 These protections are extended to other university policies that consider Student conduct, including the Response to At-Risk Behaviour (SS9125) and the Residence contracts.



PROCEDURES FOR THE SUBMISSION OF AND RESPONSE TO AN ALLEGATION OF NON-ACADEMIC MISCONDUCT

Procedural Authority: President

Procedural Officer: Associate Vice-President Student
Affairs

Parent Policy: [Non-Academic Misconduct](#)

Effective Date: August, 2017

Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out procedures for the submission, review, investigation and resolution of an allegation of Non-Academic Misconduct.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs or the Executive Director, Student Development and Success also includes their designate(s).
- 3.00 Nothing in these procedures limits any authorities to suspend or deal summarily with any matter of Student discipline arising from the University Act.

Submission of an Allegation

- 4.00 Wherever possible, members of the University Community are encouraged to address Student conduct concerns through early intervention, using direct communication, setting expectations, and providing support, education, and consultation.
- 5.00 Where a Voluntary Resolution Process is conducted, but does not result in a resolution, then the university may revert to a Formal Investigation.
- 6.00 Where early intervention is not possible or appropriate, a University Community member who believes that a Student has engaged in Non-Academic Misconduct may submit an allegation in writing to the Office of Student Life.
- 6.01 In order for the Office of Student Life to consider a Resolution Process under this policy, the written allegation must, to the extent possible, include a sufficient description of the alleged incidents with details including:
- (a) the name of the Student alleged to have engaged in the alleged Non-Academic Misconduct;
 - (b) time, date and location of the incident(s);
 - (c) a description of the incident and alleged Non-Academic Misconduct including, for example, actions, words used, and/or the nature of harm or impact;
 - (d) the name(s) of other individual(s) involved; and
 - (e) information about the initial response.

- 6.02 University Community members may access support from the Office of Student Life for assistance in submitting an allegation.
- 6.03 The university encourages Complainants to submit allegations as soon as possible after the incident occurs.
- 7.00 Visitors or other individuals who are not University Community members may submit allegations in writing to the Office of Student Life or by contacting Campus Security Services.

Preliminary Review of an Allegation

- 8.00 When an allegation of Non-Academic Misconduct is submitted to the Office of Student Life, will review the allegation and may decline to proceed with a Resolution Process, including Formal Investigation, in cases where the Office of Student Life is of the opinion that:
 - (a) the allegation falls within the jurisdiction of another university policy, procedure or regulation and it is more appropriate to proceed under that policy or regulation;
 - (b) the allegation does not constitute a violation of or is outside the scope of the Non-Academic Misconduct Policy;
 - (c) an unreasonable amount of time has elapsed since the alleged incident such that it would preclude resolution of the allegation;
 - (d) the allegation has been adequately addressed by another process;
 - (e) the allegation could be more appropriately addressed by a support intervention, facilitated dialogue, community-based process (e.g., restorative justice, mediation), or police intervention, or another process;
 - (f) the allegation is being addressed by another process and it is reasonable to put the allegation in abeyance pending the outcome of such a process;
 - (g) when alleged Non-Academic Misconduct occurs in the context of significant non-jurisdictional concerns and it is determined that the application of a Resolution Process would be inappropriate, unfair, or ineffective in addressing the scale of the reported harm(s) and/ or impacts; or
 - (h) the allegation is trivial, false, frivolous, or vexatious.
- 8.01 Where the Office of Student Life declines to proceed with a Resolution Process to respond to an allegation under this policy, the office will notify the Complainant in writing of the decision, or of the need for further time to make a decision, within fifteen (15) university business days of receiving the allegation and will include the rationale for the decision not to proceed as well as notice of the Complainant's right to appeal this decision (see 8.02, below).
- 8.02 The Complainant may submit a written appeal, per the procedures outlined in the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#), of the decision not to investigate an allegation to the Associate Vice-President Student Affairs within fifteen (15) university business days of receiving the decision only where:

- (a) relevant information emerges that was not available at the time of the decision; and/or
- (b) the Complainant reasonably believes and can demonstrate that the decision not to proceed with a Resolution Process was biased.

8.03 The Associate Vice-President Student Affairs (or designate) will review the written appeal and may meet with the Complainant before making a final determination on whether a Resolution Process will occur under the Non-Academic Misconduct Policy. The Associate Vice-President Student Affairs may make a recommendation as to which office or policy would most appropriately resolve the allegation.

