

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 5, 2025 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre, and via Zoom.

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

- | | |
|---|--------------------|
| 1. APPROVAL OF THE AGENDA | ACTION |
| 2. MINUTES | ACTION |
| a. October 3, 2025 (SEN-DEC 5/25-1) | ACTION |
| <u>Motion:</u> That the minutes of the open session of the meeting of the Senate held on October 3, 2025 be approved and that the approved minutes be circulated in the usual way. | |
| b. November 7, 2025 (SEN-DEC 5/25-2) | |
| <u>Motion:</u> That the minutes of the open session of the meeting of the Senate held on November 7, 2025 be approved and that the approved minutes be circulated in the usual way. | |
| 3. BUSINESS ARISING FROM THE MINUTES | |
| 4. REMARKS FROM THE CHAIR | |
| a. President's report | INFORMATION |
| 5. CORRESPONDENCE | |
| a. Campus Planning Committee | |
| i. Semi-annual Report to Senate on Campus Development (SEN-DEC 5/25-3) | INFORMATION |

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

- i. Grading Report for 2024/2025 (**SEN-DEC 5/25-4**) **INFORMATION**

b. Senate Committee on Agenda and Governance

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

- i. Revisions to the Rules to Govern Elections to the Board of Governors and the Senate (**SEN-DEC 5/25-5**) **ACTION**

Motion: That Senate approve the revisions to the Rules to Govern Elections to the Board of Governors and the Senate.

- ii. Appointments to the 2026 Joint Senate Board Retreat Committee (**SEN-DEC 5/25-6**) **ACTION**

Motion: That Senate approve the appointments of Jo-Anne Clarke (Dean, Continuing Studies), Jens Weber (Engineering and Computer Science), and Emily Goodman (Student Senator) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2026 and ending on December 31, 2026.

c. Senate Committee on Awards – Maureen Ryan, Chair

- i. New and Revised Awards (**SEN-DEC 5/25-7**) **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:

- Axelrad Avenir Award* (New)
- Empresa Properties Vikes Cross Country & Track Award* (Revised)
- 'Stand Out from the Crowd' Prize in Physics & Astronomy* (Revised)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship * (Revised)
- Bruce & Connie More Choral Music Award* (Revised)
- Craig Harms Bamfield Marine Sciences Centre Award* (New)
- Dr. Marion Porath Award in Education* (Revised)

- Evan and Kay Blake Scholarship (New)
- Helen Lansdowne Award* (New)
- Henry, Annie and Harry Cathcart Award* (Revised)
- Martin Bonham & Lloyd Howard Travel to Italy Award* (Revised)
- Jessie H. Mantle Fellowship in Nursing Endowment* (Revised)
- Judy Payne Memorial Award (Revised)
- Martha Carlsen Entrance Award* (New)
- Robin and Jane Hall Business Award* (New)
- Samit & Reshma Sharma Scholarship in Mental Health and Addiction* (Revised)
- Sheila Ryan and Eileen Ryan Award in Child and Youth Care* (Revised)
- Vic Scott Award in Voice Accompaniment* (Revised)
- Warren Magnusson Graduate Scholarship in Political Theory* (New)
- Yvonne Allen Cancer Research Scholarship* (Revised)

** Administered by the University of Victoria Foundation*

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

- | | | |
|----|--|---------------|
| i. | Proposed changes to the Counselling Psychology graduate program (SEN-DEC 5/25-8) | ACTION |
|----|--|---------------|

Motion: That Senate approve the proposed changes to the Counselling Psychology graduate program, as described in the document “Counselling Psychology Course and Program Updates.”

- | | | |
|-----|--|---------------|
| ii. | Proposal to establish a non-credit Certificate in Gerontology (SEN-DEC 5/25-9) | ACTION |
|-----|--|---------------|

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

- | | | |
|------|---|---------------|
| iii. | Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences (SEN-DEC 5/25-10) | ACTION |
|------|---|---------------|

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences, as described in the document “School of Molecular Life Sciences”.

- iv. Proposal to establish a Bachelor of Science degree in Molecular Life Sciences **(SEN-DEC 5/25-11)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Science degree in Molecular Life Sciences, as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- v. Proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology **(SEN-DEC 5/25-12)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology, as described in the document "Discontinuation of the BSc Programs in Biochemistry and Microbiology".

- vi. Proposal to offer UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PSB Academy **(SEN-DEC 5/25-13)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to enter into a transnational education partnership agreement with PSB Academy in Singapore to offer the University of Victoria Bachelor of Engineering in Biomedical Engineering and Management program at PSB Academy through a transnational education arrangement between the two institutions drafted according to the principles described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- vii. Proposal to offer UVic's Master in Management degree in Bangkok, Thailand in partnership with Siam University **(SEN-DEC 5/25-14)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to enter into a transnational education partnership agreement with Siam University in Bangkok, Thailand to offer the University of Victoria Master in Management program at Siam University through a transnational educational arrangement between the two institutions drafted according to the principles described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Graduate Studies

- i. Revisions to the Faculty of Graduate Studies Membership Policy **ACTION**
(SEN-DEC 5/25-15)

Motion: That Senate approve the revisions to the Faculty of Graduate Studies Membership Policy.

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

9. OTHER BUSINESS

- a. Re-appointment of the Orators for the University of Victoria **ACTION**
(SEN-DEC 5/25-16)

Motion: That Senate re-appoint the following as Orators for a 3-year term beginning January 1, 2026 and ending December 31, 2028:

- John Archibald
- Aaron Devor
- Sudhakar Ganti
- Helga Hallgrímsdóttir
- Eric Higgs
- Valerie Irvine
- Grace Wong Sneddon

- b. Presentation – Better Data Project **INFORMATION**
Cassbreea Dewis
Associate Vice-President Equity and Human Rights

10. ADJOURNMENT

**Meeting of Senate
October 3, 2025**

MINUTES

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

On behalf of the Acting President and Vice-Chancellor, Qwul'sih'yah'maht, Robina Thomas, Annalee Lepp, Vice-Chair of Senate, welcomed Senators to the first meeting of Senate for 2025-2026 academic year. She acknowledged the territorial lands and thanked everyone for attending the events of Orange Shirt Day on September 29, 2025.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. REMARKS FROM THE CHAIR

a. President's Report

A. Lepp welcomed the 20 new members of Senate to their first meeting.

3. MINUTES

a. May 2, 2025

Motion: (M. Laidlaw/A. Con)

That the minutes of the open session of the meeting of the Senate held on May 2, 2025 be approved and that the approved minutes be circulated in the usual way.

CARRIED

b. Special meeting June 6, 2025

Motion: (D. Dudley/L. Harder)

That the minutes of the open session of the special meeting of the Senate held on June 6, 2025 be approved and that the approved minutes be circulated in the usual way.

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

There were none.

5. CORRESPONDENCE

a. 2024/25 Financial Report March 31, 2025

A. Lepp presented the report, noting that Kristi Simpson, Vice-President Finance and Operations, was in attendance to answer questions.

A member of Senate asked if future reports could include additional breakdown of numbers as it was hard to tease this information from the existing report. K. Simpson agreed and noted that the information requested was included in the Budget and Planning Framework document.

There were no other questions.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2024/2025 Annual Report

On behalf of the Chair, Danu Stinson, Rob Hancock introduced the annual report. There were no questions.

ii. Proposal to change Faculty of Science language regarding time limits for completion of Honours programs

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

Motion: (R. Hancock/C. Eagle)

That Senate approve the revision to the time limit for degree completion in the Faculty of Science in the Undergraduate Academic Calendar, effective May 2026.

CARRIED

iii. Proposed updates to English Language Proficiency Requirement - Undergraduate Calendar

R. Hancock introduced the proposal.

A member of Senate asked what mechanisms were in place for appropriate supports and if there would be any oversight. Brenna Pagnotta, from Undergraduate Admissions, agreed that student preparedness was the focus of the Undergraduate Admissions Office and that the office would be happy to help with any additional ways to provide academic support.

A further question was asked if the Senate Committee on Academic Standards could take up this issue. A. Lepp said concerns would be taken away, sent to an appropriate committee or unit, and a report may come back to Senate.

Motion: (R. Hancock/T. Milford)

That Senate approve the proposed update to the current Undergraduate Calendar entry “English Language Proficiency Requirement” effective May 2026.

CARRIED

iv. Consultation – Review of the Academic Concession Regulation in the Undergraduate Calendar

As chair of the sub-committee, R. Hancock updated Senate on the feedback that has been collected. He explained that final revisions to the regulation would be brought back to Senate for its approval. As there were no questions, R. Hancock said if any member of Senate had additional feedback to provide to Ada Saab, Associate University Secretary.

b. Senate Committee on Agenda and Governance

i. Appointments to the 2025/2026 Senate standing committees

R. Hancock, chair of the Senate Committee on Agenda and Governance Nominations sub-committee, introduced the listing of appointments.

In response to a question on committees that were missing, R. Hancock advised only those that had changes are brought forward for approval.

Motion: (R. Hancock/C. Krueger)

That Senate approve the appointments to the 2025/2026 Senate standing committees for the terms indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, chair of the Senate Committee on Awards, introduced the listings of new and revised awards.

A member of Senate commented on the different wording for identification or self-identification and asked if this was intentional in order to signal different adjudication practices. Lori Hunter, Director of Student Awards and Financial Aid, explained that the wording of the awards was based on discussions with the development officers and donors.

A member of Senate asked for clarification on the new award, Graduate Economics Scholarship for Women, regarding how the award would be adjudicated. L. Hunter responded that preference would be given in the order listed.

Motion: (M. Ryan/L. Harder)

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:

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

- Salish Weave Indigenous Education Award (New)
- Salish Weave Visual Arts Award (New)
- Sydney Bednarik Mental Health Foundation Scholarship (New)
- Women Continuing in Engineering and Computer Science Award (New)
- Black Student Leadership Entrance Award (New)
- CFUW Victoria Graduate Scholarship in Health* (New)
- Satir-Banmen-Lum Counselling Psychology Scholarship (Revised)

** Administered by the University of Victoria Foundation*

CARRIED

d. Senate Committee on Continuing Studies

i. 2024/2025 Annual Report

Jo-Anne Clarke, chair of the Senate Committee on Continuing Studies introduced the report and thanked committee members for their work. There were no questions.

e. Senate Committee on Curriculum

i. 2024/2026 Annual Report

Dennine Dudley, chair of the Senate Committee on Curriculum, introduced the annual report. There were no questions.

ii. 2025/2026 Cycle 3 Curriculum Submissions

D. Dudley introduced the curriculum submissions.

A member of Senate asked about the changes made to an Engineering program. Mina Hoorfar, Dean of the Faculty of Engineering and Computer Science, explained that the proposed change was based on a feasibility study recently conducted to ensure the success of the program.

Motion: (D. Dudley/A. Con)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the January 2026 academic calendars.

CARRIED

Motion: (D. Dudley/M. McGinnis)

That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would

otherwise unnecessarily delay the submission of items for the academic calendar.

CARRIED

f. Senate Committee on Planning

i. Proposal to discontinue the Non-credit Professional Specialization Certificate in Population Health Data Analysis

A. Lepp introduced the proposal.

A member of Senate asked what was typical in terms of enrolment. Miranda Angus, Director of Business, Science and Technology, reported that there had been 25 registrations in four courses for 2024.

Motion: (J. Clarke/D. Dudley)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Non-credit Professional Specialization Certificate in Population Health Data Analysis, as described in the document "Professional Specialization Certificate in Population Health Data Analysis (non-credit)".

CARRIED

Michael Caryk requested his abstention be noted.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

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

Elizabeth Croft, Vice-President Academic and Provost, began by welcoming new Acting Deans, Graham Brown and Todd Milford.

E. Croft thanked all who participated in welcoming and onboarding new students, faculty and staff to the new term, noting the positive energy on campus.

E. Croft thanked members of the Office of Vice-President Indigenous for organizing the events held on Orange Shirt Day, including the screening of the May Sam documentary, "All the Love in the World."

On enrolment, E. Croft said the expectation was that the university would meet the set targets, noting that the domestic undergraduate target had been met. She thanked and

acknowledged the leadership of Deans and Student Affairs for their work, acknowledging that recruitment for 2026/27 was already underway.

Finally, E. Croft reported that the new course outlines tool was rolling out for Fall 2026 availability. She thanked Elizabeth Adjin-Tetty, Associate Vice-President Academic Programs, and her team for this work.

A Senator commented on the amount of time spent on the creation of their course outline and asked if the new course outline tool was mandatory. E. Adjin-Tetty responded that the intention was to provide students with consistency across campus and said there had been discussion at the Associate Deans Academic Council to ensure there would be an opportunity for customization based on disciplinary needs.

b. 2024/25 Report on the Status of External Reviews of Academic Units

E. Adjin-Tetty introduced the report and thanked all those involved in the various reviews over the past year.

In response to a question from a member of Senate on whether units could speak about resources during the review process, E. Adjin-Tetty said there were no restrictions. She added that the focus of the review was about ensuring quality assurance within current resources.

c. Academic Accommodation Policy (AC1205) Annual Report

Helga Hallgrímsdóttir, Deputy Provost, reminded members of Senate of the revisions to the policy that were approved in June 2024. On this one-year implementation anniversary, she thanked all who provided input and worked towards its development. H. Hallgrímsdóttir said while the report highlighted barriers and challenges, it also highlighted some initiatives and new allocations for funding Teaching Assistants. She welcomed feedback on the format of the report.

A question was raised from a Senator on the data outlined in Appendix B of the report and whether there was data on the number of students registered with the Centre for Accessible Learning (CAL) in 2024/2025 and how that impacted costs. H. Hallgrímsdóttir responded that the data for that year was still being gathered, however she noted she would bring this information to Senate once it was received. A suggestion was made for future reports to include the difference in the number of students who register versus the release of a letter from CAL.

A member of Senate commented that it seemed universities were generally moving to an access-centred approach, however it seemed that the University of Victoria was moving faster than others. Additional comments were made regarding the continued need for funding for Teaching Assistants support and invigilation. Speaking to the first question, H. Hallgrímsdóttir said she had no information on the pace of other universities but that the report data was there for comparison. She commented that a conversation on accessibility was needed as a community as this issue was important not just in Canada but across the

world. H. Hallgrímsdóttir noted that if the university was leading in this work, we should be proud and acknowledged that learning brings change.

A Senator expressed concern of the cuts seen in CAL, and accommodations taking longer to meet students' needs and questioned what steps the university would take to improve CAL or address the issue to enable students with disabilities to be successful. Jim Dunsdon, Associate Vice-President Student Affairs, clarified that there had not been cuts to CAL but rather there was an increased demand for accommodation for which the university was working hard to address. In response to a question on how much coverage was being used for other services, such as other academic supports for students, E. Adjin-Tettey acknowledged the need was growing with constrained resources and the university was working hard to provide support to students. A further question was asked regarding the significant delays in Canada Student Learning grant applications. J. Dunsdon said he was happy to arrange for a follow up discussion to address the Senator's questions regarding grant funding.

Referring to the report, a member of Senate cautioned the use of the term "building student resiliency" as it could shift the blame to students not being resilient enough. A further comment was made about Universal Extended Time in that it could advantage those students who do not need the extra time. It was suggested that UVic could learn from the K-12 system. Another member of Senate noted that the report seemed to imply accommodation would be replaced by more accessibility when it was felt that access pedagogy uses accommodation when necessary and that this was not a binary situation.

In response to a question on the breakdown on how much had been spent per student for accommodation support (eg. exams versus the costs of other supports that can be scaled across many students), H. Hallgrímsdóttir noted that this information was not available but that she could look this data and provide the information in future reports.

In response to a question as to what extent the administration would engage with instructors and students, H. Hallgrímsdóttir said there would be a conversation after this item to propose a structure to begin engaging on this issue.

A member of Senate suggested additional strategies were needed as they have found that as a CAL student it was sometimes hard to be accommodated due to CAL hours, especially during evenings and weekend classes.

A Senator echoed the comments made about learning from the K-12 system as it was too big of a goal to think about upgrading the entire teaching cohort, thus the need to look at other options. A further comment was made that most barriers were found to be around assessment, and consideration should be given to allow for flexibility in assessments or other ways to assess student learning.

A member of Senate noted that information provided at the new faculty orientation showed the university was in a surplus and inquired why these funds could not be utilized toward the accommodation priority. E. Croft replied that significant resources were put towards accommodations this year and that the university was required to have a balanced budget.

Tony Eder, Associate Vice-President Academic Resources, provided a breakdown of the allocation to Teaching Assistants, term supports to Learning and Teaching Innovation, and additional grants.

In response to questions on the reduction of CAL hours and Teaching Assistant funding, E. Croft said there was a continuing need to look at other opportunities to make academic resources for student need available.

d. Consultation – Proposal to form an Ad-hoc Senate committee to explore accessible education & accommodations

E. Croft presented the proposal and indicated she was seeking Senate's feedback before bringing the committee terms of reference back for approval.

A member of Senate expressed concern with the structure of the committee as it was not looking directly at how accommodations could be improved or how this process would address urgent student issues. Another question was raised as to why there was no student representative from the Society for Students with a Disability (SSD). E. Croft suggested the Senator connect with J. Dunsdon regarding urgent issues. Regarding SSD, she noted that the committee would include SSD in the consultation process. A further question was asked regarding what the university was currently going to do for students who do not yet have accommodations. J. Dunsdon responded that any individual problems would need to be addressed individually, noting that there may be complex issues, but this was not an excuse for delay. The member of Senate said their concern was that real people were experiencing the CAL cuts. J. Dunsdon clarified that there were no cuts to CAL but there was an increasing number of students needing accommodation, some with increasing complex needs.

A Senator expressed concern that while the proposal showed the committee would be mainly comprised of faculty and students, there were only two students identified. The member noted that the responsibility and level of urgency was not reflected in the committee structure.

Another Senator expressed concern about a "guiding approach", noting operational matters and allocation were outside of the committee's responsibilities. The member suggested that this would result in the committee trying to address a difficult problem but would be unable to think outside of the box. Further concern was expressed that the committee would just be re-hashing work already done over the past couple of years.

Another member of Senate expressed reservation on how the proposal was pitched, and that the orientation towards an access-centred approach was not clear. It was noted there was a crisis and all solutions should be on the table but that an approach to solve problems without more resources was not feasible. It was suggested that the university should be receptive to something new and different.

In terms of the committee composition proposed, a member of Senate noted the importance of including Education faculty members in addition to having representation from SSD. Another Senator agreed with these comments and further noted that as there

was already an accessibility committee in place where half of committee members have a disability, that the university could look at how this committee could be linked to the proposed *ad hoc* committee.

A Senator expressed concern the proposed terms of reference limit what the *ad hoc* committee could do, and having a Senate committee did not allow workload issues to be addressed. It was noted there currently was a petition from student and union groups on the issue of accommodation. A suggestion was made to create a sub-committee of the current accessibility committee.

E. Croft said feedback from Senators would be considered. As Senate was the lead academic body, she stated it was important for members to engage in this issue while receiving input from other committees on campus. A member of Senate said that to effectively address the issue, the committee needs to be able to consider budget and workload issues. A further comment was made as it pertained to academic standards and integrity given the major pivot in the classroom due to AI and academic integrity violations and the potential risks to the university's reputation and financial sustainability. The Senator stressed the importance to maintain the in-person component, and that the committee needed to consider the implications for academic integrity and academic standards.

A Senator asked if data around student success and accommodation was in the public interest and if this data should be shared publicly. E. Croft replied yes, that is was always helpful to share data.

A member of Senate suggested there should be room on the *ad hoc* committee for sessional lecturers given their position teaching on the front lines.

Another member of Senate spoke about online learning and how modality and pedagogy are separate issues and as a result, the data on mode preference with students with disability or health concerns is needed.

Noting their work with non-credit students, a Senator stated they have been in the room with academic leaders working on these issues and that their intentions were good. The Senator noted that in the spirit of engaging people in Senate discussion on an issue everyone took seriously, attacks were not helpful.

A suggestion was made to include a representative from Libraries due to their work with accessibility services.

A. Lepp said any further comments could be sent to Carrie Andersen, University Secretary.

9. OTHER BUSINESS

a. Report from the Presidential Reappointment Committee

Carrie Andersen, University Secretary, provided members of Senate with an overview of the process for the committee's reporting mechanism. She explained that given the recently

launched search process for a new president, a similar process would be undertaken upon completion of that process.

b. Regalia Design – Professional Doctorate

Motion: (R. Hicks/A. Wang)

That Senate approve the regalia hood for the Professional Doctorate as an inside blue backing with a narrow band of gold velvet and a front outside assigned regalia colour to align with the line faculty's undergraduate and master degree.

CARRIED

c. Academic Important Dates

C. Andersen introduced the revisions to the Academic Important Dates.

A question was asked about the overall changes for which C. Andersen explained that the days of the week had been removed.

Motion: (C. Eagle/T. Stuart)

That Senate approve the Academic Important Dates for the period January 2027 through April 2027 for submission to the January 2026 undergraduate and graduate academic calendar publications.

CARRIED

d. Election of Vice-Chair Senate

E. Croft took over as chair of the meeting as A. Lepp excused herself for this item.

C. Andersen reported that the Vice-Chair of Senate was elected annually for a 1-year term, up to a maximum of two terms.

A call for nominations for the Vice-Chair of Senate was made. Robin Hicks nominated A. Lepp. There being no other nominations, A. Lepp was acclaimed as Vice-Chair.

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

October 3, 2025 Senate Meeting				SEN-DEC 5/25-1
Name	In Attendance	Regrets		Page 12 of 13 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav			Student Senator	Elected from the Student Societies
Alatorre, Carmen			Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	Ex officio
Brown, Graham			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	X		Faculty of Fine Arts	Elected by the Faculty Members
Constantinescu, Daniela	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Cowen, Laura	X		Acting Dean, Faculty of Science	Ex officio
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	X		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
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	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	X		Student Senator	Elected from the Student Societies
Irvine, Valerie	X		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	X		Student Senator	Elected from the Student Societies
Krueger, Charlie	X		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		X	Dean, Faculty of Fine Arts	Ex officio
Loomer, Geoff	X		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		X	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	X		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
Stuart, Thomas	X		Continuing Sessional	Elected by the Continuing Sessionals
Swayne, Leigh Anne	X		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	X		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			Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE**Effective August 2, 2025****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

Dean of Engineering: Mina Hoorfar

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

Acting Dean of Science: Laura Cowen

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

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

BUSI: Sudhir Nair (30/6/28)

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: Thomas Stuart (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

**Meeting of Senate
November 7, 2025**

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 7, 2025 at 3:32 p.m. in Sḡéqə ʔéʔləŋ (Sngequ House), Conference Rooms A & B and via Zoom.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. MINUTES

a. October 3, 2025

An amendment was suggested regarding item 8(d). Annalee Lepp, Acting Chair, tabled the minutes to review the written record.

Motion:

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

TABLED

3. BUSINESS ARISING FROM THE MINUTES

A Senator noted that a previous Senate meeting, concerns were raised regarding the Centre for Accessible Learning, and it was advised that students met with representatives from the Vice-President Academic and Provost's Office. The Senator asked for clarification on why this resulted in the requirement to follow up with the Office of the University Secretary on questions specific to matters of Senate. Ada Saab, Associate University Secretary, provided clarification on the topics and questions directed to administration and those to be discussed on the floor of Senate.

4. REMARKS FROM THE CHAIR

There was none.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. 2024/2025 University of Victoria Senate Evaluation

A. Saab introduced the results of the previous year's Senate evaluation. She highlighted the need to build trust, improve civility on the Senate floor and preference for more strategic discussion.

A member of Senate asked for clarification on the meeting that had been scheduled between the University of Victoria Students' Society and Jim Dunsdon, Associate Vice-President Student Affairs. J. Dunsdon provided the member with the time and date of the meeting.

In response to a question, A. Saab clarified that the committee would continue to work on the recommendations arising from the evaluation.

ii. Appointments to the 2025/2026 Senate standing committees

Rob Hancock, chair of the Senate Committee on Agenda and Governance Nominations Subcommittee, introduced the list of appointments. There were no questions.

Motion: (R. Hancock/A. Wang)

That Senate approve the appointments to the 2025/2026 Senate standing committees for the terms indicated in the attached document.

CARRIED

iii. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals

A. Saab introduced the proposed revisions. In response to a Senator's question on the removal of a student to satisfy quorum, A. Saab explained the issues in the scheduling of meetings, especially during the summer, which has become a detriment to the committee's work and the need to balance the perspective of students with procedural fairness.

Motion: (M. Buller/T. Stuart)

That Senate approve the revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.

CARRIED

b. Senate Committee on Awards

i. 2024/2025 Annual Report

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the report.

A member of Senate asked for clarification on the language chosen for identification or self-identification in relation to the terms of awards. M. Ryan responded that approved language was applied when new award terms are created however, the committee did not have the current capacity to review all awards. Another member of Senate noted the harm that could be done if language was not used appropriately. They asked if donors were informed of proper terminology. M. Ryan said she speaks regularly with Cassbreea Dewis, Associate Vice-President Equity & Human Rights, and noted that they are working as quickly as possible to catch up.