University-Led Response

9.00 The university may take steps under this policy as the Complainant where:

- (a) the Office of Student Life is made aware of allegation(s) that indicate an alleged violation of this policy and determines that a Resolution Process is necessary to address the behaviour and mitigate risk and/or impact without the need for a Complainant;
- (b) the impacted party is concerned for their safety and does not wish to actively participate in the Resolution Process;
- (c) the alleged Non-Academic Misconduct indicates a pattern of non-compliance and must be considered in light of other response processes that are external to the immediate allegation;
- (d) a Unit is the primary impacted party;
- (e) the alleged Non-Academic Misconduct has been addressed unsuccessfully through another Resolution Process external to this policy, prior to referral to the Office of Student Life; or
- (f) the Office of Student Life identifies additional factors that indicate a positive obligation to respond on behalf of the University.

Early Intervention and Unit Support

10.00 The Office of Student Life can support early intervention by engaging in the following:

- (a) providing University Community members with information about university-wide expectations that apply to the conduct of all Students and support for how to communicate these expectations to Students;
- (b) supporting a Unit to deliver an Advisement of Community Expectations specific to their context;
- (c) engaging with Students to discuss the impacts of a behaviour or actions, to support learning and restoration without the initiation of a Resolution Process;
- (d) supporting consistency of responses across Units;
- (e) meeting with University Community members to discuss options for responding to concerns including referrals to other Units and resources;
- (f) offering Student support resources and information to promote individual and community wellbeing;
- (g) providing education and support to Units on conflict engagement and de-escalation; and
- (h) consulting and supporting initiatives on campus that focus on pro-social engagement, harm reduction, respectful communication, and community living.

Resolution Processes

- 11.00 The Office of Student Life may address and resolve allegations of Non-Academic Misconduct using any of the Resolution Processes described within these procedures. These Resolution Processes are not sequential in nature, and decisions about the appropriate Resolution Process will be made by the Office of Student Life in consideration of the factors identified below.
- 12.00 The Office of Student Life will review allegations of Non-Academic Misconduct, determine the appropriate Resolution Process to address the behaviour, and assess whether or not this policy has been violated. This review will include consideration of the following:
- (a) nature and severity of the incident;
 - (b) degree of reported impact;
 - (c) degree of accountability reported; and
 - (d) potential risk to community

Advisement of Community Expectations

- 13.00 The purpose of delivering an Advisement of Community Expectations may be to:
- (a) notify a Student that their alleged behaviour does not align with the expectations for the conduct of all Students at the university;
 - (b) provide a written summary of allegations that have been raised in a manner that does not indicate disciplinary action;
 - (c) provide information about support resources where appropriate; or
 - (d) provide an institutional letter reminding the Student of community expectations following a disciplinary process that has been conducted through another policy or process.

Voluntary Resolution Process

- 14.00 During the Voluntary Resolution Process, the Office of Student Life will:
- (a) notify a Respondent of the reported allegation(s) about their conduct;
 - (b) engage in dialogue about the Respondent's perspective, context of concern(s), impacts, accountability, and supports;
 - (c) consult with impacted University Community member(s) to gather information, manage impacts, and provide support;
 - (d) in collaboration with the Respondent, when possible, determine appropriate and agreed-upon outcomes to mitigate the risk of future conduct concerns, manage individual and community safety, and repair harms to the University Community;
 - (e) provide a structured dialogue to introduce wellness and health support resources where information suggests that the concerning behaviour(s) may be related to unmet wellness needs; and
 - (f) provide referrals to support resourcing to encourage positive community engagement.