A member of Senate commented the need for graduate student awards to recognize both full and part-time enrolment.

ii. New and Revised Awards

M. Ryan introduced the new and revised awards. There were no questions.

Motion: (M. Ryan/C. Eagle)

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:

- American School of Monterrey, Mexico, Entrance Scholarship (Revised)
- Bainbridge High School, USA, Entrance Scholarship (Revised)
- Ballard High School, USA, Entrance Scholarship (Revised)
- BC Provincial Court Judges' Association Bursary (New)
- Beacon Academy, Jakarta, Entrance Scholarship (Revised)
- Bill and Coline Neilson Legacy Fund Award* (New)
- Bunbury-Sheffield Global Engagement Award (New)
- Bunka Sugunami Canadian International School, Japan, Entrance Scholarship (New)
- Canadian International School, Vietnam, Entrance Scholarship (Revised)
- Canadian International School of Hong Kong Entrance Scholarship (New)
- David Stewart Book Prize for Counselling* (Revised)
- Delhi Public School R.K. Puram, New Delhi, Entrance Scholarship (Revised)

- Don Bosco High School, Mumbai, Entrance Scholarship (Revised)
- Escuela Tomás Alva Edison, Mexico, Entrance Scholarship (New)
- Fawn Lily Scholarship* (New)
- G.D. Goenka Public School, New Delhi, Entrance Scholarship (Revised)
- Greengates School, Mexico, Entrance Scholarship (Revised)
- Indus International School, Pune, Entrance Scholarship (Revised)
- Ingraham High School, USA, Entrance Scholarship (Revised)
- International School Bangkok, Thailand, Entrance Scholarship (New)
- International School Kuala Lumpur, Malaysia, Entrance Scholarship (New)
- International School, Manila, Entrance Scholarship (Revised)
- Jamnabai Narsee School, Mumbai, Entrance Scholarship (Revised)
- Joyce Family Foundation Award (Revised)
- King Kekaulike High School, Hawaii, Entrance Scholarship (New)
- Kodaikanal International School, India, Entrance Scholarship (Revised)
- Le Hong Phong High School for the Gifted, Vietnam, Entrance Scholarship (Revised)
- Lincoln School, Costa Rica, Entrance Scholarship (New)
- Majestic International College Guangzhou, China, Entrance Scholarship (New)
- Mark Krasnick Leadership Award* (Revised)
- Mercer Island High School, USA, Entrance Scholarship (Revised)
- Muriel Ford Memorial Bursary* (Revised)
- Ray and Marilyn Jones Undergraduate Award for Single Parents Endowment* (New)
- Rhonda Rae Shaw Children's Literacy Award* (New)
- Roosevelt High School, USA, Entrance Scholarship (Revised)
- Ross & Stephanie Bailey Undergraduate Award* (New)
- Ruth McDonald and Gordon Webster Award (New)
- Saigon South International School, Vietnam, Entrance Scholarship (New)
- Shihoko Hollander Scholarship* (New)
- Soleil Brooks Vikes Women's Rugby BIPOC Award (New)

- Springdales School, India, Entrance Scholarship (Revised)
- St. Andrews International School, Thailand, Entrance Scholarship (Revised)
- Stonehill International School, India, Entrance Scholarship (Revised)
- Taipei Kuei Shan School, Taiwan, Entrance Scholarship (New)
- The American School Foundation, Guadalajara, Entrance Scholarship (Revised)
- The American School Foundation, Mexico City, Entrance Scholarship (Revised)
- The American School of Puerto Vallarta, Mexico, Entrance Scholarship (Revised)
- The International School of Macau Entrance Scholarship (New)
- United Nations International School of Hanoi, Vietnam, Entrance Scholarship (Revised)
- University of Victoria Alumni Association Graduate Scholarship* (Revised)
- Woodstock School, India, Entrance Scholarship (Revised)
- Wuhan Britain-China International School, China, Entrance Scholarship (New)
- Yokohama International School, Japan, Entrance Scholarship (New)

* Administered by the University of Victoria Foundation

iii. Revisions to the Entrance and Transfer Scholarships and Awards Regulation

M. Ryan introduced the proposal.

In response to a question, M. Ryan clarified the eligibility of international funding. Lori Hunter, Director of Student Awards and Financial Aid, further explained that the awards in question were base budget funded with the intent of was to offsite the higher tuition costs. The Senator asked if there were any donor funded scholarships which would apply this same wording. L. Hunter confirmed in some instances, this was the case and when this occurred donors were made aware of the meaning of the terminology.

A Senator asked how unspent awards for entrance awards were handled. L. Hunter explained the process for awarding funds if the original parameters are not met.

Motion: (M. Ryan/M. Farnham)

That Senate approve the revisions to Entrance and Transfer Scholarships and Awards in the Undergraduate Scholarships, Awards, Medals and Prizes regulation.

CARRIED

c. **Senate Committee on Planning**

i. **Proposal to discontinue the Jointly Supervised Individual PhD (JSIP) Program (Co-Tutelle)**

A. Lepp introduced the proposal, noting the typo in the motion. Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, noted Robin Hicks, Dean of the Faculty of Graduate Studies, was available to answer any questions. There were no questions.

Motion: (A. Weaver/M. Laidlaw)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Jointly Supervised Individual PhD (JSIP) program (Co-Tutelle), as described in the memorandum dated September 22, 2025.

CARRIED

ii. **Proposal to establish an Engineering and Computer Science (ECS) LaunchPad program**

A. Lepp introduced the proposal, indicating that discussion would also include the proposal from the Senate Committee on Academic Standards.

E. Adjin-Tettey outlined the new admission pathway for students. A member of Senate expressed concern that this may set up students to fail given the common struggle of first year Engineering and Computer Science. Mina Hoorfar, Dean of the Faculty of Engineering and Computer Science, acknowledged the program was academically demanding, however, said there was data that showed student success when pathways were utilized. She noted this was a way for students to make-up for courses miss in high school.

A member of Senate asked if the program allowed students to “catch-up” in order to ensure their time to completion would be the same as was originally expected. L. Jackson outlined by example how a student would move through the program in the number of courses to be taken each term which added less time to the program than would be expected had a student been transferred to a second-choice faculty.

In response to a question about any increased tuition, L. Jackson confirmed any additional tuition was what would be applied for each registered course.

A member of Senate asked if the course load for students would be the same as first year. M. Hoorfar responded the Faculty proposed a schedule of five courses for the first two terms and then four during the summer session, noting the course load was designed to be manageable. A further question was asked if there was any concern given to a possible bottleneck of students in the second year to receive their first choice of major. M. Hoorfar explained that last year there had been a handful of students who did not get first choice, and continuing to offer students their first choice was what the faculty wanted to continue to do.

In response to a Senator's comment on the benefit of a review to ensure success, E. Adjintetty explained the process of regular academic program reviews which would include this program. M. Hoorfar added that due to accreditation standards, a report was also submitted to the accreditation body every seven years.

Motion: (M. Hoorfar/M. Ryan)

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

CARRIED

d. Senate Committee on Academic Standards

i. Engineering and Computer Science LaunchPad Admission Requirements

Motion: (M. Hoorfar/C. Eagle)

That Senate approve the new admission pathway, Engineering and Computer Science LaunchPad for the Faculty of Engineering and Computer Science, effective May 2026.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Engineering and Computer Science

i. Offering UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PBS Academy: Consultation

b. Peter B. Gustavson School of Business

i. Offering UVic's Master in Management in Thailand in partnership with Siam University: Consultation

Elango Elangovan, Associate Vice-President Global Engagement, presented on the characteristics of transnational education (TNE), the reasons why universities engage in TNE, how TNE impacts Sustainable Development Goals (SDGs), and an overview of the universities currently doing TNEs. He provided examples of other Canadian universities utilizing TNE and the needs to ensure these programs are successful.

M. Hoorfar reminded members of Senate that the Bachelor of Engineering in Biomedical Engineering and Management had been approved at a previous Senate meeting. She outlined the facilities at PSB Academy, Singapore and added that there were further opportunities healthcare, business and other areas of engineering to possibly explore.

In answer to a question on why the programs were not offered by home institutions, E. Elangovan explained the value of working in partnership with international universities. M. Hoorfar also noted that less than 30% of students who apply to public institutions get into their chosen programs so there was a need for more opportunities. She added that these private institutions are required to partner with other international institutions to be able to offer this type of education.

A Senator expressed their appreciation for the detail of the recent proposals and asked about the intellectual rights to the academic material. E. Elangovan confirmed this belonged to the faculty member involved but that a decision had not been made on how faculty members would be compensated.

Graham Brown, Acting Dean of the Peter B. Gustavson School of Business, reviewed the Master in Management graduate program proposed to be offered in partnership with Siam University, Thailand. He indicated this would strengthen the School's brand and aligned well with the school's accreditation standards.

A member of Senate spoke about the recent instability in Thailand and asked should the local situation was to become worse, how the university would ensure that the program continued to run. E. Elangovan responded by speaking on previous actions in 2014 for which universities had not been impacted. He added that since this program was also offered at UVic, students could continue on-line or in-person.

A member of Senate suggested the addition of program criteria in future proposals. Another Senator added it would be unwise to pursue opportunities in Health Informatics or Nursing given the current environment in the province.

A Senate member said they were concerned about the extra workload and burnout of faculty, and information technology issues of the students. A question was asked if the offering of these programs were a pathway to landed immigrant status. E. Elangovan responded that there was no special access to immigration. Regarding faculty burnout, E. Elangovan noted it was up to the faculty members to decide if they want to be involved.

E. Adjin-Tetty explained that work was underway with the appropriate Deans on workload and labour relation issues. She added that the partnerships would generate revenue with some of that increased funding to be allocated to additional resources for support.

A. Lepp reminded Senate these proposals were for Senate's consultation at this time, and any additional feedback could be provided to E. Elangovan directly.

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

a. 2024-2025 Annual Report on Non-Academic Misconduct Allegations and Resolutions

Jim Dunsdon, Associate Vice-President Student Affairs, introduced the report and reminded members of Senate of the recent revisions based upon the recommendations of the Bob Rich report. J. Dunsdon noted that the full policy was up for renewal in the spring.

A member of Senate asked how communication was provided to students to understand interim measures and how appeals are handled. Kirsten McMenamie, Director of Student Life, how students are informed of the process of their interim measures and explained the process for both minor and major appeals.

b. Rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500)

Helga Hallgrímsdóttir, Deputy Provost, introduced the proposed rescinding procedures due to the establishment of the Faculty of Health and the School of Medical Sciences.

Motion: (L. Harder/T. Stuart)

That the Senate approve, and recommend to the Board of Governors that it also approve, the rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences policy (GV0500).

CARRIED

9. OTHER BUSINESS

a. Vice-President External Relations Fundraising Presentation

Chris Horbachewski, Vice-President External Relations, thanked members of Senate for the opportunity to talk about fundraising and share how the funds have impacted the university. Jane Potentier, Associate Vice-President Alumni and Development, provided Senate with a presentation on the impact of philanthropy, the university's fundraising activities, and the work accomplished during the quiet phase of the fundraising campaign.

In response to a comment and question from a member of Senate on the perceived weak 2020 data and what the role of the university's president, J. Potentier explained that the data only included private funding. She noted that while these funds lagged in 2020, the university was now on par with its peers.

A comment was made in relation to the timing of each of the phases and the hope that the next president of the university would be positioned to continue their important fundraising role. J. Potentier agreed the president played an important role but that fundraising did not rely on solely by the president and that the campaign remained consistent with the university's Strategic Framework.

In response to a comment from a Senator on the opportunity to explore different initiatives such as the mental health crisis, disabilities, and increased modalities, J. Potentier said there was a range of opportunities to support such programing.

There being no other business the meeting was adjourned at 5:35 p.m.

Draft

Draft

November 7, 2025 Senate Meeting				SEN-DEC 5/25-2
Name	In Attendance	Regrets		Page 11 of 12 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav	X		Student Senator	Elected from the Student Societies
Alatorre, Carmen			Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie		X	University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	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	X		Faculty of Fine Arts	Elected by the Faculty Members
Constantinescu, Daniela	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Cowen, Laura	X		Acting Dean, Faculty of Science	Ex officio
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	X		Faculty of Health	Elected by the Faculty
Goodman, Emily	X		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
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	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	X		Student Senator	Elected from the Student Societies
Irvine, Valerie	X		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	X		Student Senator	Elected from the Student Societies
Krueger, Charlie			Student Senator	Elected from the Student Societies
Kuklev, Artem	X		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	X		Dean, Faculty of Fine Arts	Ex officio
Loomer, Geoff	X		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		X	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		X	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
Stuart, Thomas	X		Continuing Sessional	Elected by the Continuing Sessionals
Swayne, Leigh Anne		X	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			Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE**Effective August 2, 2025****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

Dean of Engineering: Mina Hoorfar

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

Acting Dean of Science: Laura Cowen

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

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

BUSI: Sudhir Nair (30/6/28)

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: Thomas Stuart (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab



Office of the Vice-President Finance and Operations

MEMO

University
of Victoria

Date: November 19, 2025

To: Senate

From: Elizabeth Croft, Vice-President Academic and Provost
Kristi Simpson, Vice-President Finance and Operations
Co-Chairs, Campus Planning Committee

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its December 5, 2025, meeting.

A handwritten signature in cursive script, appearing to read 'Elizabeth J. Croft', written over a horizontal line.

Elizabeth Croft
Vice-President Academic and Provost

A handwritten signature in cursive script, appearing to read 'Kristi Simpson', written over a horizontal line.

Kristi Simpson
Vice-President Finance and Operations



University
of Victoria

Semi-Annual Report to Senate on Campus Development

Executive Summary

The new Centre for Indigenous Laws (CIL) completed construction over the summer and received occupancy in September. The project has received praise from the community for its unique spaces and Indigenous design features. The Faculty of Law hosted an open house for project partners, community members and the campus community in October.

Construction of the Engineering/Computer Science Building Extension (ECSE) and High Bay Research and Structures Laboratory (HBRSL) is underway. The project supports the Ministry-funded expansion of Faculty of Engineering and Computer Science programs. The project has advanced significantly with the installation of the PV solar arrays on ECSE, as well as mass timber installation and strong floor finishing on HBRSL. The completion of the ECSE remains on-track for September 2026. The construction of the HBRSL faced challenges over the summer with the collapse of a section of rebar structure. Construction is still progressing, and the project team is resequencing the schedule for opening of the HBRSL in January 2027.

UVic's next on-campus student housing project is in the final phase of design, proposing a high-rise building that will provide 510 beds dedicated to upper-year undergraduate and graduate students. The project has been informed by two phases of public consultation over the last year. In October 2025, the Provincial government confirmed \$121M in funding support for the project. The project requires approval from the District of Saanich for building height and parking variances before the project can move to construction.

A key goal of the university's Climate and Sustainability Action Plan is to reduce greenhouse gas (GHG) emissions from campus operations by 50% below our 2010 baseline by 2030. As of 2023, the university has achieved a 30% reduction. The District Energy Plant (DEP) electrification project seeks to further reduce campus operations GHGs to 50% below our 2010 baseline to meet our GHG reduction target. The project includes the installation of two new electric boilers that will greatly reduce GHG emissions from the DEP and achieve UVic's 2030 GHG reduction target. To accommodate the boilers, a small addition on the rear of the existing DEP is required. The project started construction over the summer but has been paused since August due to a design variance. Schedule updates will be provided once available.

The university's Real Estate Strategy identifies three areas adjacent to the main campus for development: University District (the Ian Stewart Complex and surrounding lands), Cedar Hill Corner and the Queenswood Campus. The Strategy is designed to deliver new housing within a vibrant, connected community while generating revenue for the university. The first project under this strategy is currently in the planning phase: the University District in the District of Saanich, which includes the Ian Stewart Complex and surrounding lands. The University District Master Plan concept was presented to the community in June 2025, where the community was generally supportive of the concept plan. Campus Planning staff have also been engaged in the District of Oak Bay Official Community Plan (OCP) and Zoning Bylaw update to assist in developing a coordinated vision for Cedar Hill Corner and policy updates for the main campus.

1.0 Engineering and Computer Science Expansion

The university is developing an addition to the Engineering/Computer Science Building (ECSE) and new High Bay Research and Structures Laboratory (HBRSL) building, supported by Ministry-funded expansions of Faculty of Engineering and Computer Science programming.

The ECSE is a six-storey hybrid mass timber addition to the building that has been thoughtfully designed with respect to its context, matching the height and orientation of the existing building while presenting an active and engaging frontage on Ring Road. The HBRSL includes materials and geotechnical laboratories. The building features a 12-metre clear high bay area that will be utilized for structural materials testing.

The ECSE and the adjacent HBRSL will provide the space required to support the Civil Engineering program and incremental growth within the Faculty of Engineering and Computer Science. The project will allow the Faculty to continue to meet student demand and anticipated labour market demand and enhance a world-class research profile.

The Engineering Expansion Project is being delivered by Bird Construction. Over the summer, advancement of the ECSE included installation of the PV solar arrays on the rooftop and interior finishes. The construction of the HBRSL faced challenges over the summer with the collapse of a section of rebar structure. Construction is progressing and the project team is resequencing the construction schedule. This winter, ECSE will advance exterior insulation and elevator installation. The project remains on track for ECSE completion in September 2026, while HBRSL is resequencing the schedule to open for January 2027.

More information: uvic.ca/engineeringexpansion

2.0 Centre for Indigenous Laws

The Murray and Anne Fraser Building's new Centre for Indigenous Laws is now open. The building expansion advances the Truth and Reconciliation Commission's Call to Action 50 to support and promote Indigenous laws. It strengthens the Law program, reflecting goals of UVic's Indigenous Plan, and further positions UVic as a global leader in creating better opportunities for Indigenous students, entering into respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation, and mutual understanding.

The design of the Centre responds to and links with the surrounding natural environment. The massing takes on a sweeping form rising from north to south with a prominent new building entry and glazing on Ring Road. It includes unique learning environments that reflect the goals of Indigenous Law programming and facilitate smudging and ceremonies, including small and large gathering spaces, a sky classroom and maker space.

The project has received funding from the Federal and Provincial Governments and the Law Society of British Columbia. The expansion was coordinated with the Murray and Anne Fraser Building renewals project, which includes interior renovations and building service upgrades. These interior renovations were completed over the summer.

The building opened in September 2025. Landscaping will be planted and finalized as weather permits.

More information: uvic.ca/fraserexpansion

3.0 Real Estate Strategy

The university's Real Estate Strategy identifies three areas adjacent to the main campus for development: University District (the Ian Stewart Complex and surrounding lands), Cedar Hill Corner and the Queenswood Campus.

The strategy is designed to deliver new housing within a vibrant, connected community while generating revenue for the university. The first project under this strategy is currently in the planning phase: the University District in the District of Saanich, which includes the Ian Stewart Complex and surrounding lands.

University District

The University District Master Plan concept was presented to the community in June 2025. The concept for new housing has been well received by the broader community. Next steps include continued refinement of the concept in preparation for rezoning approval from the municipality.

More information: uvic.ca/udistrict

Cedar Hill Corner

The District of Oak Bay is in the process of updating their Official Community Plan (OCP) and Zoning Bylaw. Campus Planning staff have been invited to engage in this process to develop a coordinated vision for Cedar Hill Corner. Engagement is ongoing with Oak Bay to develop clear direction in the OCP and Zoning Bylaw for new housing and mixed uses at Cedar Hill Corner and to update OCP and Zoning directions for the main campus.

4.0 510-Bed Student Housing Expansion

To respond to the growing demand for on-campus accommodation, UVic is in the design phase for the development of a new 510-bed student housing project dedicated to upper-year undergraduate and graduate students. In October 2025, the Provincial Government announced \$121M in funding support for the project.

The project will be provided through a high- and mid-rise building, which reflects UVic's commitment to building up rather than out. By concentrating housing within a compact footprint, the project will maximize the number of student beds, while minimizing impacts on surrounding green space. This approach supports the Campus Plan vision for a sustainable, walkable campus and helps preserve valued natural areas by avoiding unnecessary site expansion.

The university held two phases of community consultation, sharing information and receiving input from neighbours and other interest-holders through Open Houses, surveys, community presentations and pop-ups. To date, the project team has engaged with over 700 community members.

This project is contingent on UVic receiving approval for the District of Saanich for height and parking variances. UVic has submitted a Development Variance Permit application and it is anticipated that Council will review the application by March 2026.

More information: uvic.ca/new-student-housing

5.0 District Energy Plant Electrification (DEP)

A key goal of the university's Climate and Sustainability Action Plan is to reduce greenhouse gas (GHG) emissions from campus operations by 50% below our 2010 baseline by 2030. As of 2023, the university has achieved a 30% reduction. The District Energy Plant (DEP) electrification project seeks to further reduce campus operations GHGs to 50% below our 2010 baseline to meet our GHG reduction target.

Installation of the new electric boilers will require the removal of one of the existing natural gas boilers, as well as an addition to the rear of the existing DEP to house the new boilers. The operation of these boilers will reduce the GHG emissions from the DEP by approximately 70% and achieve UVic's 50% GHG reduction target well ahead of 2030. The project started construction over the summer but has been paused since August due to a design variance. Schedule updates will be provided once available.

More Information: uvic.ca/dep-electrification-project

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: November 19, 2025
Subject: Grading Report for 2024/2025

To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on November 17, 2025.

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
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
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
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
250-721-7013 | vpac@uvic.ca
uvic.ca/vpacademic

DATE: November 17, 2025

TO: Senate Committee on Academic Standards

FROM: Tony Eder, Associate Vice-President Academic Resource Planning

RE: Grading report for 2024/25

Summary


UVic's annual grading report documents patterns of grades awarded at the school/department, faculty and university levels for undergraduate, graduate and law courses. This year's report includes grading statistics up to the 2024/25 academic year (summer session 2024, fall term 2024 and spring term 2025). The report shows general time-series trends and grading anomalies but does not include explanations or rationale regarding trends or variations in grade distributions. No benchmarking information is available.

Academic regulations

As part of academic regulations and under the provisions of the University Act (s. 37), Senate provides an official grading system to be used by instructors in arriving at final assessments of student performance. Grading regulations are articulated in the UVic Academic Calendar: [Undergraduate](#) and [Graduate](#).

A faculty has the power, subject to the approval of Senate, "to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results" (University Act s. 40 f).

In 2025, the Vice-President Academic and Provost implemented [Procedures on Grading](#), with all Faculties asked to have a grading policy approved by the Dean in place for 2025/26. The Academic Unit leader (Chair/Director/Dean) is responsible for the timely submission of grades as well as adherence to Senate regulations and the Procedures on Grading. Where grades are submitted that are not consistent with grading policies or regulations, the Academic Unit Leader—in consultation with the Dean and Faculty Relations—may arrange for an appropriately qualified individual to re-grade student work and provide for amended grades to be submitted.



Grading trends

Table 1 shows a five-year timeframe that includes academic terms that took place during the COVID-19 pandemic. For spring term 2020, UVic Senate approved new and temporary grading options to students in recognition of challenges related to the COVID-19 pandemic, including COVID Pass/Fail, drop the course without academic penalty, and COVID Withdrawal – Extenuating Circumstances. These options were not offered in subsequent terms. Grading patterns vary by term with the fall term, the largest by course enrolments, having the lowest average grades.

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2020/21									
202005	6.18	78.4	56.1%	27.6%	13.1%	3.1%	20,402	5.1%	23,641
202009	5.94	76.8	52.7%	27.9%	15.1%	4.4%	63,890	4.2%	69,660
202101	6.03	77.2	54.5%	26.4%	14.7%	4.4%	62,727	4.2%	69,117
2021/22									
202105	5.95	77.1	52.1%	28.1%	16.1%	3.8%	18,862	6.1%	22,929
202109	5.76	76.0	49.7%	28.4%	17.1%	4.8%	65,735	5.8%	72,991
202201	5.71	75.3	50.1%	26.5%	17.7%	5.7%	61,754	3.8%	68,720
2022/23									
202205	5.98	77.1	54.3%	26.5%	15.3%	3.8%	14,563	6.1%	18,646
202209	5.72	75.8	49.2%	28.0%	17.6%	5.1%	63,644	5.2%	70,423
202301	5.79	75.9	50.9%	26.7%	17.3%	5.0%	61,612	3.8%	68,566
2023/24									
202305	6.11	78.0	55.3%	27.4%	14.2%	3.2%	14,149	5.6%	17,852
202309	5.80	76.3	50.1%	28.4%	16.8%	4.7%	64,705	4.4%	70,516
202401	5.85	76.4	51.6%	27.0%	16.6%	4.8%	61,923	3.8%	68,618
2024/25									
202405	6.15	78.0	56.0%	27.0%	13.3%	3.7%	13,939	5.0%	17,496
202409	5.93	76.9	52.5%	27.9%	15.4%	4.3%	65,747	4.1%	72,394
202501	5.98	76.9	54.2%	26.2%	15.0%	4.7%	62,785	3.3%	69,612

Table 1: Breakouts by term for the academic years 2020/21 to 2024/25. Note: "1st Class" grades include A+, A and A-; "2nd Class" grades include B+, B and B-; "Pass" includes C+, C and D; and "Fail" includes E, F and N.

Over a longer time horizon, the proportion of students earning an "A" grade has increased, from 40 percent in 2008/09 to 54 percent in 2024/25. As per the Undergraduate Calendar:

An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.

	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2008/09		5.54		40.3%	40.8%	13.8%	5.1%	117,779	4.4%	130,480
2009/10		5.50		39.5%	41.0%	14.0%	5.4%	123,241	4.1%	136,104
2010/11		5.57		40.5%	40.9%	13.6%	4.9%	126,428	4.1%	139,773
2011/12		5.54		39.9%	41.2%	14.1%	4.8%	126,229	4.4%	140,341
2012/13		5.45		43.0%	32.7%	19.6%	4.7%	126,866	4.5%	140,681
2013/14		5.45		43.2%	32.2%	19.7%	4.9%	130,640	4.8%	145,675
2014/15		5.42	74.6	42.9%	32.0%	20.2%	4.9%	133,836	4.8%	149,362
2015/16		5.46	74.8	44.3%	30.5%	20.3%	4.9%	138,183	4.7%	153,630
2016/17		5.47	74.9	44.2%	30.7%	20.1%	4.9%	139,877	4.6%	155,838
2017/18		5.47	74.9	44.5%	30.4%	20.1%	4.9%	140,354	4.7%	156,430
2018/19		5.54	75.2	45.4%	30.2%	19.7%	4.6%	142,234	4.4%	158,038
2019/20		5.92	77.3	51.2%	29.8%	15.6%	3.3%	138,303	5.1%	160,185
2020/21		6.01	77.2	53.9%	27.2%	14.6%	4.2%	147,019	4.3%	162,418
2021/22		5.76	75.9	50.2%	27.6%	17.2%	5.0%	146,351	5.0%	164,640
2022/23		5.78	76.0	50.5%	27.3%	17.2%	4.9%	139,819	4.7%	157,635
2023/24		5.85	76.5	51.3%	27.7%	16.4%	4.6%	140,777	4.3%	156,986
2024/25		5.97	77.0	53.6%	27.0%	15.0%	4.4%	142,471	3.9%	159,502

Table 2: Overall averages by academic year for 2008/09 through to 2024/25. UVic moved to a percentage grading system in 2014/15.

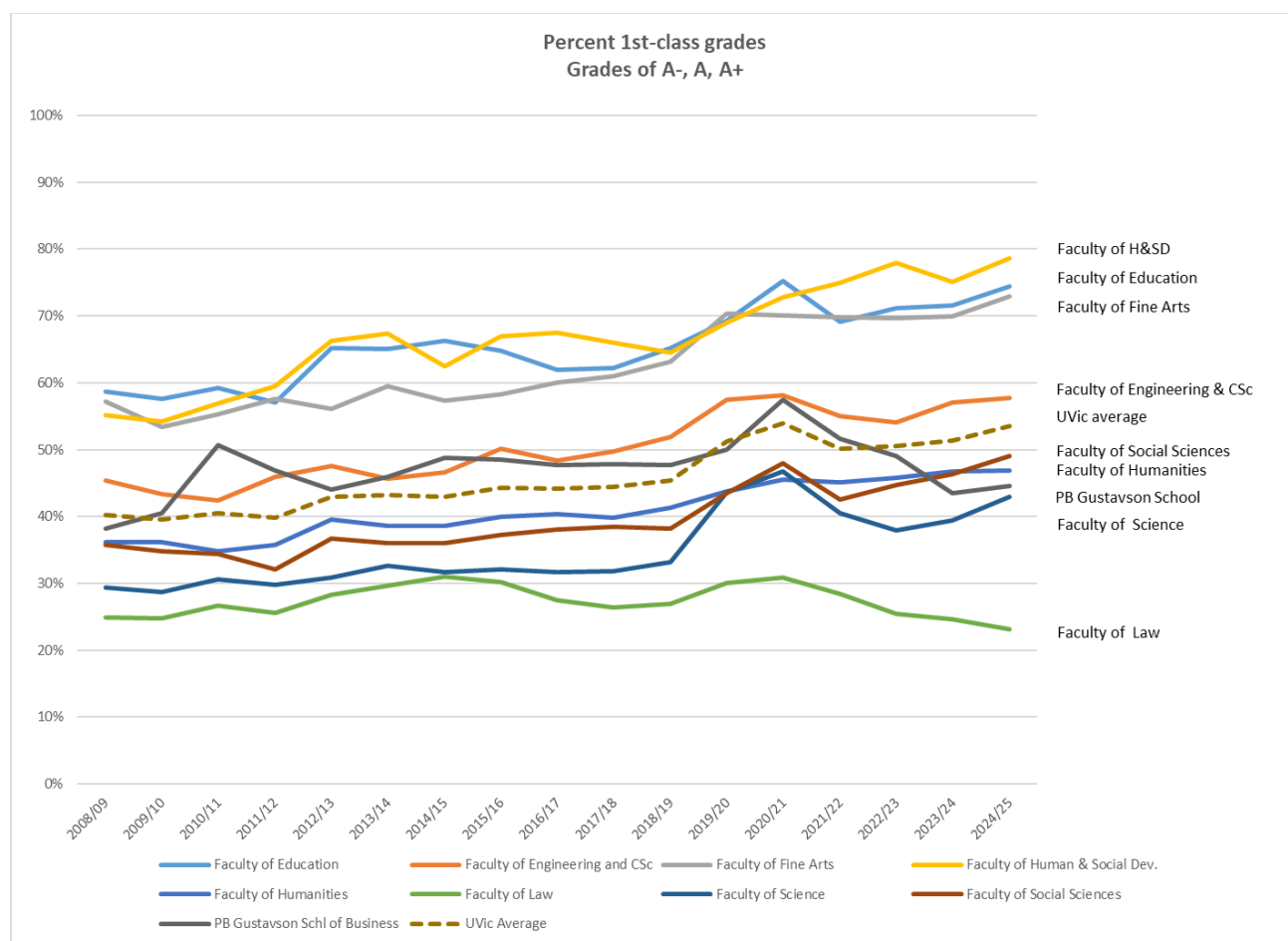


Figure 1: An overview of "A" grades for the university overall and for each faculty. The proportion of "A" grades has increased from 40 percent in 2008/09 to 54 percent in 2024/25.

In response to the increase in “1st Class” grades, the Senate Committee on Academic Standards recommended that instructors be provided grading workshops and grading trend data, and that units review and discuss grading patterns for their unit before submission of grades.

Additional information

Academic leadership—including Deans, Associate Deans, Chairs and Directors—can access up-to-date online grading reports via Institutional Planning and Analysis’ [PowerBI dashboard](#). The intention is to make the dashboard available to all UVic faculty and staff following this initial pilot phase.

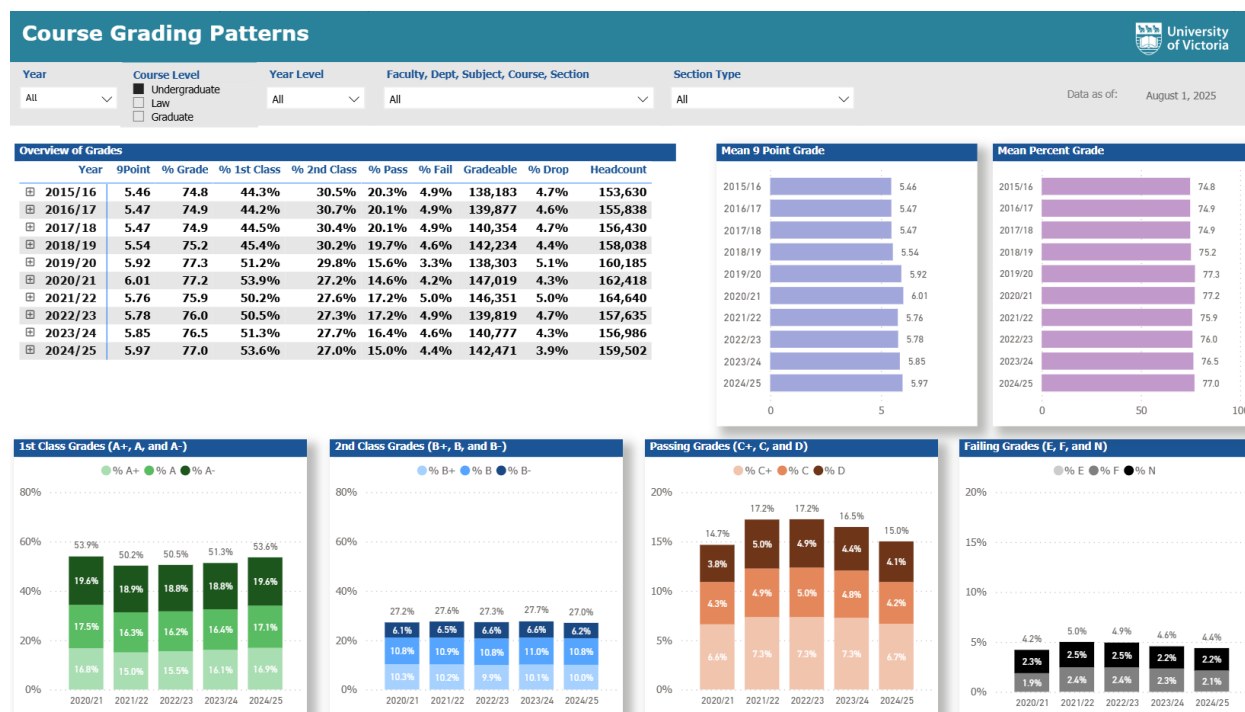


Figure 2: A screenshot of the PowerBI Course Grading Patterns dashboard.

In addition to Grading Patterns reports, a “Grading Anomalies” tool is available to explore when grading alerts are generated including GPAs above 8.0 or below 2.0, high proportions of A+ and A grades, and high proportions of failing grades or drop rates.

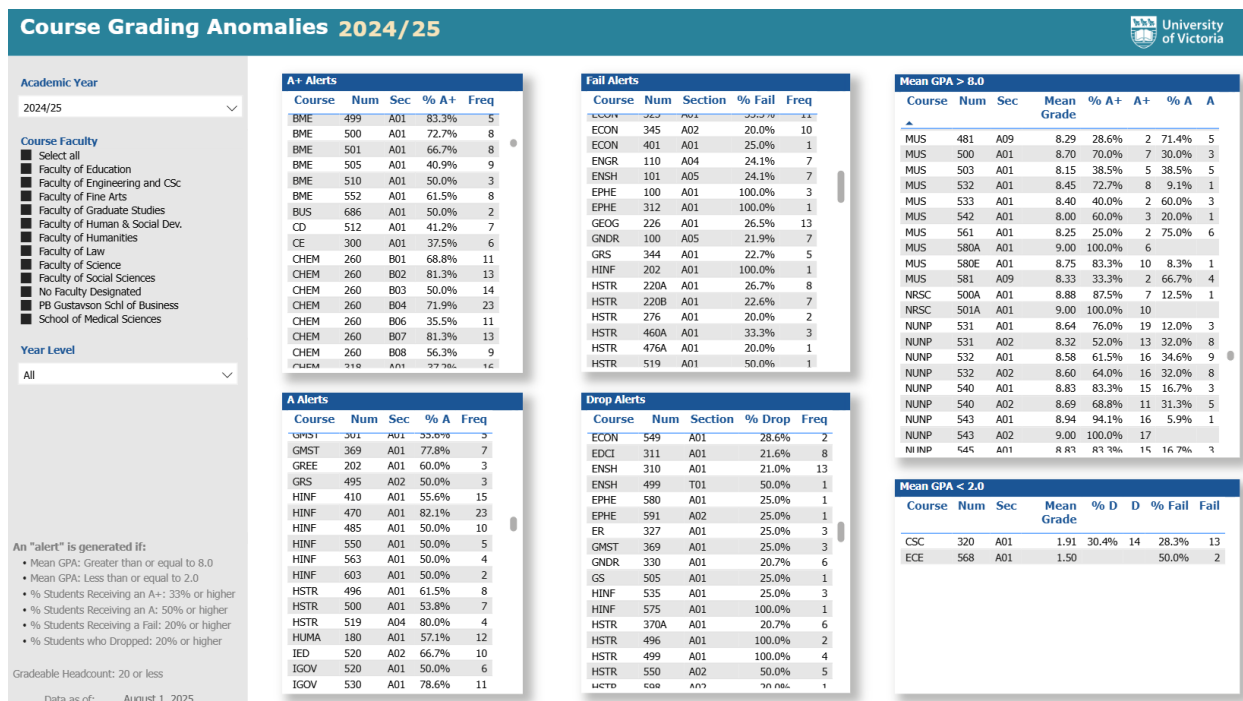


Figure 3: A screenshot of the PowerBI Course Grading Anomalies dashboard.

Grading reports for the Faculty of Health will become available after the completion of the 2025/26 academic year.

Attached reports (Appendix A) 5-10 year time frame:

- Overall Undergraduate
- Overall Graduate
- Faculty of Education
- Faculty of Engineering and Computer Science
- Faculty of Fine Arts
- Faculty of Human and Social Development
- Faculty of Humanities
- Faculty of Law
- Faculty of Science
- Faculty of Social Sciences
- Peter B. Gustavson School of Business

Course Grading Patterns

Year

All

Course Level

Undergraduate

Law

Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

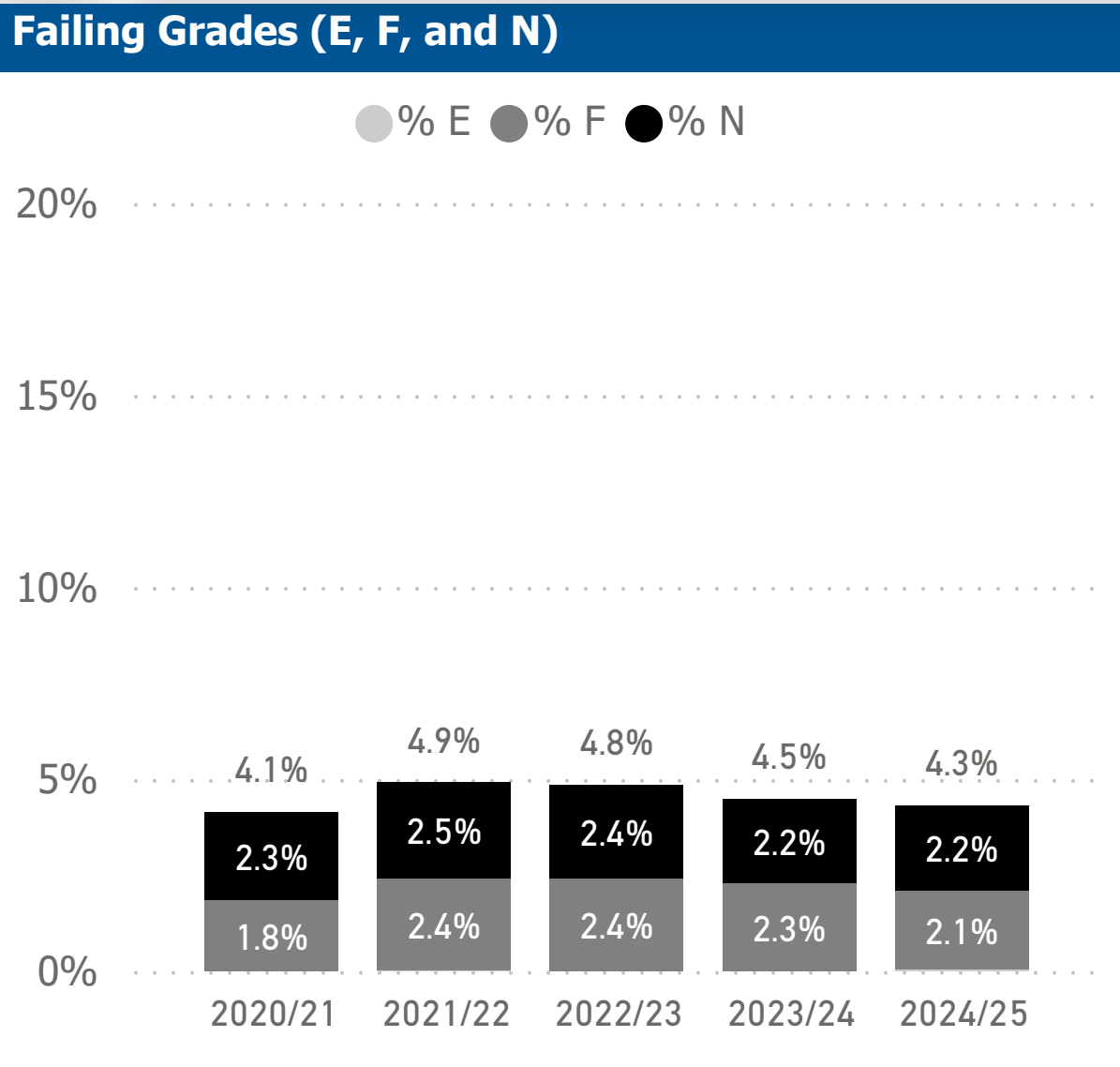
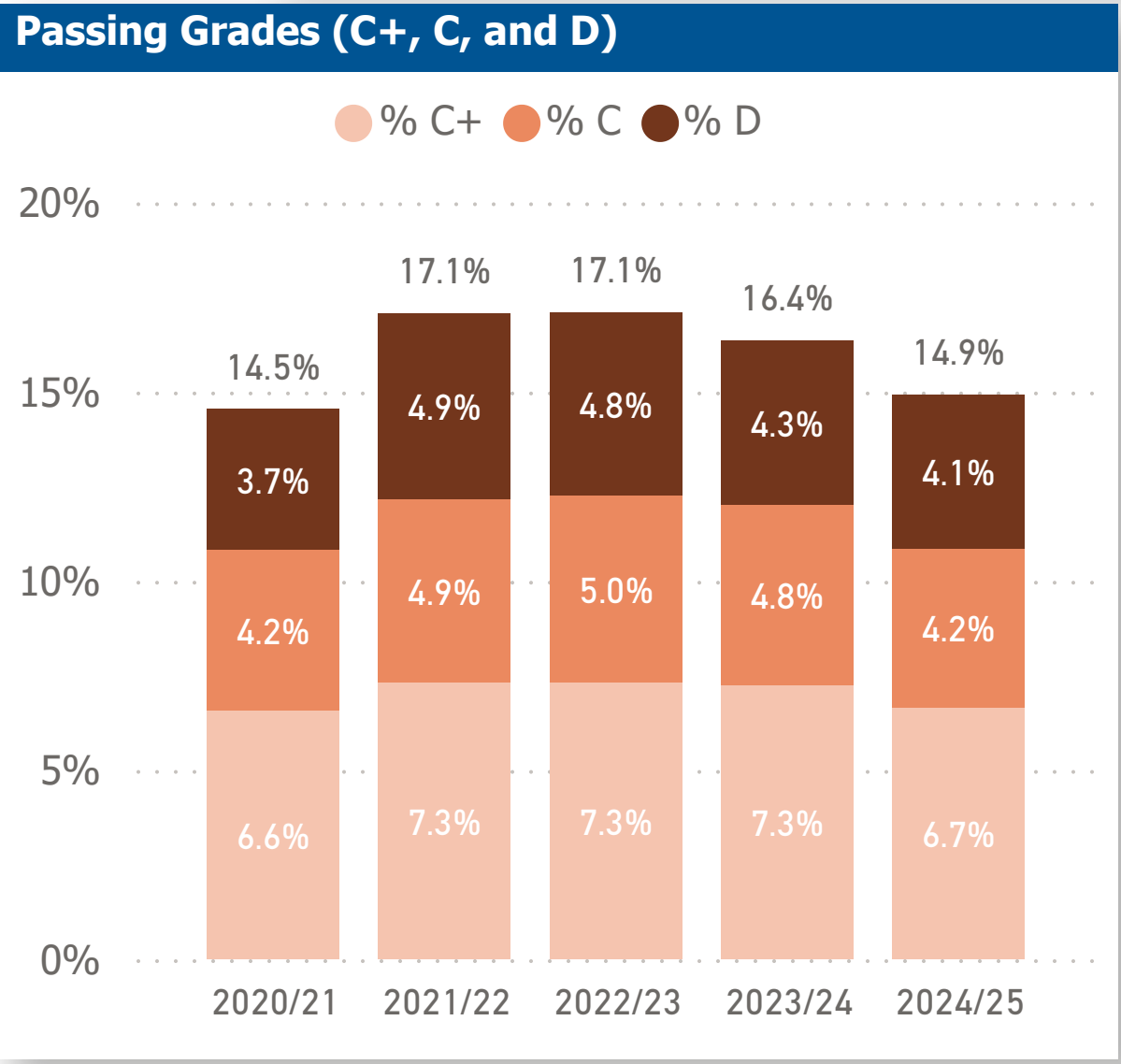
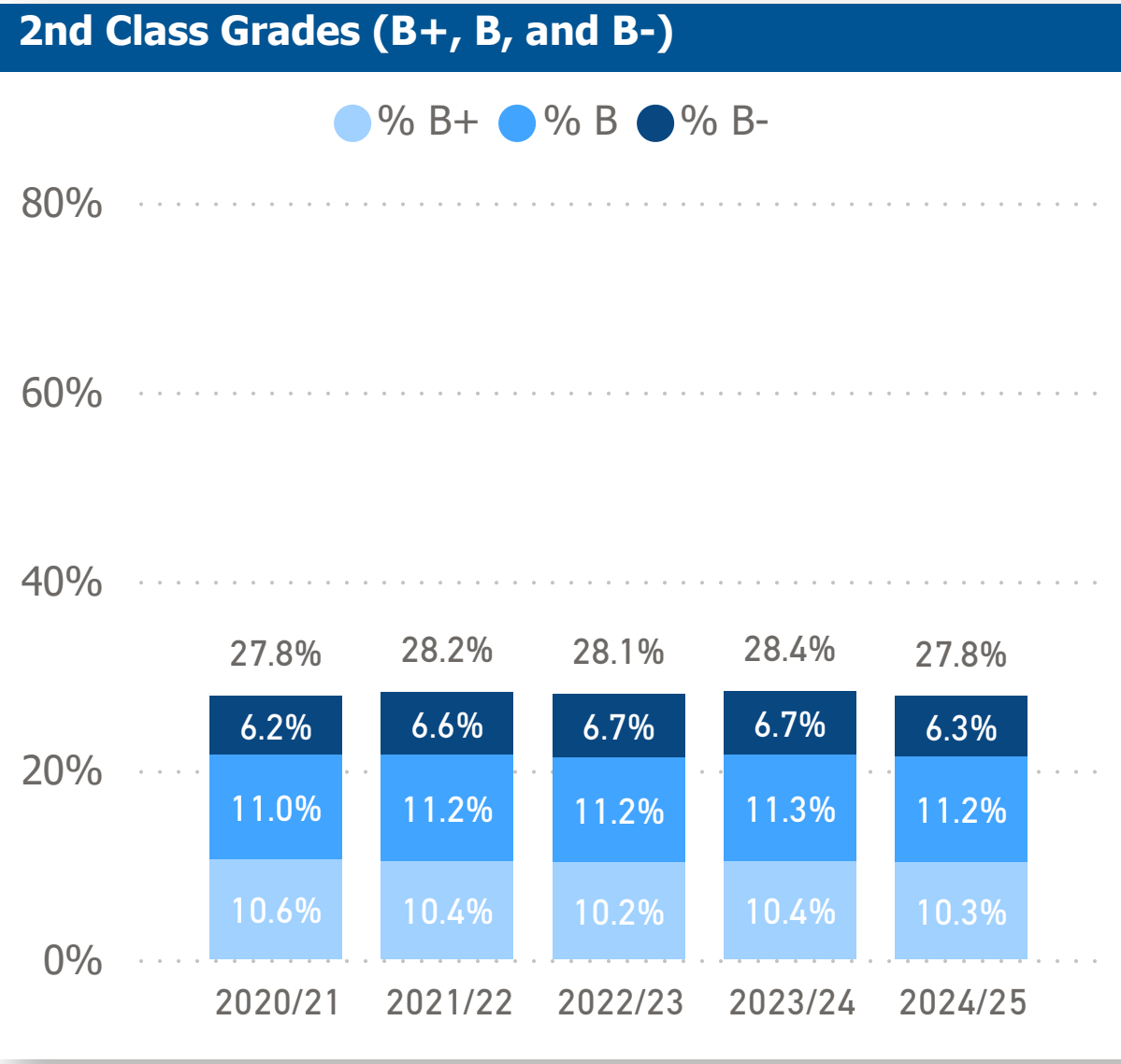
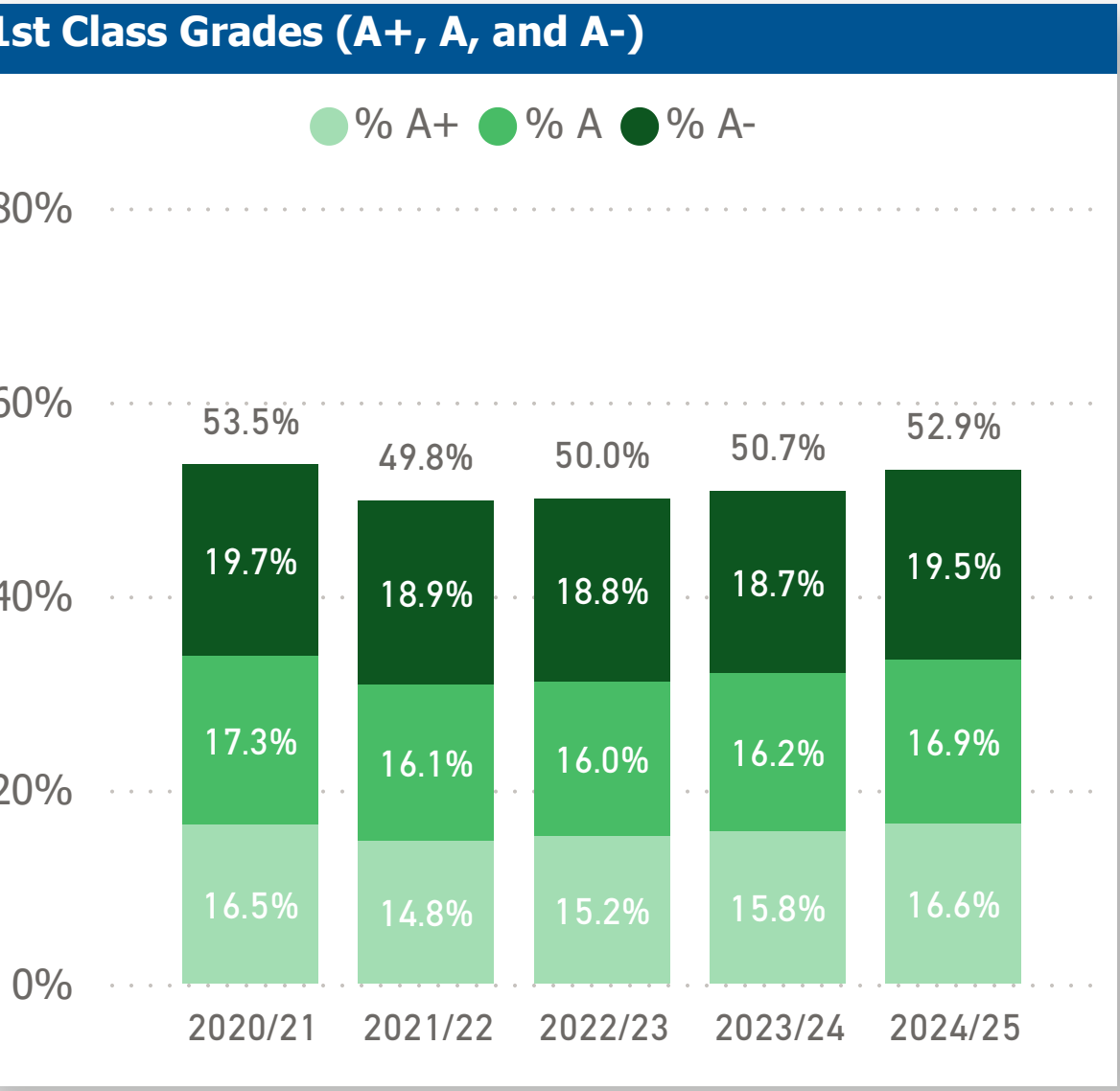
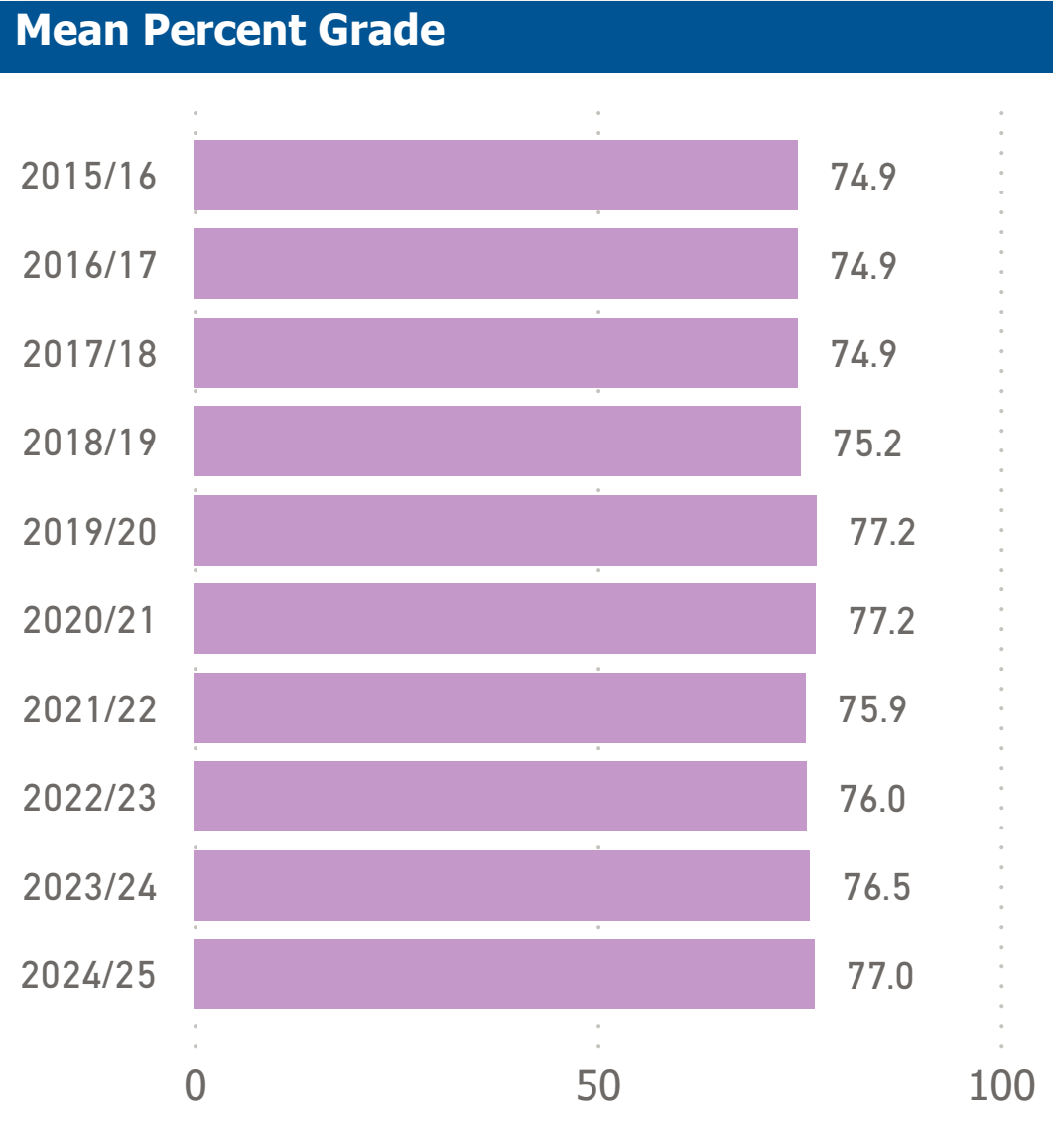
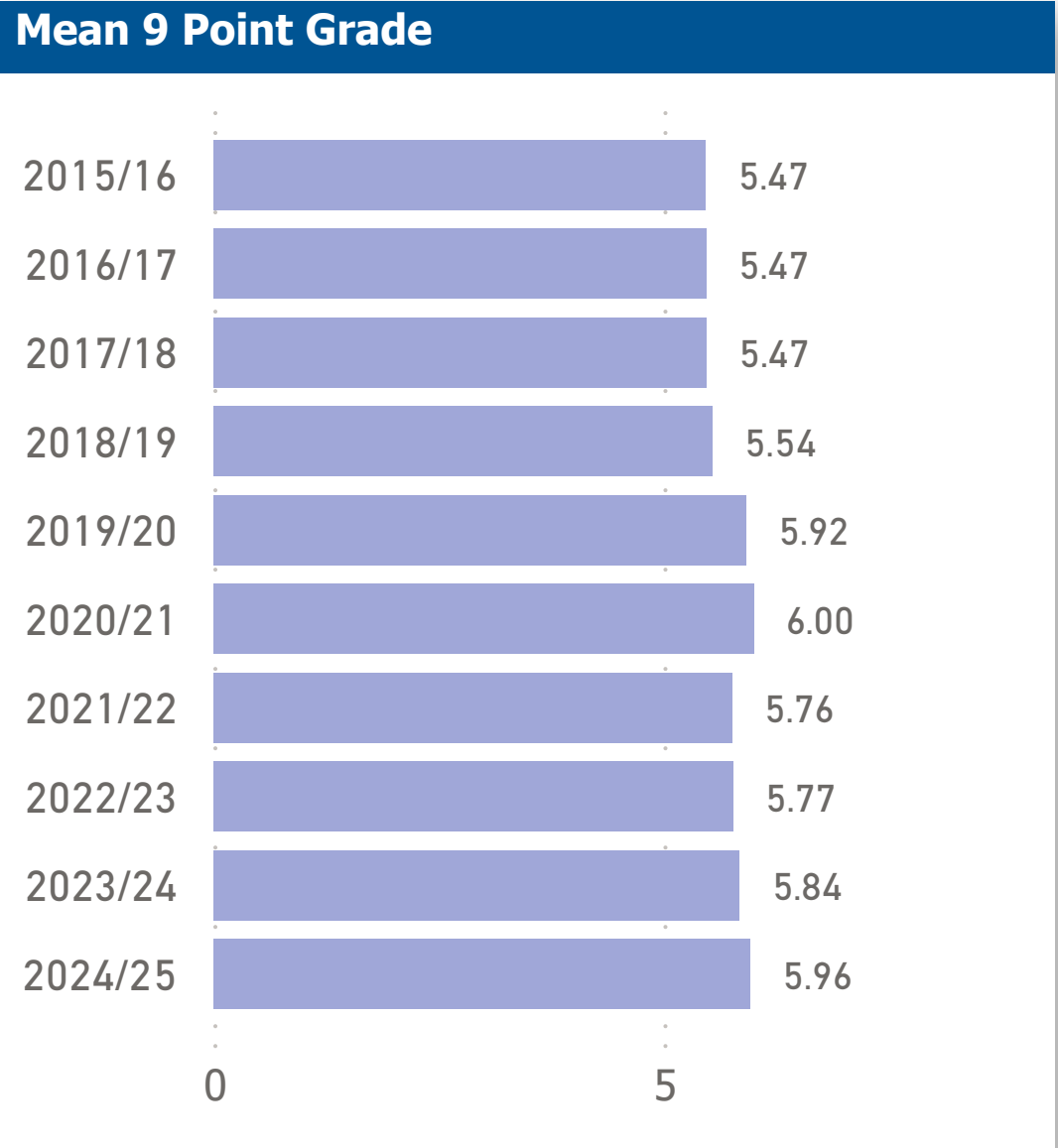
All