Investigation and Determination

- 15.00 Where an allegation of Non-Academic Misconduct has been made against a Student and it is determined that a Formal Investigation will be undertaken, the Respondent will be provided in writing with:
- (a) a notice of the allegation sufficient to allow the Respondent to understand the nature of the allegation (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
 - (b) a summary of pertinent information regarding the alleged Non-Academic Misconduct;
 - (c) a timeline for providing relevant documentation;
 - (d) a proposed interview date and time (including notice of the right to reschedule within reasonable timeframes and under reasonable circumstances);
 - (e) information on available supports, including information on the university Ombudsperson; and
 - (f) access to a copy of the Non-Academic Misconduct Policy and other relevant supporting university policies or documents.
- 15.01 While the Office of Student Life will make multiple efforts to contact a Student regarding an allegation, it is the Student's responsibility to monitor email and respond.
- 16.00 The Office of Student Life may appoint an investigator who is external to the university. If so, the investigator will conduct interviews as appropriate with individuals who may have information related to an incident including, but not limited to, the Complainant, Respondent and/ or Witness(es), and will prepare a written report according to section 18.00.
- 17.00 As part of the Formal Investigation, the Office of Student Life will gather and review relevant information and conduct interviews as appropriate with the Complainant, Respondent, Witness(es) and/ or pertinent members of the University Community. The Office of Student Life will forward a summary of the information collected during the Formal Investigation to the Respondent, subject to confidentiality and privacy.
- 17.01 The Office of Student Life will provide an opportunity for an interview with the Respondent to review the allegation and the information collected in the Formal Investigation.
- 17.02 A Participant may be accompanied by a Support Person at an interview. The Office of Student Life can, upon request, provide an impartial Support Person when a Student Participant has not identified one. A Support Person does not speak on behalf of a Participant; information must come directly from the Participant (unless the investigator allows otherwise). Where a Support Person has information about, or was involved in, the alleged Non-Academic Misconduct incident, the Support Person may be interviewed separately and prior to the Participant. In cases where the Support Person has an identified conflict of interest related to the allegation of Non-Academic Misconduct, the Office of Student Life may require a Participant to use an alternate Support Person in order to safeguard a fair process.

- 17.03 Where a Participant intends to be represented by legal counsel at an interview, the Participant must provide the Office of Student Life with a minimum of two (2) university business days' notice in advance of the interview.
- (a) The Office of Student Life may, in this case, require that university legal counsel be present at an interview to observe or provide advice as required, and would inform the Respondent of this accordingly
- 17.04 Upon completion of the interview with the Respondent, the Office of Student Life will provide the Respondent with a reasonable opportunity to submit an additional response or any relevant documentation related to the allegation.
- 17.05 There is no right to cross-examination. However, the Respondent will be given an appropriate opportunity to challenge the contents of the summary of the information collected, keeping in mind the nature of the allegation, any conflicts in the information, and the importance of ensuring the safety and security of the Complainant and Witness(es).
- 17.06 A decision may be made based on available information, including in such cases where (after multiple attempts to reach the Respondent) the Respondent does not:
- (a) attend a scheduled interview;
 - (b) provide relevant information or documentation requested during the Formal Investigation;
 - (c) submit an additional response or documents pursuant to 17.04; or
 - (d) otherwise cooperate with the Formal Investigation.
- 18.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice summarizing:.
- (a) the alleged Non-Academic Misconduct;
 - (b) the findings of the Formal Investigation including a statement dismissing or confirming the allegation;
 - (c) the rationale for any decision made; and
 - any sanction(s) to be applied.

Sanctions

- 19.00 In cases of confirmed Non-Academic Misconduct, sanctions may be applied independently or in combination as appropriate.
- 20.00 In determining an appropriate sanction as a result of confirmed Non-Academic Misconduct, consideration may be given to factors including:
- (a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or premises;
 - (b) whether the incident is isolated;
 - (c) whether the incident was inadvertent or intentional;
 - (d) whether other university policies were violated;

- (e) whether the Respondent demonstrated personal responsibility and/ or insight for the confirmed incident of Non-Academic Misconduct;
- (f) related financial costs;
- (g) whether the Respondent has actively engaged in appropriate education, programming, support, interventions, or restorative engagement to proactively mitigate University Community impact and future harm; and
- (h) any other mitigating factors.

21.00 Where, after completing the Formal Investigation, the Office of Student Life has concluded on a balance of probabilities that Non-Academic Misconduct has occurred and a sanction may be appropriate, the Office of Student Life may apply sanctions up to, but not including, suspension. The following provides a non-exhaustive list of detailed examples of sanctions. A Student may only be suspended as set out in section 61 of the University Act, which grants the power to the President to suspend a Student (see section 22.00).