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.47	74.9	44.0%	31.1%	20.1%	4.8%	140,757	4.6%	156,824
+	2016/17	5.47	74.9	43.9%	31.3%	19.9%	4.8%	142,524	4.5%	159,265
+	2017/18	5.47	74.9	44.2%	31.0%	19.9%	4.8%	142,956	4.6%	159,806
+	2018/19	5.54	75.2	45.1%	30.8%	19.5%	4.6%	144,956	4.3%	161,531
+	2019/20	5.92	77.2	50.8%	30.5%	15.4%	3.3%	140,955	5.0%	163,706
+	2020/21	6.00	77.2	53.5%	27.8%	14.5%	4.1%	149,779	4.3%	165,953
+	2021/22	5.76	75.9	49.8%	28.2%	17.0%	4.9%	149,204	4.9%	168,267
+	2022/23	5.77	76.0	50.0%	28.1%	17.1%	4.8%	142,694	4.6%	161,383
+	2023/24	5.84	76.5	50.7%	28.4%	16.3%	4.5%	143,623	4.2%	160,778
+	2024/25	5.96	77.0	52.9%	27.8%	14.9%	4.3%	145,411	3.8%	163,326



Year

All

Course Level

☐ Undergraduate

☐ Law

☒ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

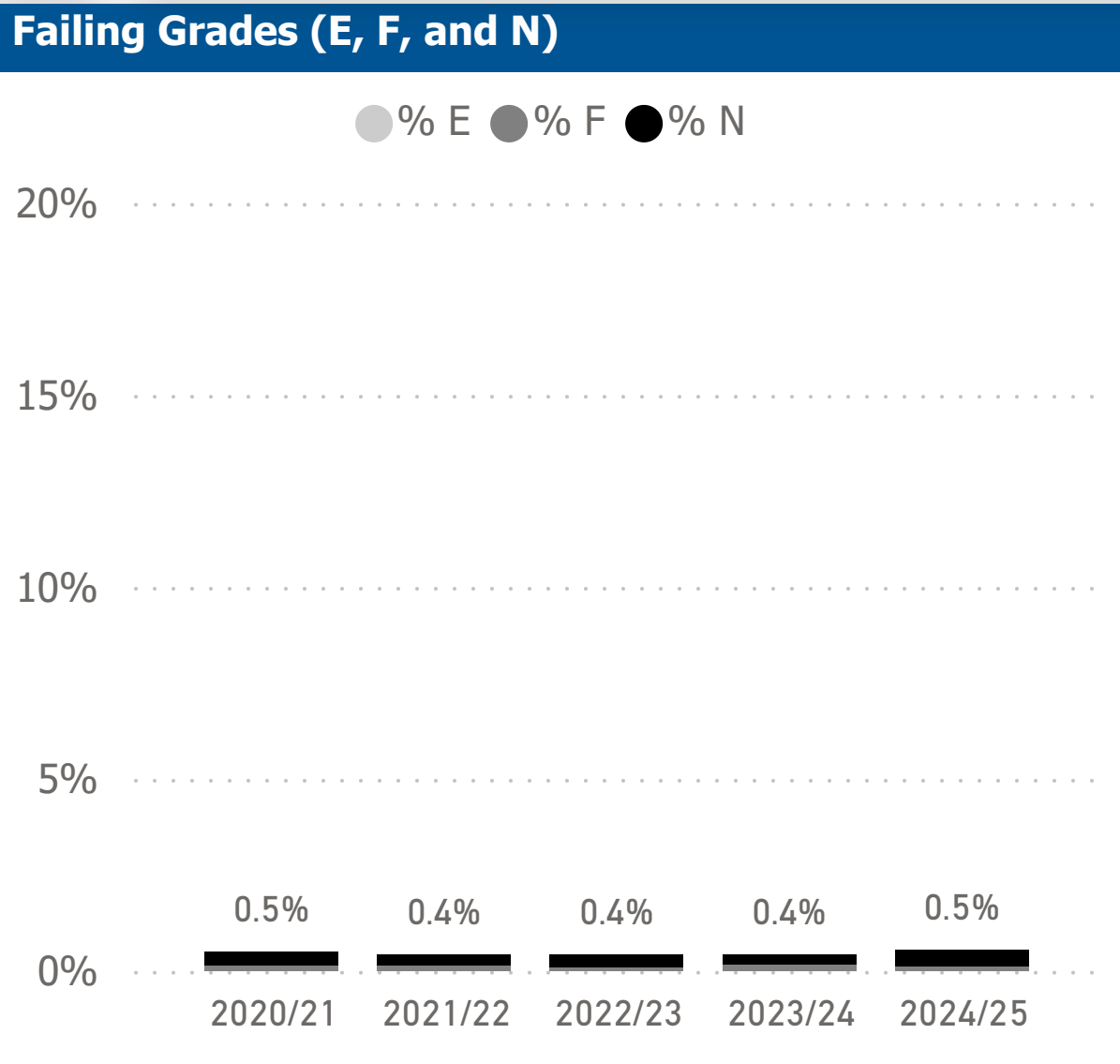
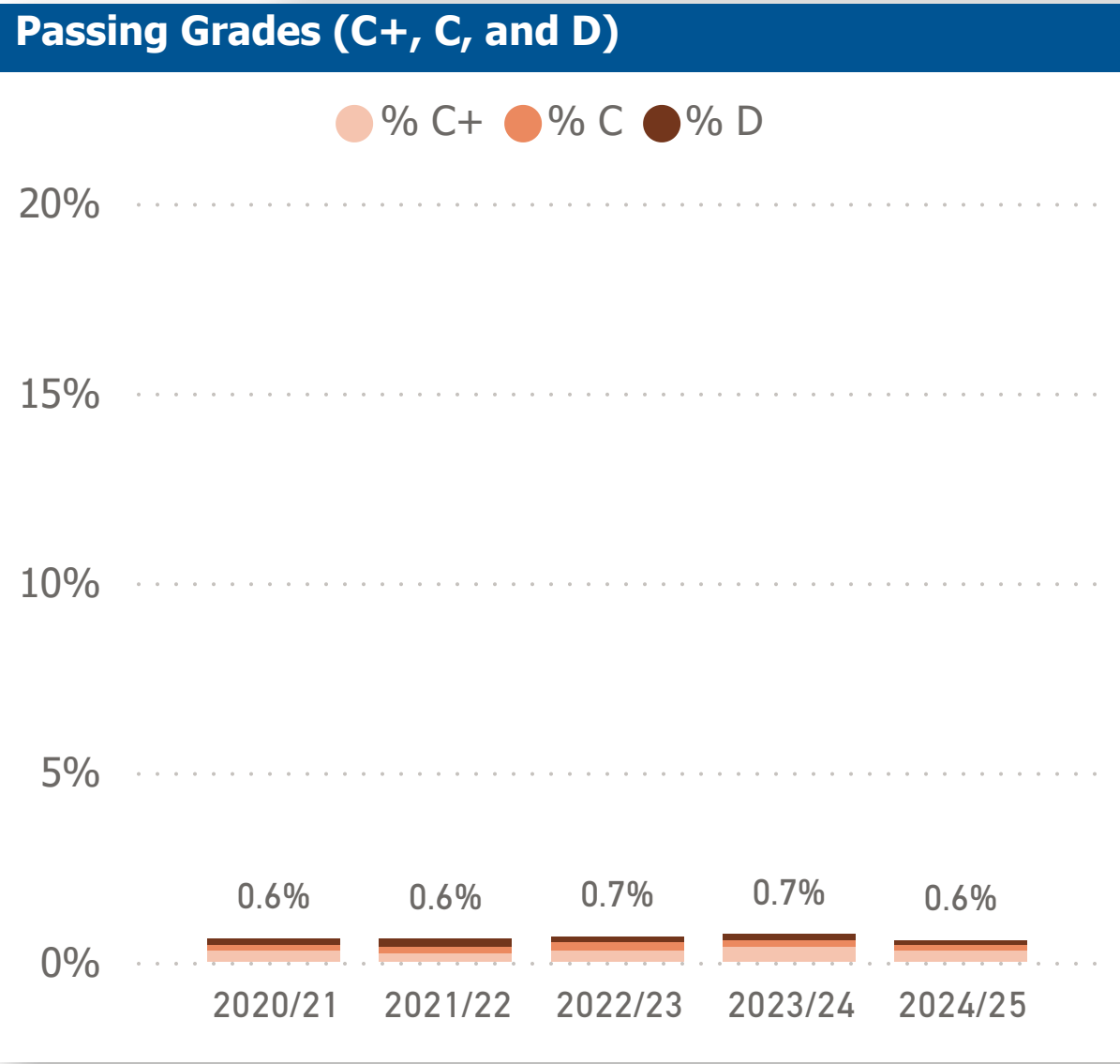
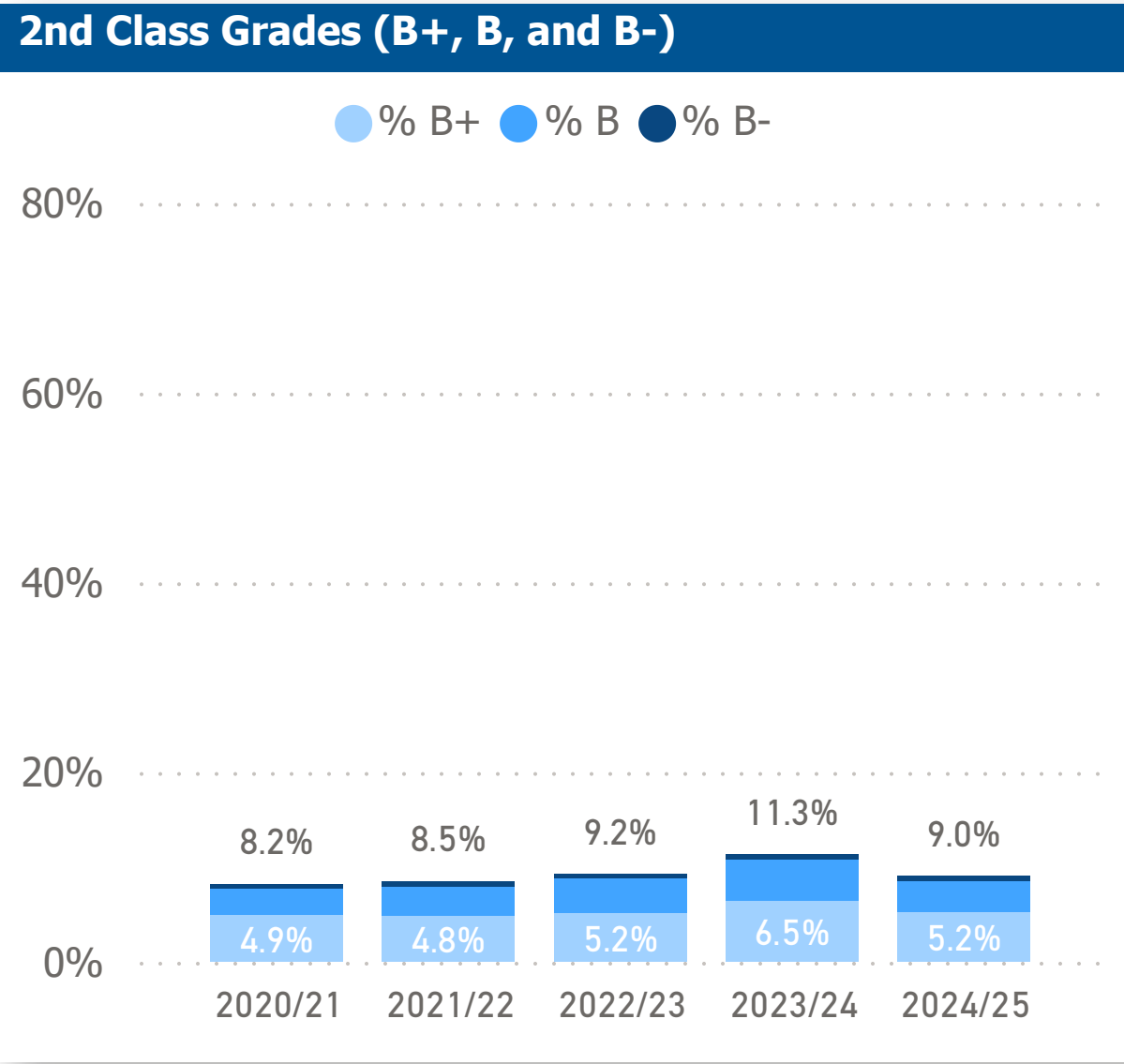
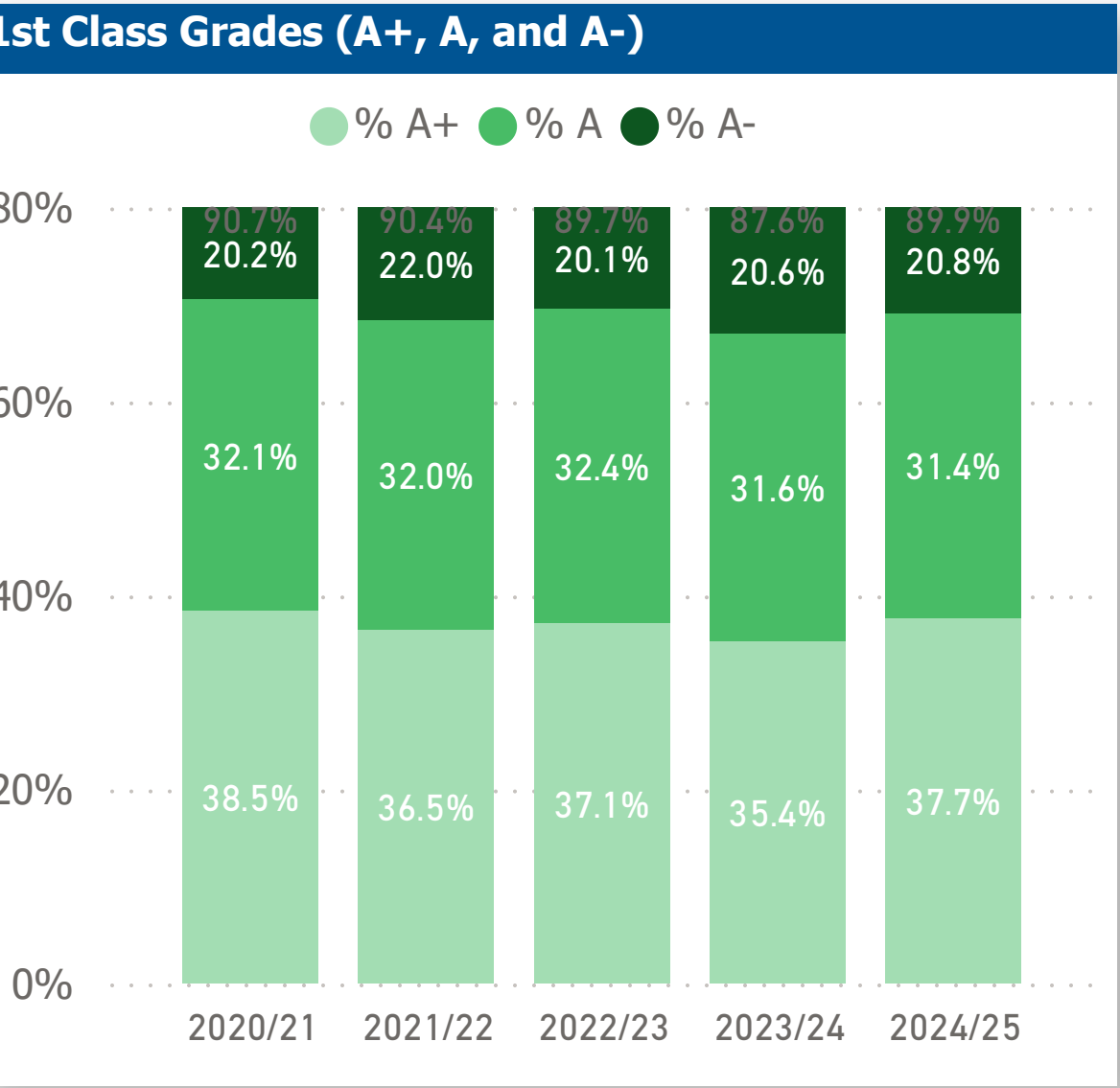
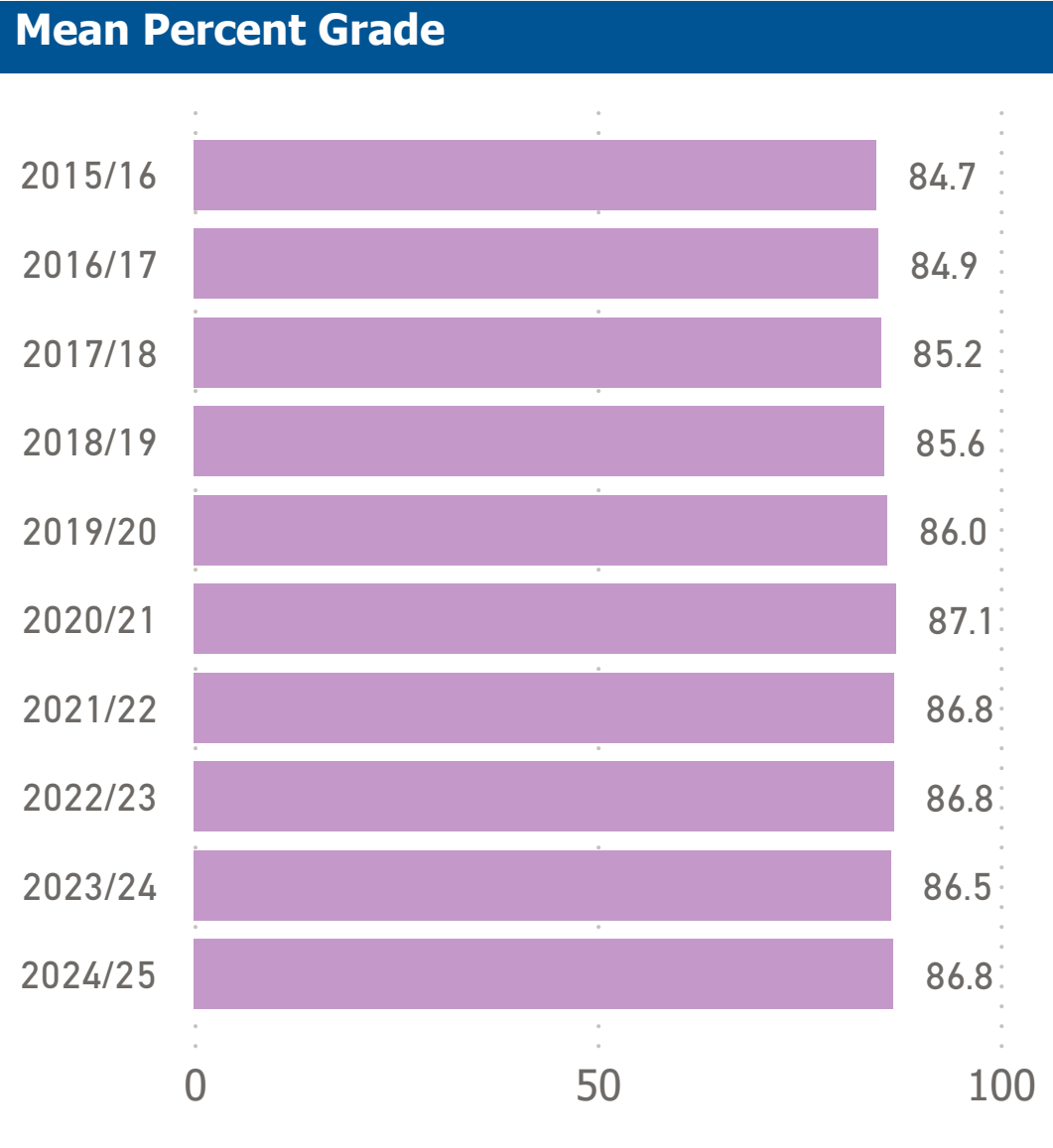
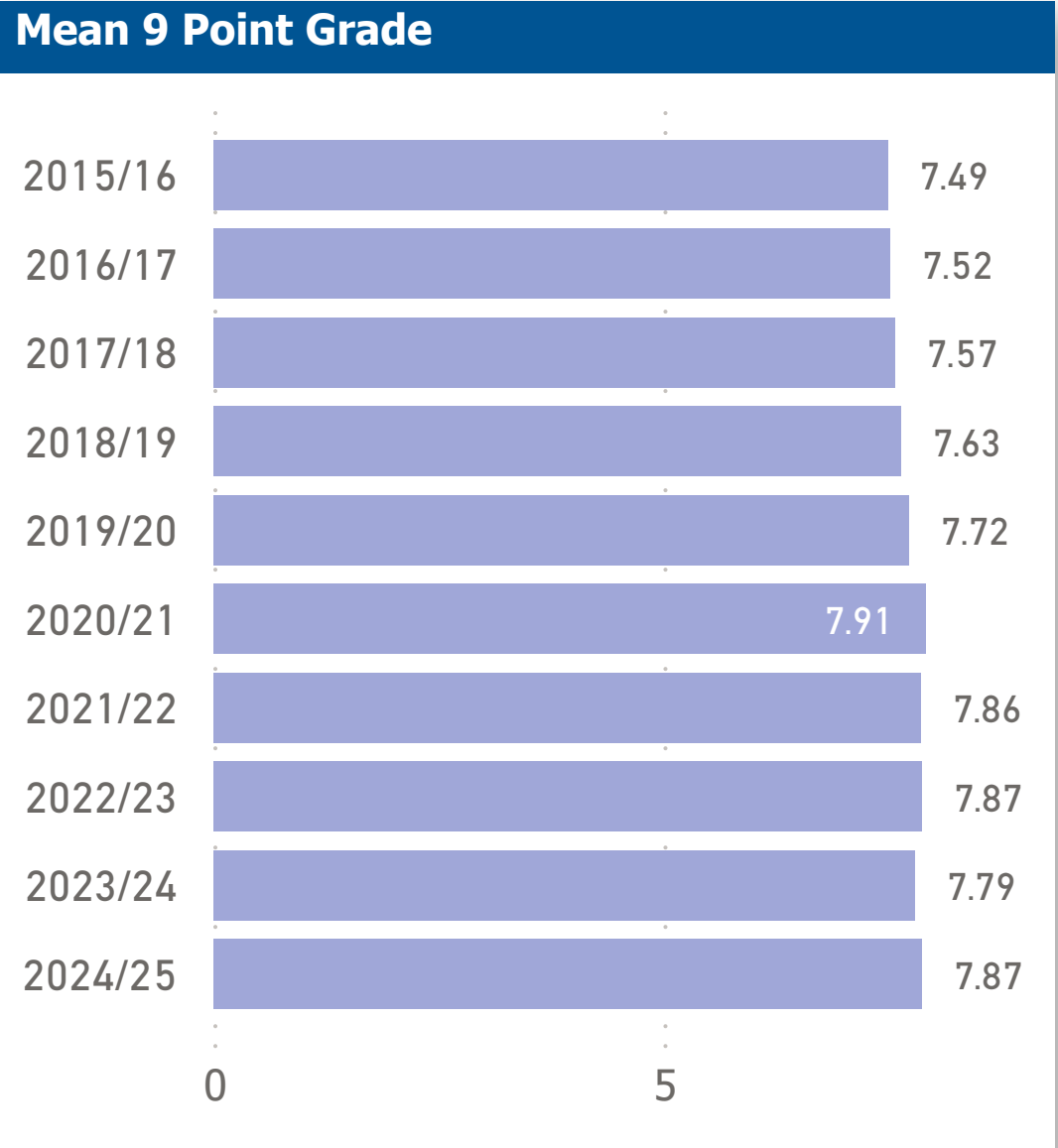
All

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	7.49	84.7	82.8%	15.5%	1.3%	0.5%	8,290	2.6%	19,065
+	2016/17	7.52	84.9	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	18,132
+	2017/18	7.57	85.2	84.9%	14.2%	0.7%	0.3%	7,836	2.0%	18,190
+	2018/19	7.63	85.6	85.4%	13.8%	0.6%	0.2%	7,784	2.0%	17,547
+	2019/20	7.72	86.0	87.3%	11.7%	0.8%	0.2%	7,473	2.3%	17,203
+	2020/21	7.91	87.1	90.7%	8.2%	0.6%	0.5%	7,086	2.1%	16,489
+	2021/22	7.86	86.8	90.4%	8.5%	0.6%	0.4%	7,547	1.7%	17,595
+	2022/23	7.87	86.8	89.7%	9.2%	0.7%	0.4%	7,842	2.0%	18,191
+	2023/24	7.79	86.5	87.6%	11.3%	0.7%	0.4%	7,906	2.0%	18,157
+	2024/25	7.87	86.8	89.9%	9.0%	0.6%	0.5%	7,889	1.7%	18,250



Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

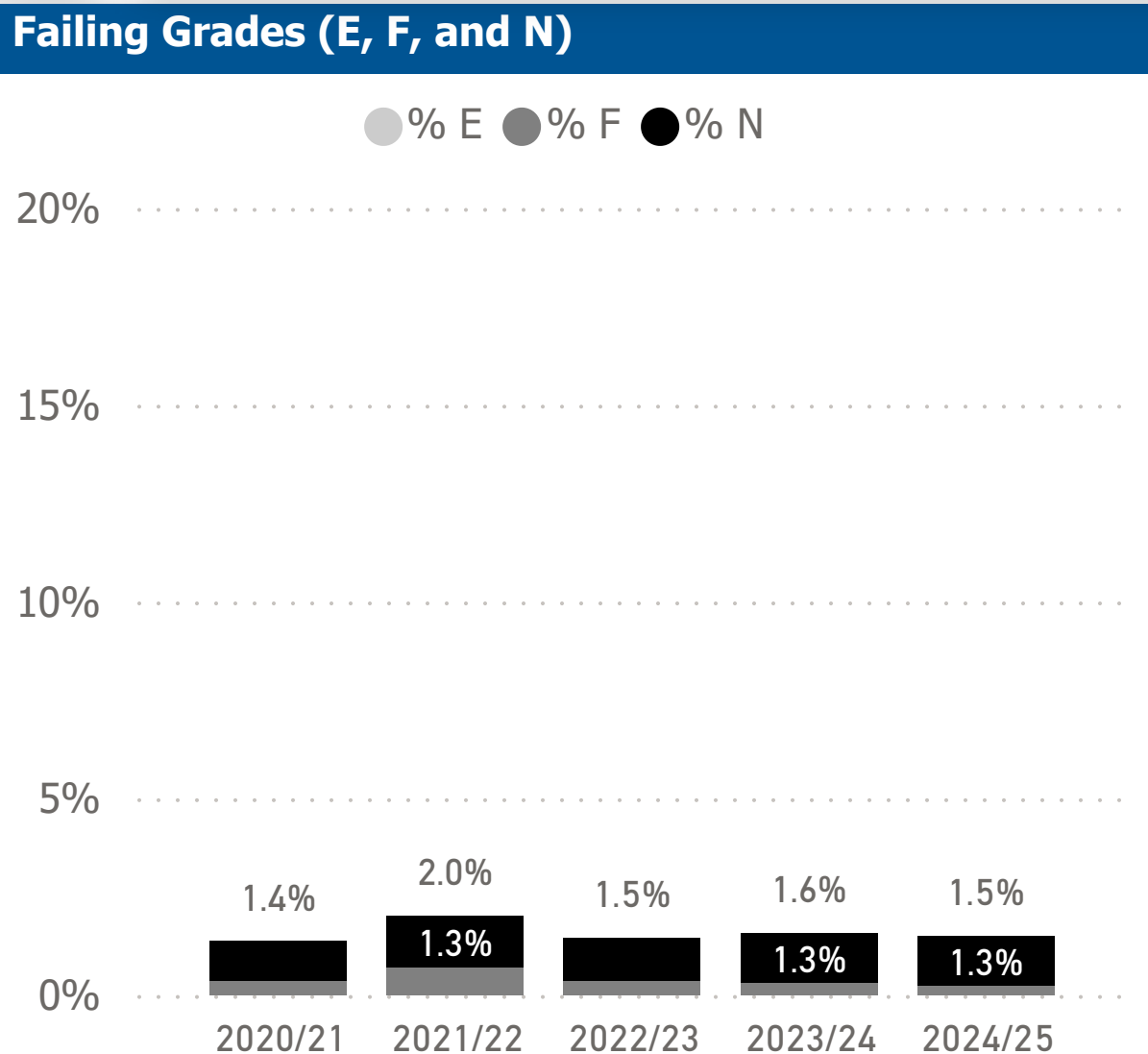
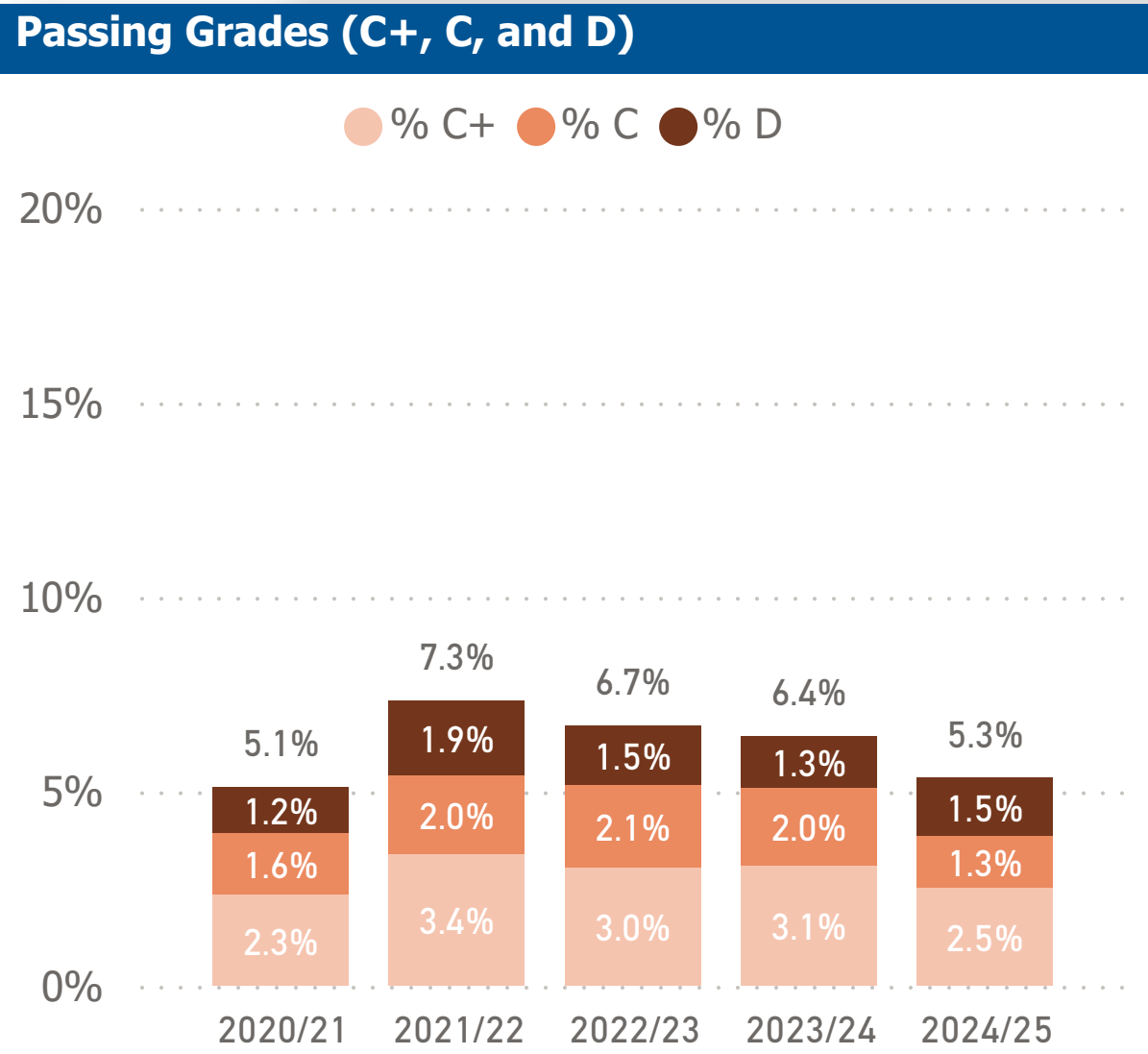
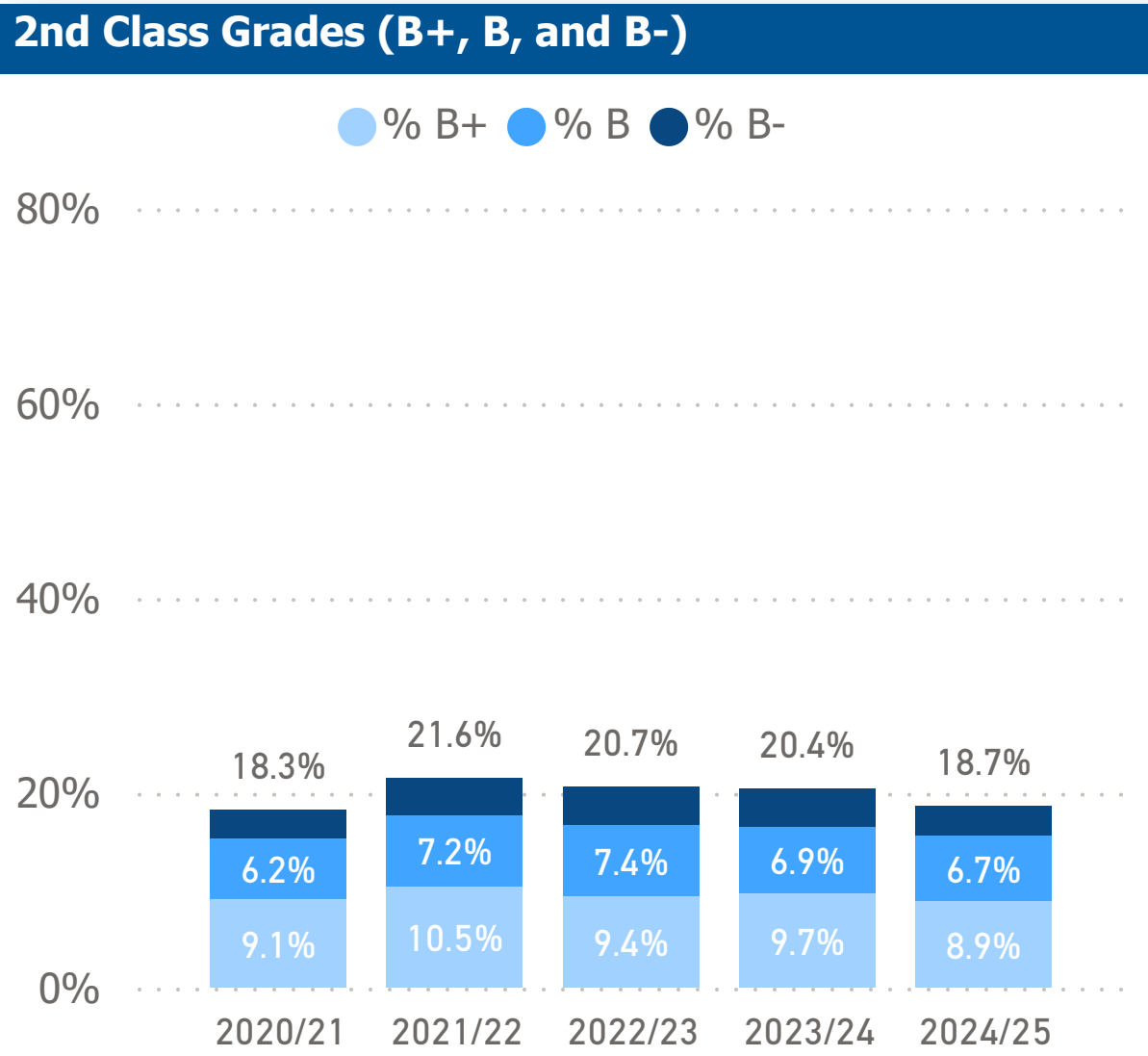
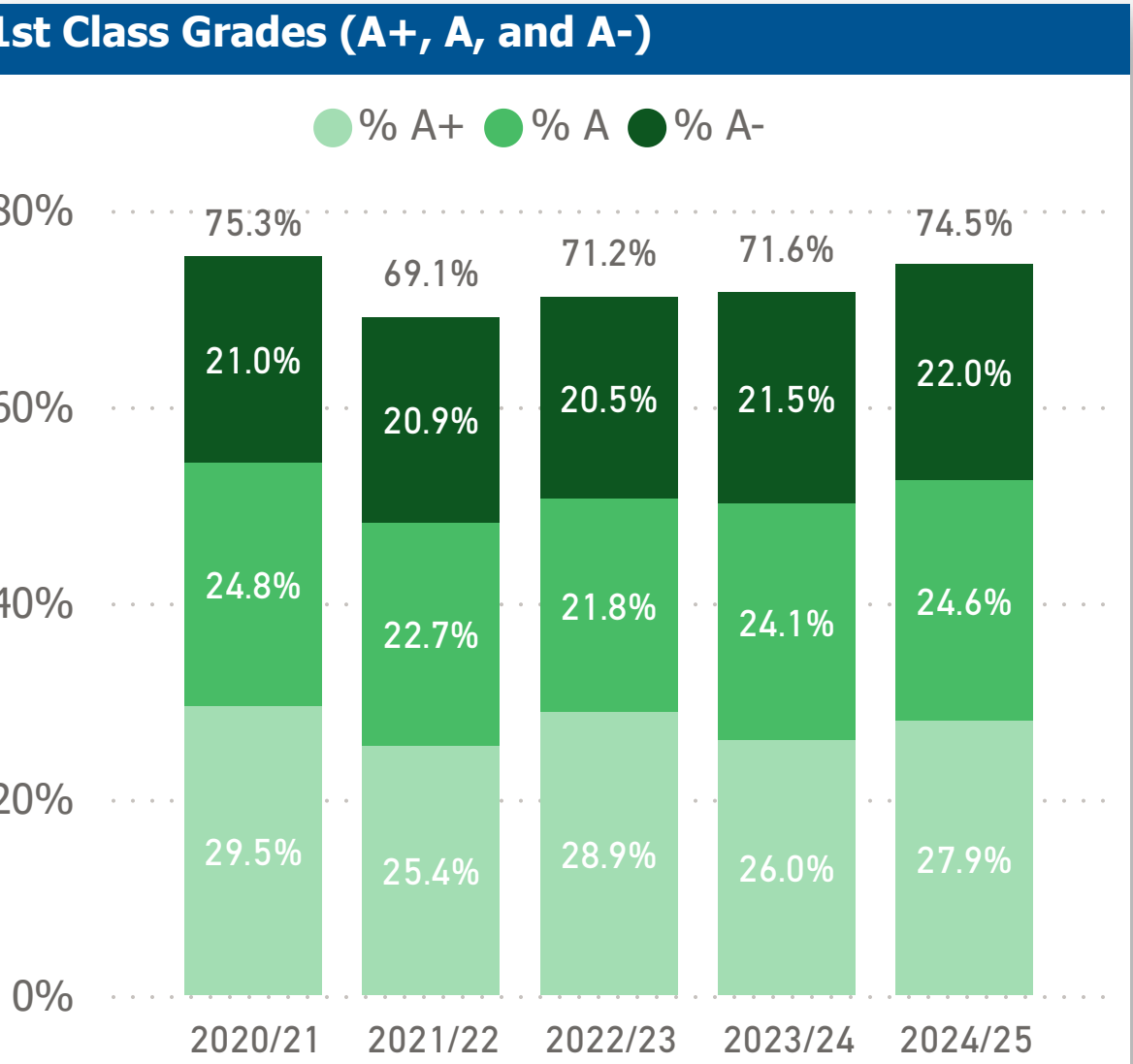
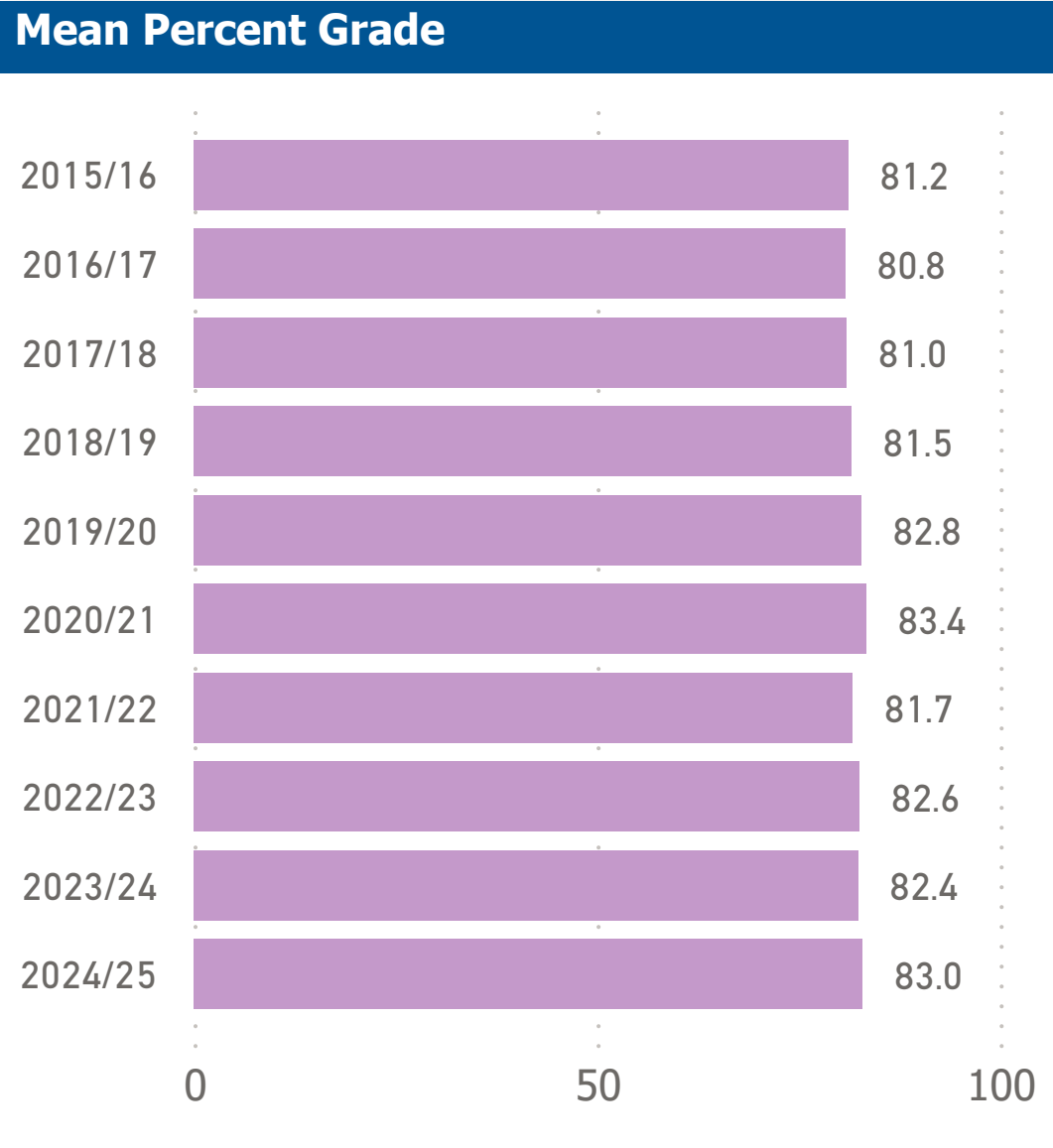
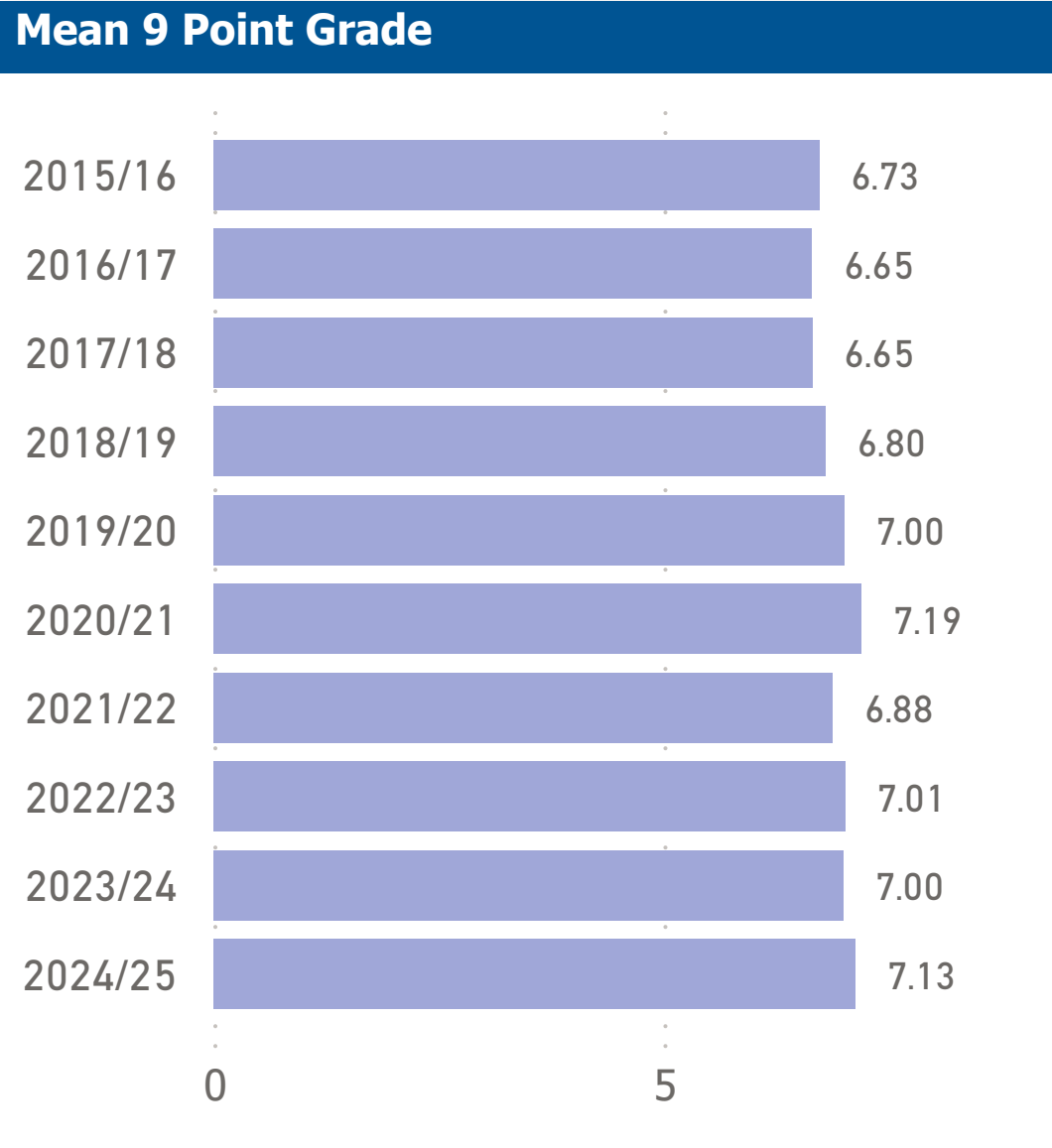
Faculty of Education