Sanction Examples	
Type	Description
Written Warning	A letter from the university that provides details on the violation and a warning to the Student that an additional violation will result in a more severe sanction(s).
Written Apology	Student provides a written apology to a member of the University Community, third party, or other individual(s) affected by the Student's conduct.
Letter of Expectation	A letter specifying the university's behavioural expectations of a Student, which may include conditions for continued participation in University Activities or continued access to university premises.
Education/Training or Project	A requirement that a Student complete a specified education/training program or an assignment (such as a workshop, educational session, facilitated learning, skill-development course).
Referral	Student is referred to appropriate community resources, such as alcohol/substance assessment.
Behavioral Intervention and Assessment	Student is required to engage in an assessment for the purpose of understanding appropriate supports, interventions, accommodations, or strategies necessary to ensure safe and appropriate engagement in University Activities.

Community Service	Student completes a designated number of hours of volunteer service within the university or in the broader community.
Restriction or Denial of Specified University Privileges	Restriction or denial of specified university privileges for a defined period of time.
Residence Relocation	Requiring a Student to vacate their current university residence and relocate to other on-campus housing.
Reflection Assignment	Requiring a Student to submit a reflection assignment aimed at promoting reflection, learning, accountability and personal development.
Eviction from Residence	Loss of the privilege of living in any university housing or visiting the Residence complex at any time. Eviction may be permanent, or a Student may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Restitution	Payment of a specified amount to the university or to an affected member of the University Community, group or third-party if monetary loss has occurred as a result of the Non-Academic Misconduct.
Restricted Access	Restriction of the Student's access to university premises or segments of university premises or to a University Activity for a specified period of time.
Time-Limited Suspension	Loss of academic or other university privileges, which may include a restriction on entering all or segments of university premises, for a specified period of time.
Permanent Suspension	Permanent loss of academic or other university privileges, which may include a restriction on entering all or segments of university premises.

- 21.01 As part of any sanction other than suspension, a Respondent may be required to report to the Office of Student Life or other university Unit for compliance or follow-up purposes.
- 21.02 If needed, the Office of Student Life may place an administrative hold to prevent course registration to ensure compliance with sanctions.

Suspension of a Student

- 22.00 Where, after completing the Formal Investigation, the Office of Student Life confirms on a balance of probabilities that Non-Academic Misconduct has occurred and an appropriate sanction may include (permanent or time-limited) suspension, the Office of Student Life will forward the report created under section 18.00 of these procedures to the Associate Vice-President Student Affairs for review.
- 22.01 The Associate Vice-President Student Affairs will review the report and determine if further investigation or consultation is necessary and will make a recommendation to the President as appropriate.
- 22.02 Decisions on suspension will be determined by the President. The action of the President is final and subject in all cases to an appeal to the Senate.
- 22.03 The Respondent will be given an opportunity to review the investigator's findings and make submissions to the President on the appropriate sanction.
- 22.04 Suspensions (permanent or time-limited) will be documented on a Student's transcript for the duration of the suspension.
- 23.00 When a suspension is imposed under this policy, the President (or designate) will inform:
- (a) Campus Security Services;
 - (b) the Associate Vice-President Student Affairs;
 - (c) the Office of the Registrar and Enrolment Management;
 - (d) the Dean of the Respondent's faculty;
 - (e) the General Counsel; and
 - (f) the Senate Committee on Appeals (with a statement of the President's reasons).

Communication with the Respondent

- 24.00 Upon conclusion of the Formal Investigation and determination of any sanction(s), the Respondent will be provided with written notice of the rationale for any decision made and of any sanction(s) to be applied, and information about the Respondent's right to appeal the decision. The Respondent will be provided with an opportunity to have the decision explained to them.
- 24.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Communication with Complainant

- 25.00 The university will notify the Complainant of the outcome of the Formal Investigation, and will inform the Complainant about any sanctions that have been imposed if doing so is necessary for health or safety reasons or because a sanction affects the Complainant. Complainants do not have a general right to know whether the university has disciplined the Respondent, or which sanctions are imposed. This is the Respondent's personal information, according to FIPPA, and generally only the Respondent may decide to release it.