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	6.73	81.2	64.8%	27.6%	6.7%	1.0%	10,423	2.4%	12,642
+	2016/17	6.65	80.8	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,322
+	2017/18	6.65	81.0	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,424
+	2018/19	6.80	81.5	65.2%	27.0%	6.7%	1.2%	10,559	2.1%	12,692
+	2019/20	7.00	82.8	69.3%	24.7%	5.3%	0.8%	10,735	2.4%	12,564
+	2020/21	7.19	83.4	75.3%	18.3%	5.1%	1.4%	10,130	2.1%	12,506
+	2021/22	6.88	81.7	69.1%	21.6%	7.3%	2.0%	10,616	3.3%	13,361
+	2022/23	7.01	82.6	71.2%	20.7%	6.7%	1.5%	9,741	3.1%	12,569
+	2023/24	7.00	82.4	71.6%	20.4%	6.4%	1.6%	9,826	2.9%	12,414
+	2024/25	7.13	83.0	74.5%	18.7%	5.3%	1.5%	10,648	2.7%	13,364



Course Grading Patterns

Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

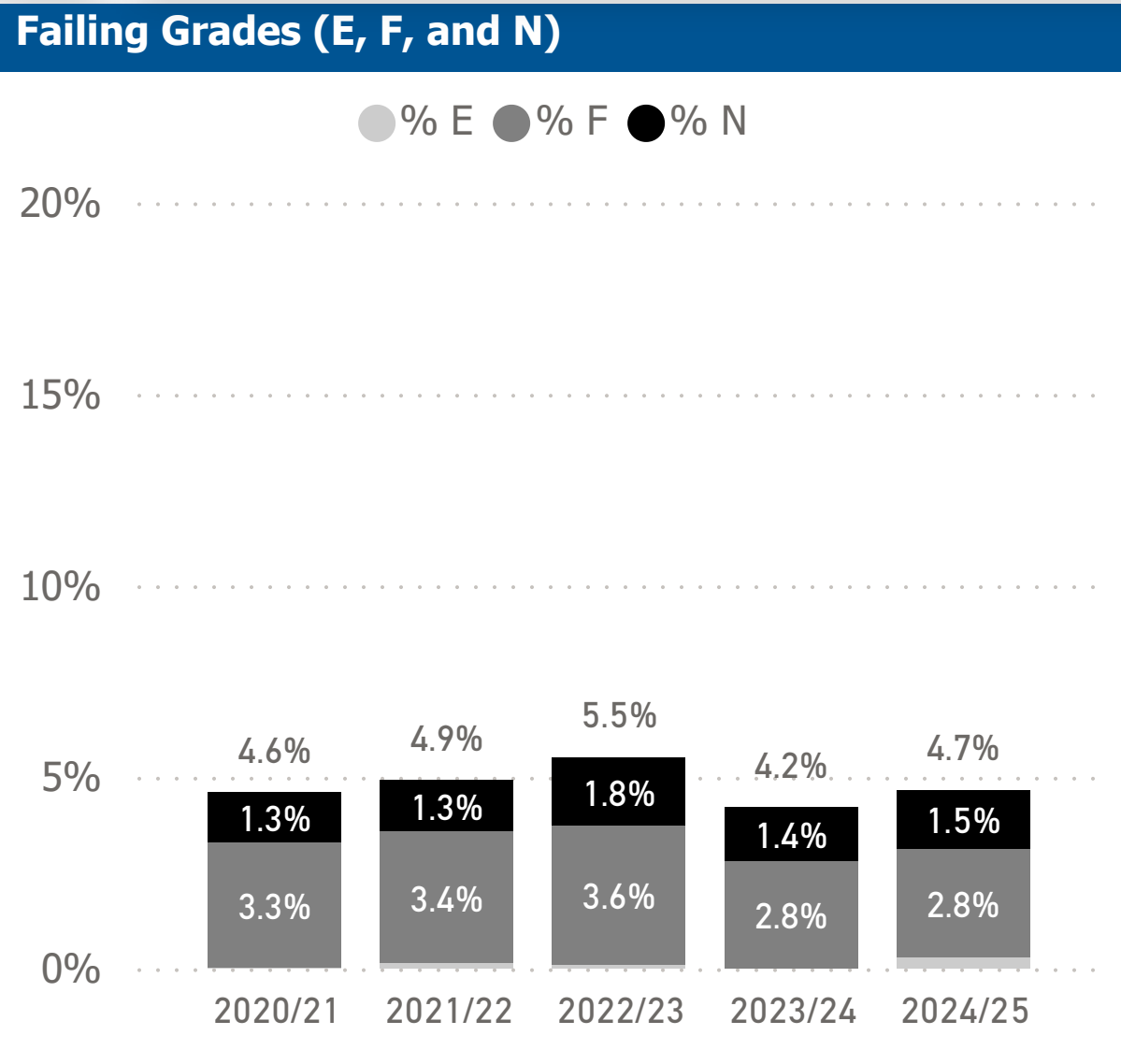
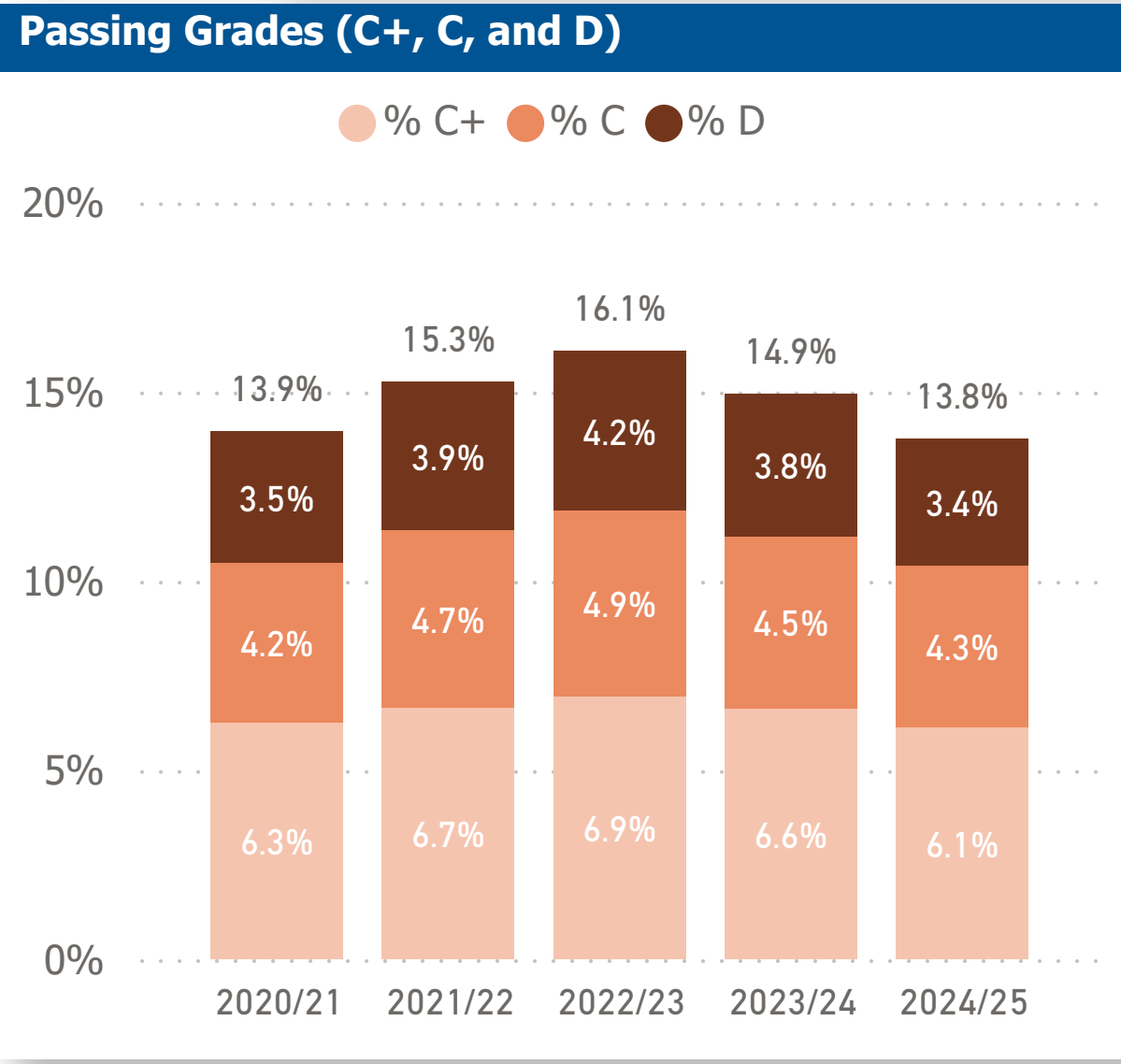
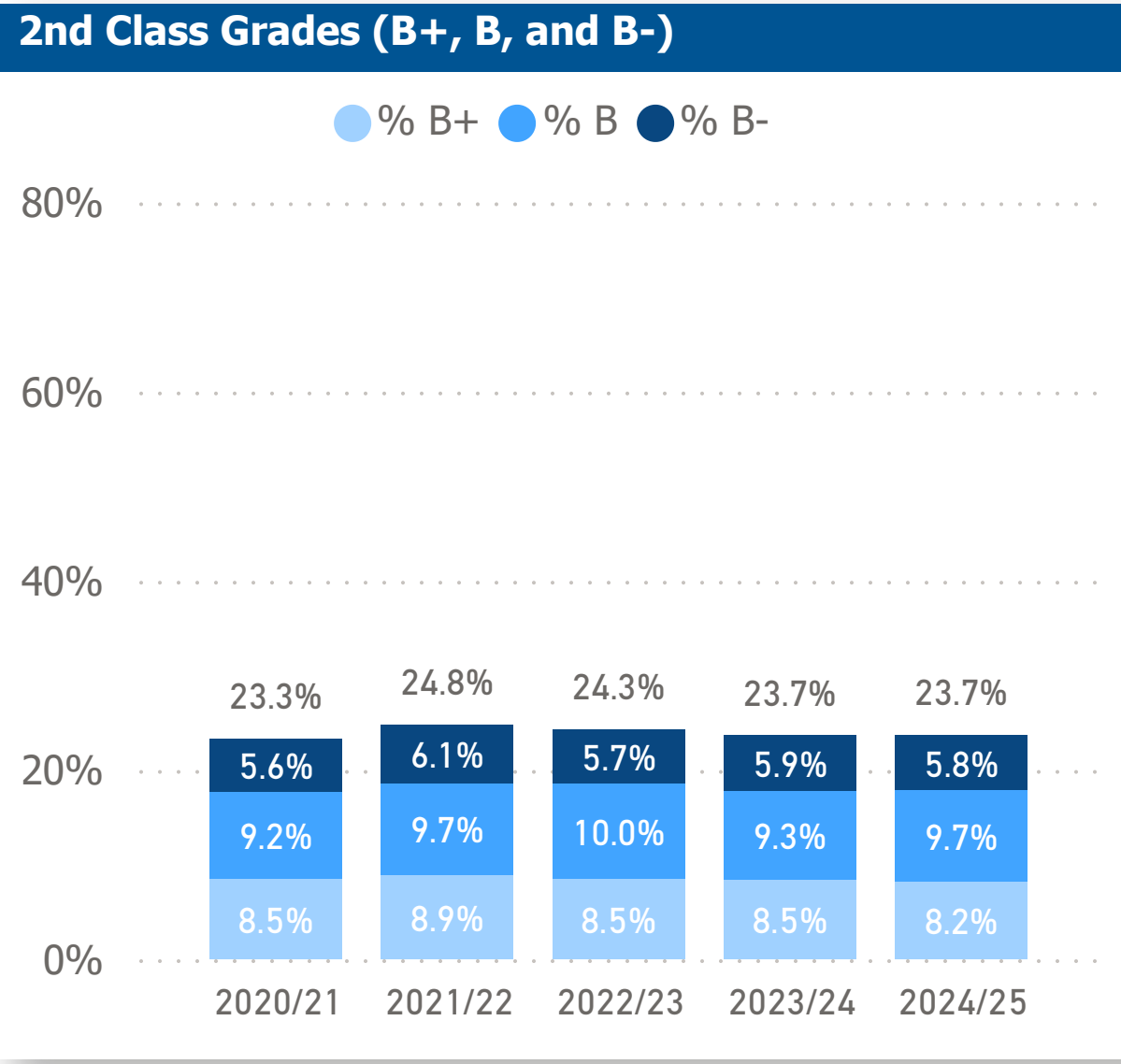
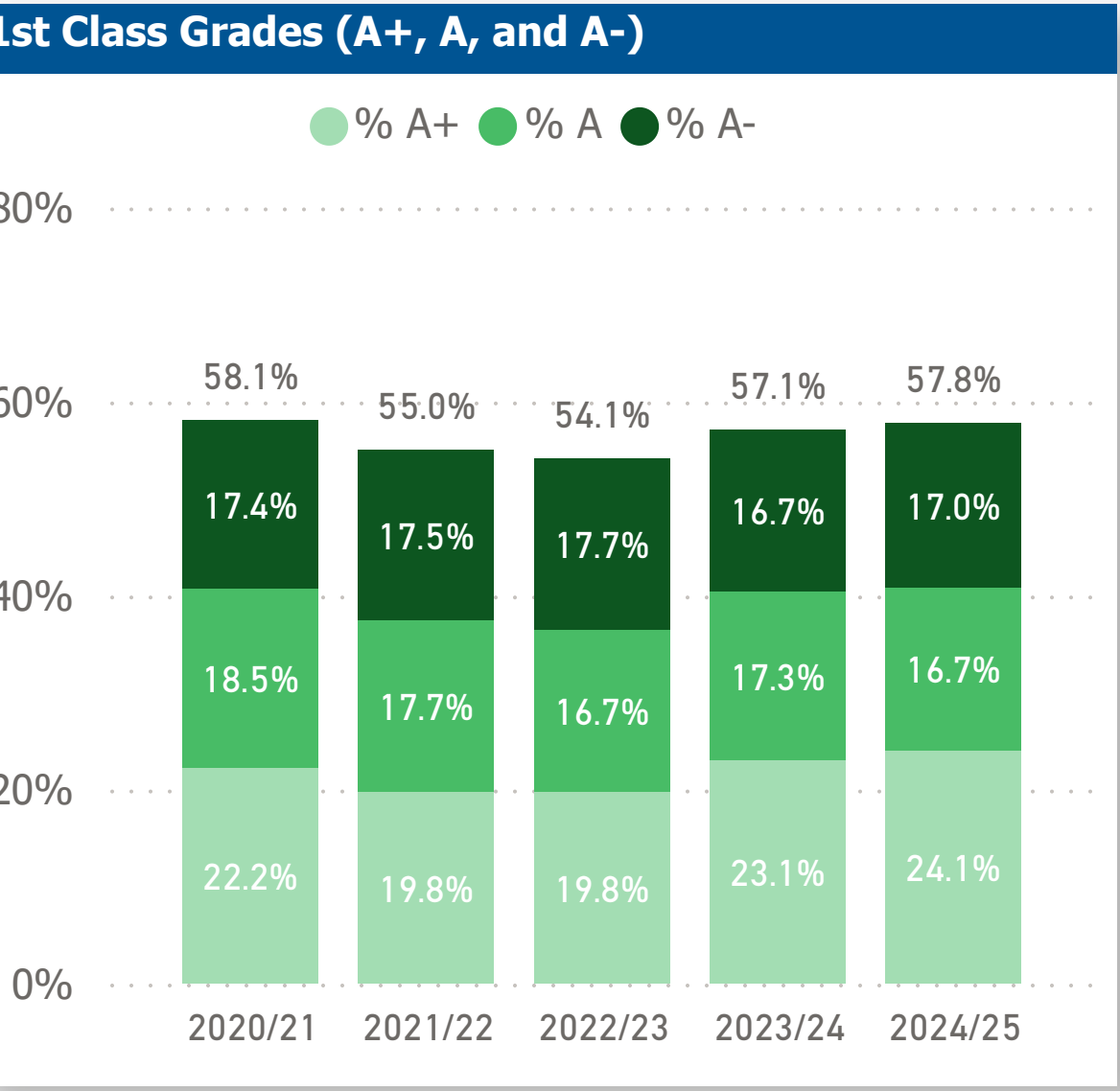
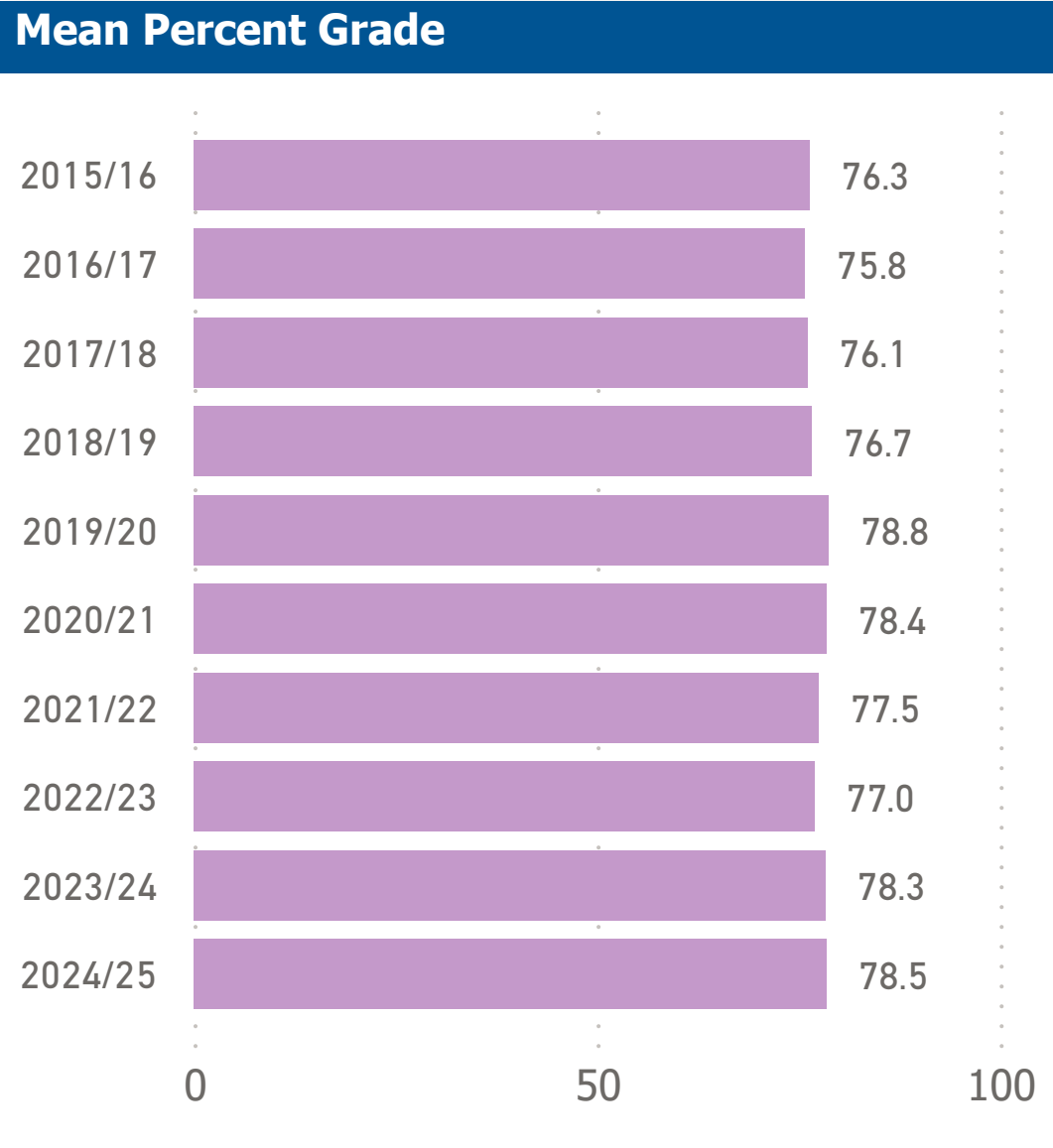
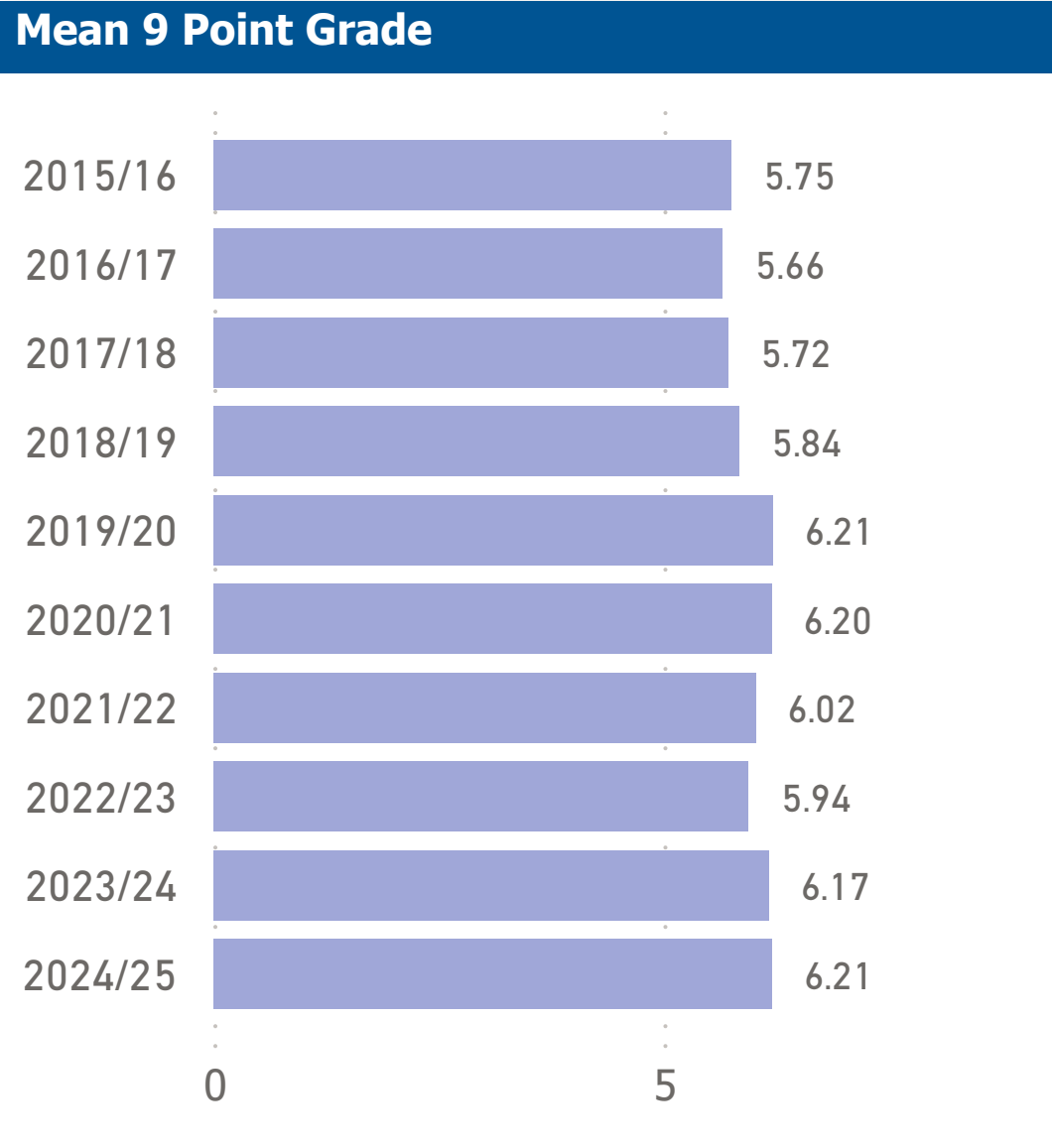
Faculty of Engineering and CSc

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.75	76.3	50.2%	26.1%	18.6%	5.0%	16,852	4.7%	19,011
+	2016/17	5.66	75.8	48.4%	26.5%	19.4%	5.5%	18,505	4.8%	21,069
+	2017/18	5.72	76.1	49.8%	25.9%	18.7%	5.3%	19,113	4.9%	22,052
+	2018/19	5.84	76.7	51.9%	25.6%	16.9%	5.3%	19,308	4.5%	22,284
+	2019/20	6.21	78.8	57.5%	24.9%	13.8%	3.7%	18,687	5.5%	22,636
+	2020/21	6.20	78.4	58.1%	23.3%	13.9%	4.6%	19,862	4.6%	22,468
+	2021/22	6.02	77.5	55.0%	24.8%	15.2%	4.9%	18,255	5.2%	21,403
+	2022/23	5.94	77.0	54.1%	24.3%	16.0%	5.5%	18,667	5.2%	21,743
+	2023/24	6.17	78.3	57.1%	23.7%	14.8%	4.3%	19,370	4.2%	22,030
+	2024/25	6.21	78.5	57.8%	23.7%	13.7%	4.8%	19,371	3.6%	21,932



Year

All

Course Level

Undergraduate

Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

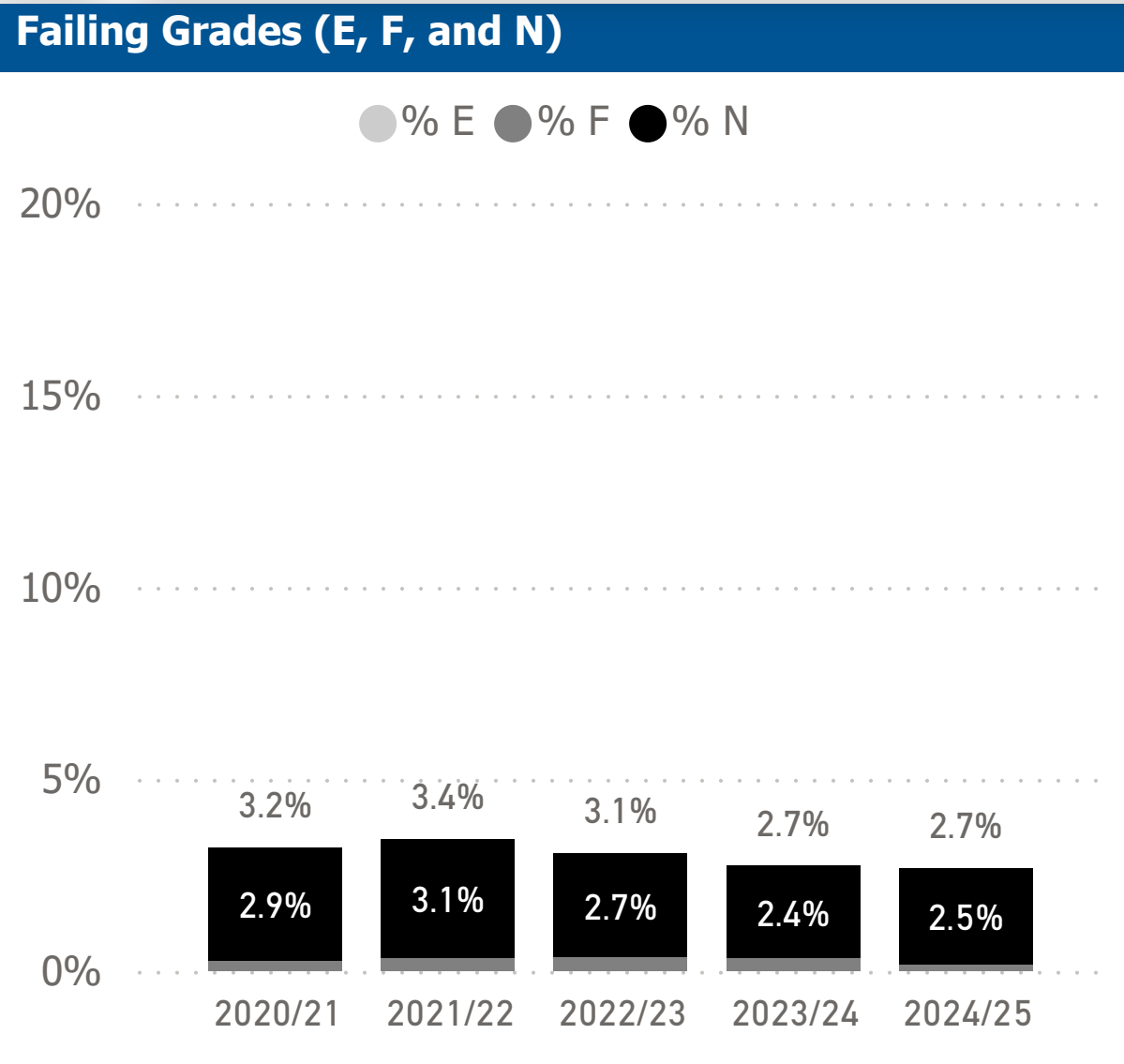
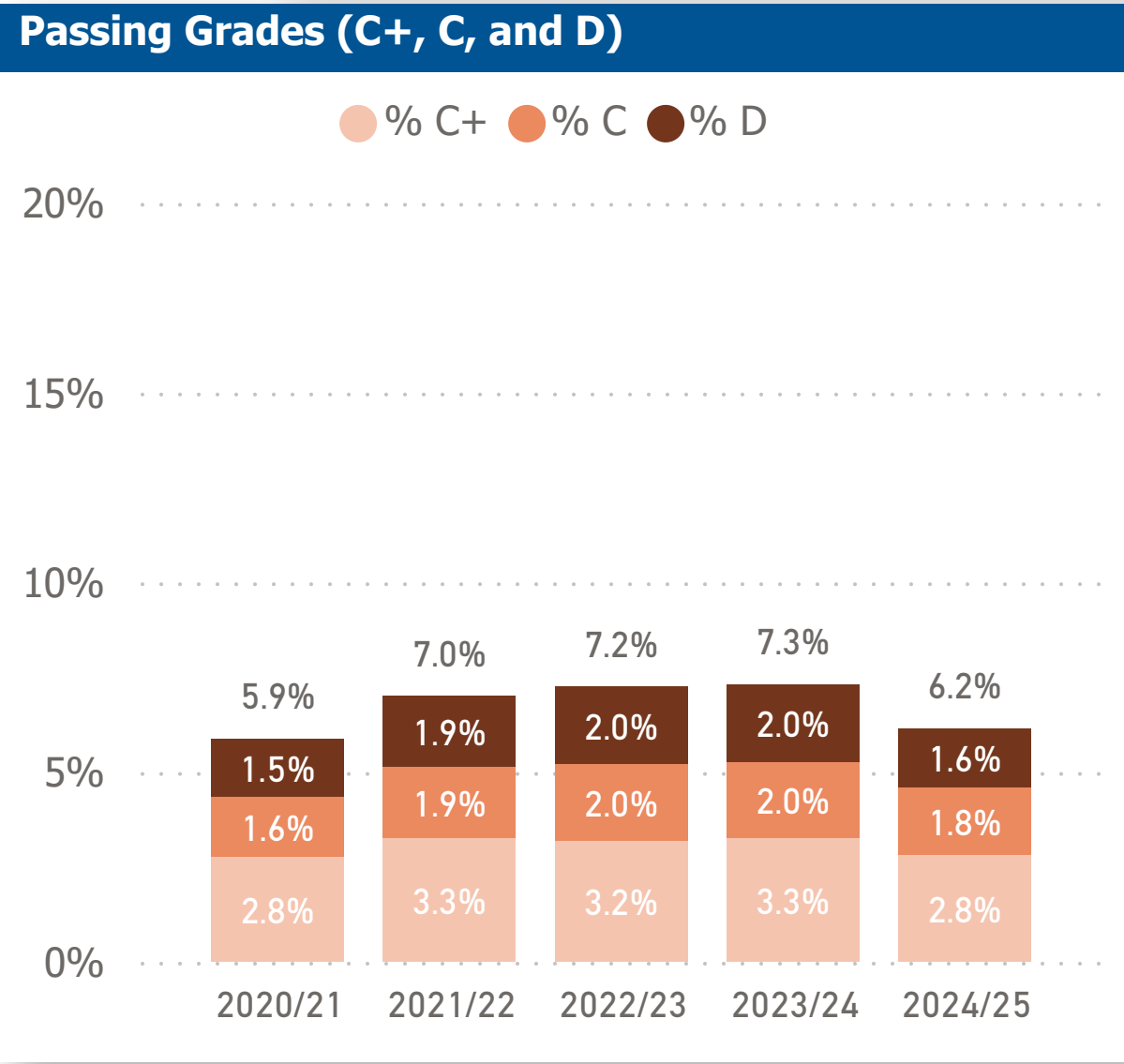
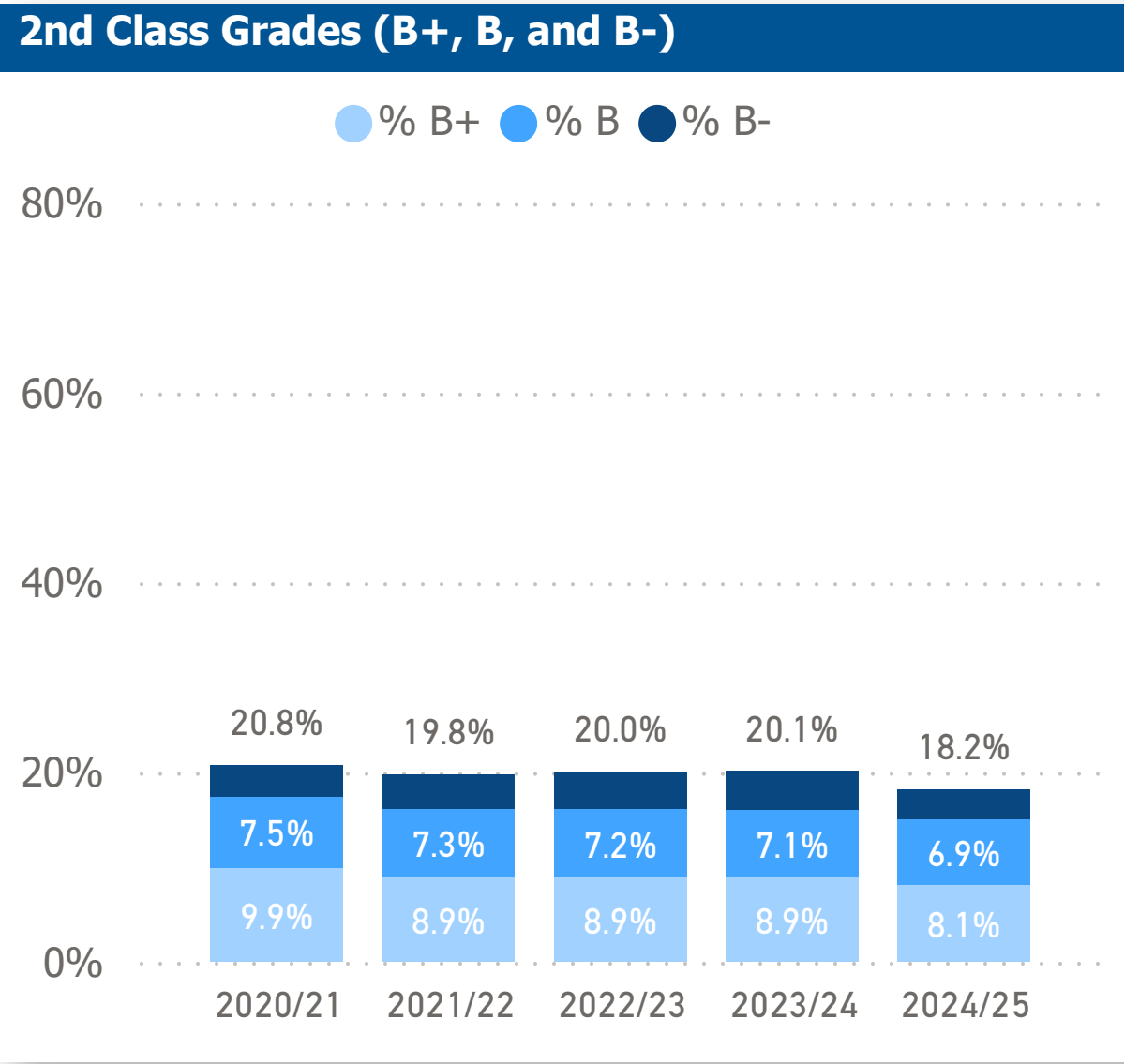
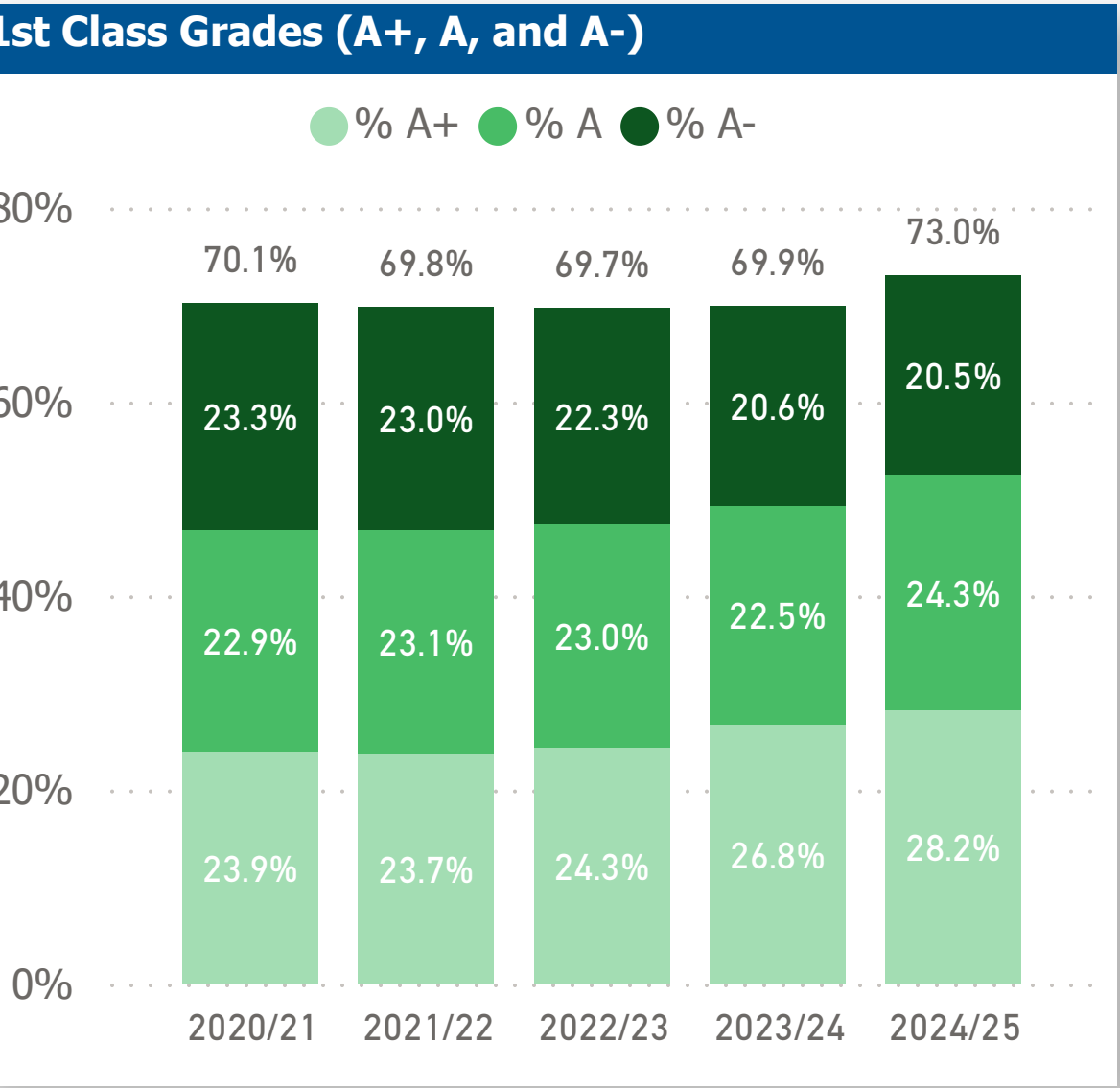
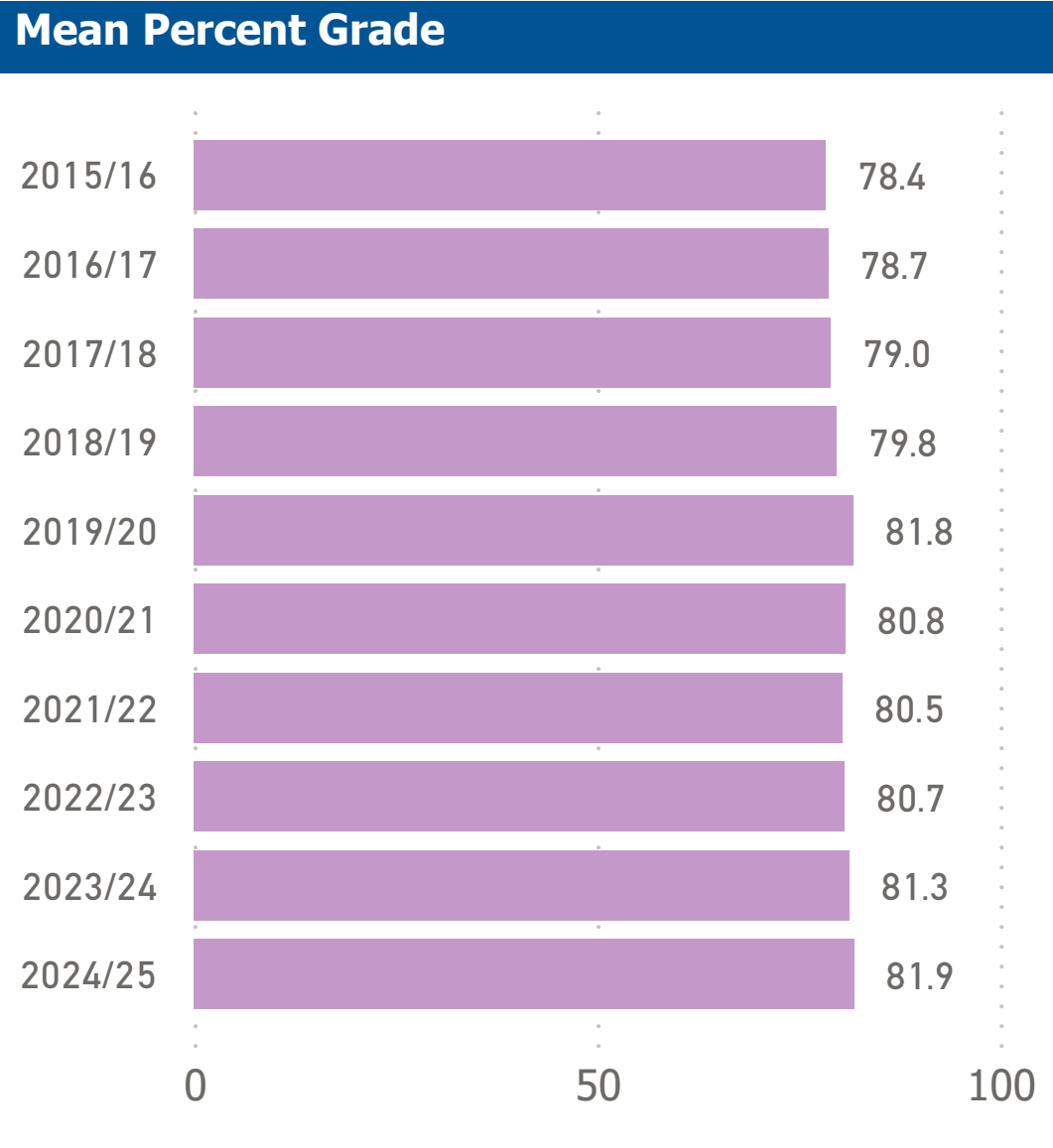
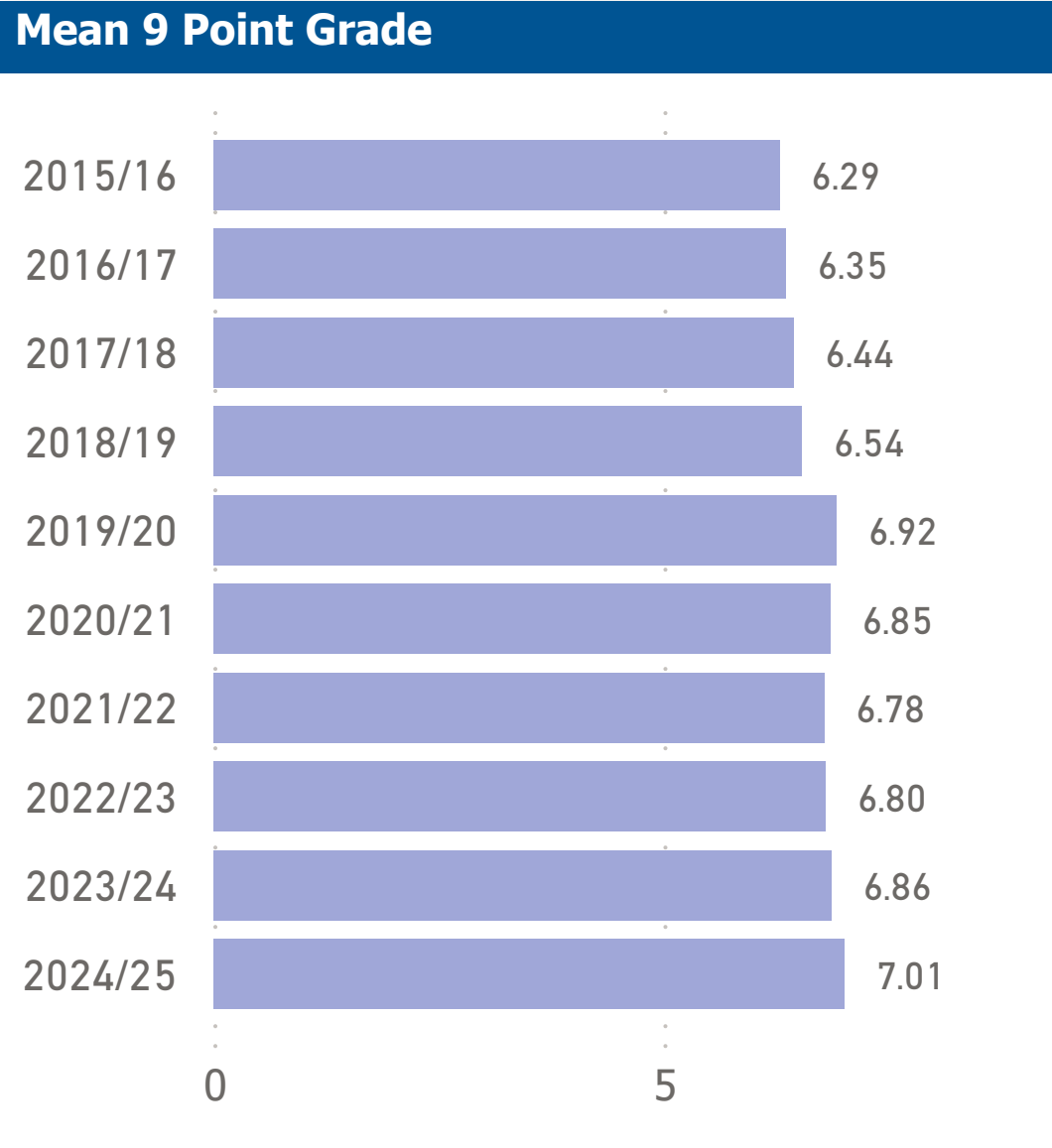
Faculty of Fine Arts