PROCEDURES FOR APPEALING DECISIONS UNDER THE NON-ACADEMIC MISCONDUCT APPEAL POLICY

Procedural Authority: President
Procedural Officer: Associate Vice-President
Student Affairs

Effective Date: August, 2017

Supersedes: August, 2011

Parent Policy: [Non-Academic Misconduct](#)

Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out the process for a Complainant's or Respondent's appeal of a decision made under this policy.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs also includes their designate.
- 3.00 A Complainant may appeal a decision not to investigate allegations of Non-Academic Misconduct that they reported.
- 4.00 A Respondent may appeal the following decisions:
(a) the application of Provisional Administrative Measures;
(b) finding(s) of responsibility under this Policy; and
(c) sanction(s) applied.
- 5.00 An appeal of the President's decision to suspend a Student from the university is made to the Senate. The appeal will be heard by a Senate committee. More information about this process can be found on the University Secretary's website.
- 6.00 Appeals of all other decisions are made to the Associate Vice-President Student Affairs, who will decide the appeal. The Appellant may appeal a decision within fifteen (15) university business days, provided there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs in their sole discretion.
- 7.00 An appeal under these procedures is not a re-hearing. The appeal body will review the information that was available to the decision maker.
- 8.00 Any sanctions will remain in force until the appeal has been decided.

Grounds for Appeal

- 9.00 A Respondent may not appeal a decision based solely on disagreement with the sanction imposed.
- 10.00 Sufficient grounds for appeal to the Associate Vice-President Student Affairs include one or more of the following:
- (a) relevant information emerges that was not available at the time of the original decision;
 - (b) the Student who wishes to appeal believes and can demonstrate the decision or Formal Investigation was biased;
 - (c) the processes or procedures set out in the Non-Academic Student Misconduct Policy were not followed which may have substantially affected the outcome; or
 - (d) the severity of the decision or sanction imposed reasonably exceeds the nature of the Non-Academic Misconduct.
- 11.00 Sufficient grounds for appeal to the Senate will be in accordance with the designated Senate committee's terms of reference.

Procedures for Appealing a Decision to the Associate Vice-President, Student Affairs

- 12.00 A Student who wishes to appeal a sanction to the Associate Vice-President Student Affairs must file a written statement of appeal that includes:
- (a) a statement of the grounds for appeal (see section 10.00);
 - (b) a statement of facts relevant to the grounds for appeal;
 - (c) an explanation as to why any new information provided was not available at the time of the decision;
 - (d) a statement of the remedy or relief sought;
 - (e) copies of relevant documents that support the Student's appeal; and
 - (f) the names and statements from any Witness(es) relevant to the appeal.
- 13.00 The Associate Vice-President Student Affairs will review the written statement of appeal and all other material submitted and will determine if there are sufficient grounds to proceed with the appeal.
- 14.00 The Associate Vice-President Student Affairs will normally decide an appeal on the basis of written materials only. However, the Associate Vice-President Student Affairs may exercise their discretion to convene a meeting with the Student, if requested.
- 14.01 If the Associate Vice-President Student Affairs decides to convene a meeting, they will provide the Student with at least five (5) university business days' notice of the time of the meeting. The Student may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.
- 14.02 The Student may be accompanied by a Support Person. Where the Student intends to be represented by legal counsel, the Student must provide the Associate Vice-President Student Affairs with a minimum of two (2) university business days notice in advance of the meeting.

- (a) The Associate Vice-President Student Affairs may, in this case, require university legal counsel be present to observe or provide advice as required, and would inform the Respondent of this accordingly.

- 14.03 The Associate Vice-President Student Affairs may request that other individuals attend the meeting as required.
- 15.00 The Associate Vice-President Student Affairs will review relevant information, seek advice as necessary, and decide an appeal within thirty (30) university business days after receiving all written submissions or the date of a meeting convened under section 14.00, whichever is later.
- 16.00 The Associate Vice-President Student Affairs may, after reviewing the relevant information:
- (a) uphold the original decision and/or sanction(s);
 - (b) reverse or modify the decision or sanction(s); or
 - (c) determine that a procedural error occurred and refer the matter back to the Office of Student Life to undertake a new Resolution Process.
- 17.00 The Associate Vice-President Student Affairs' decision will be communicated to the Student in writing within five (5) university business days of the decision being made.
- Procedures for Appealing a Sanction to the Senate
- 18.00 A Student's appeal of a sanction to the Senate will be heard by the Senate Committee on Appeals or another Senate committee as designated by the Senate.
- 19.00 A Student who wishes to appeal a suspension must file a written statement of appeal to the designated Senate committee. Appeals will be submitted and heard in accordance with the Senate committee's terms of reference.