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	6.29	78.4	58.4%	28.3%	10.0%	3.4%	9,230	4.5%	9,777
+	2016/17	6.35	78.7	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
+	2017/18	6.44	79.0	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,473
+	2018/19	6.54	79.8	63.2%	24.9%	9.1%	2.7%	9,104	4.1%	9,610
+	2019/20	6.92	81.8	70.4%	21.9%	5.9%	1.8%	8,671	4.2%	9,302
+	2020/21	6.85	80.8	70.1%	20.8%	5.9%	3.2%	9,233	3.8%	9,689
+	2021/22	6.78	80.5	69.8%	19.8%	7.0%	3.4%	9,791	3.5%	10,242
+	2022/23	6.80	80.7	69.7%	20.0%	7.2%	3.1%	10,029	3.5%	10,520
+	2023/24	6.86	81.3	69.9%	20.1%	7.3%	2.7%	10,269	3.7%	10,784
+	2024/25	7.01	81.9	73.0%	18.2%	6.2%	2.7%	9,804	3.9%	10,431



Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

Faculty of Human & Social Dev.

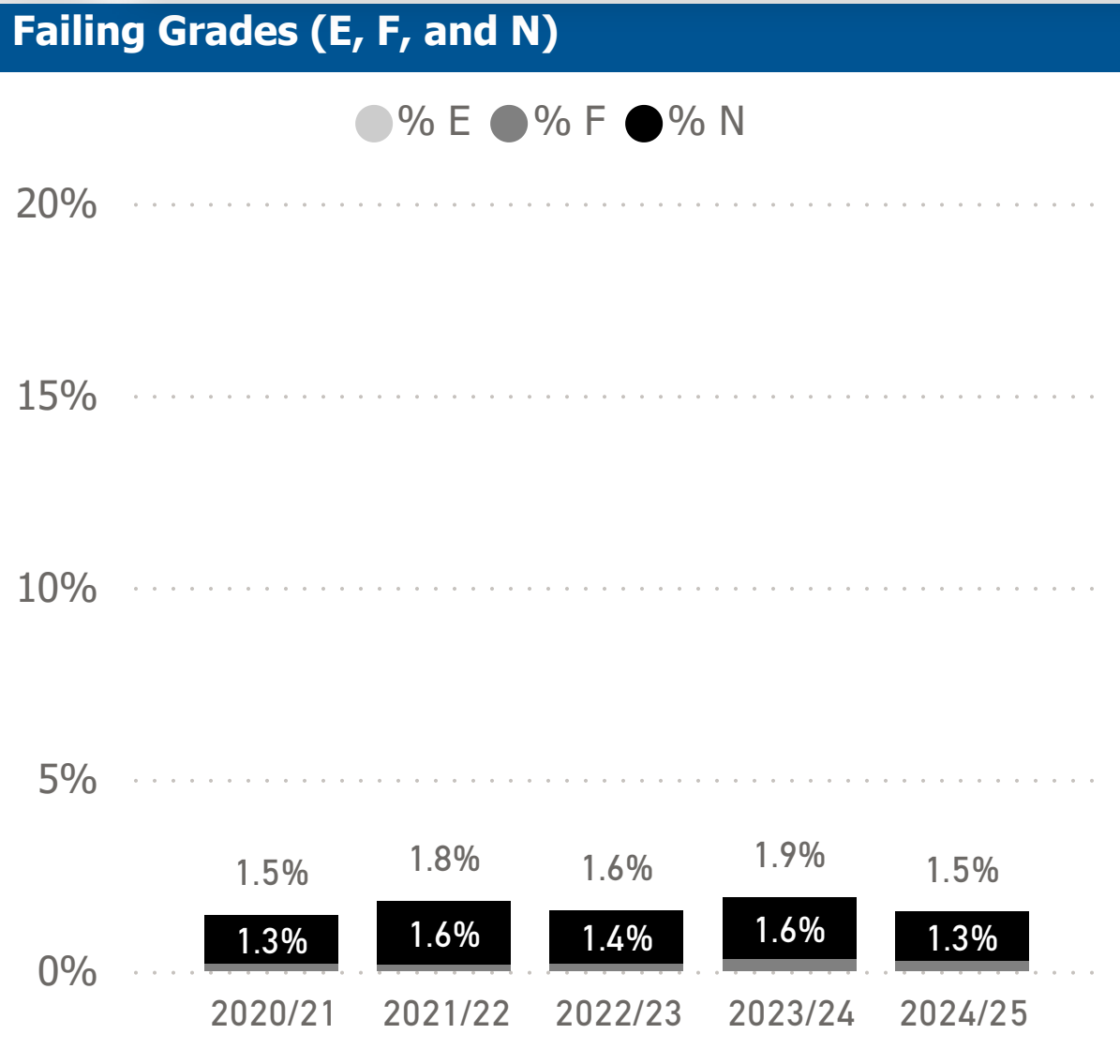
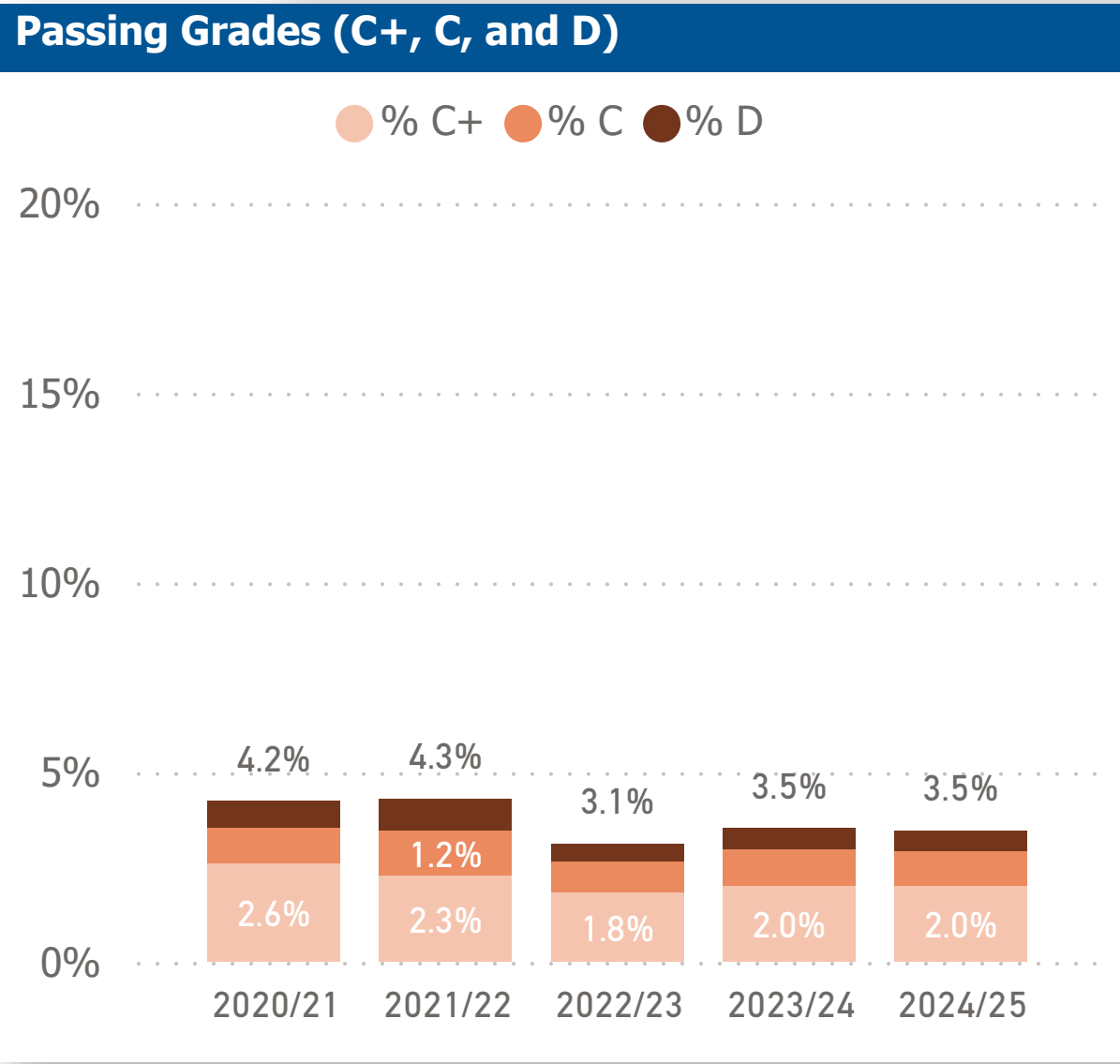
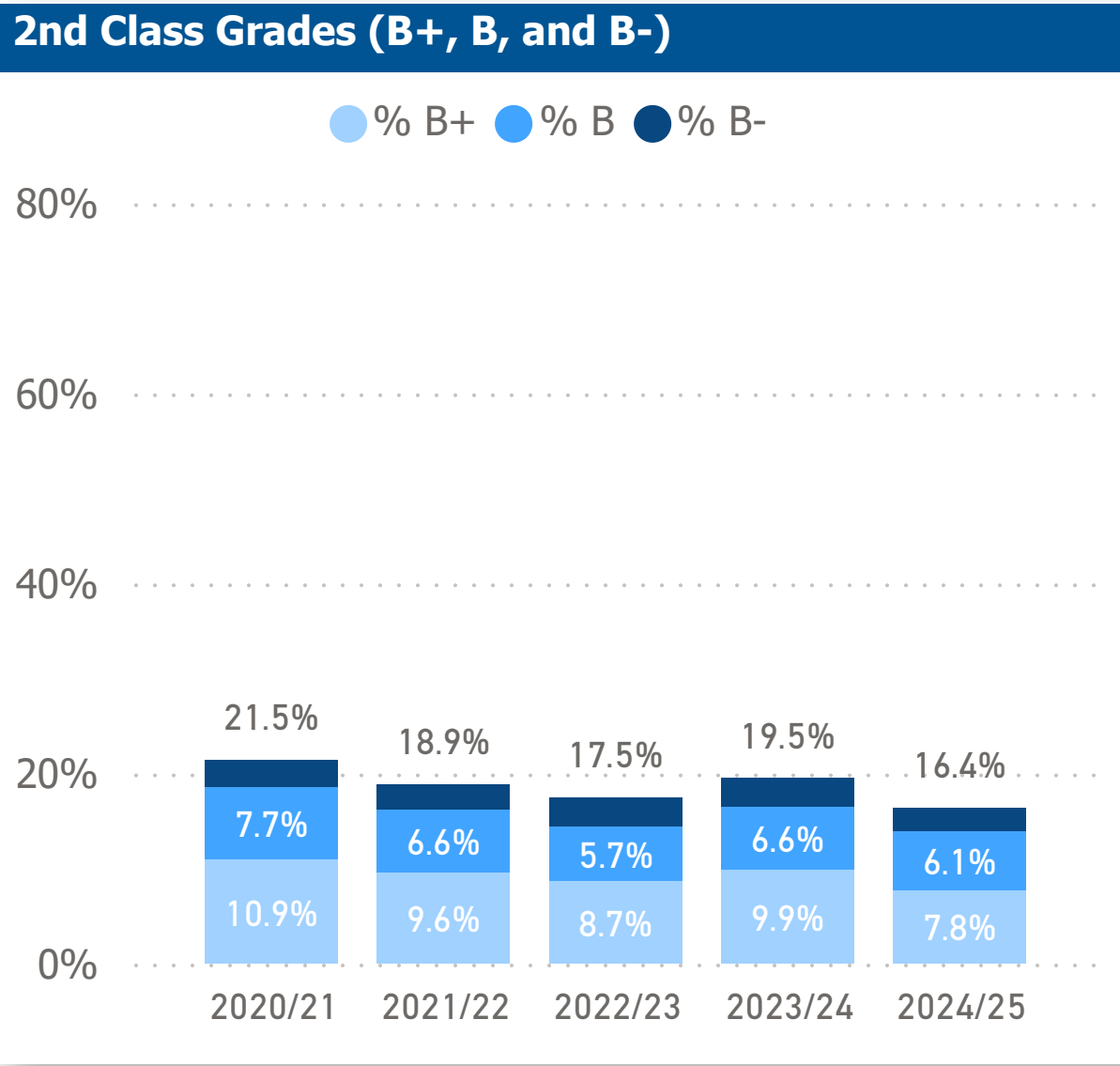
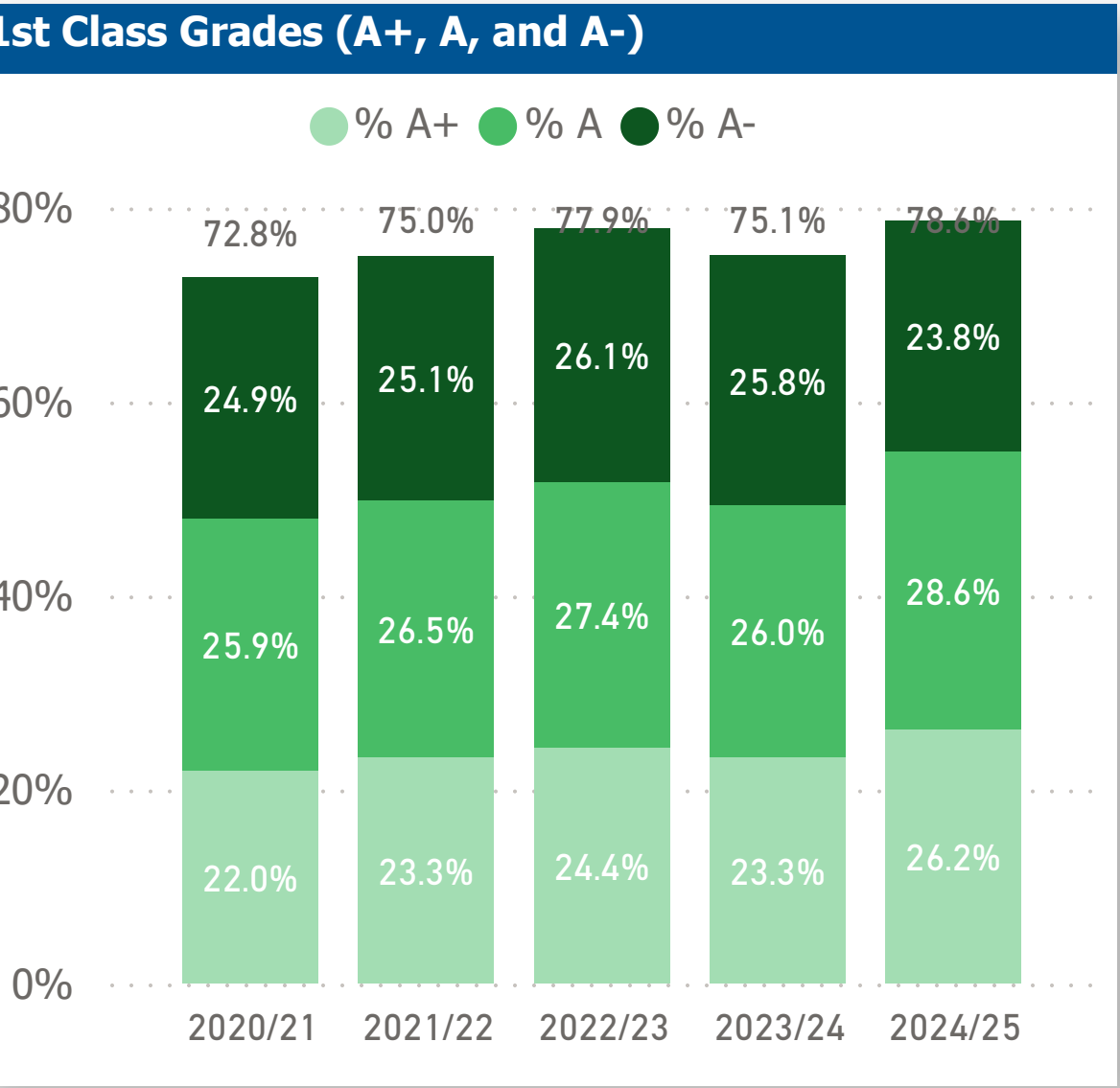
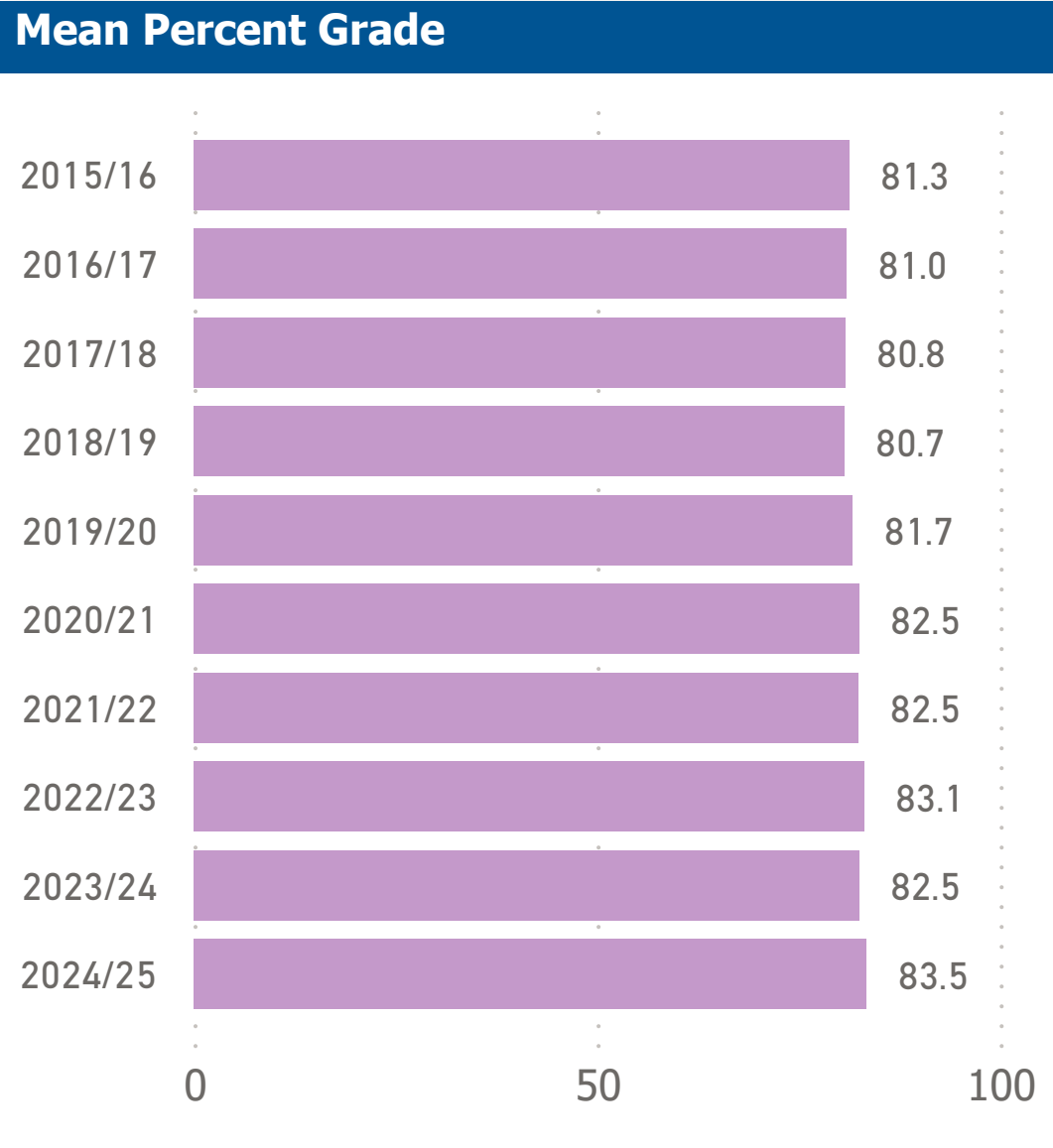
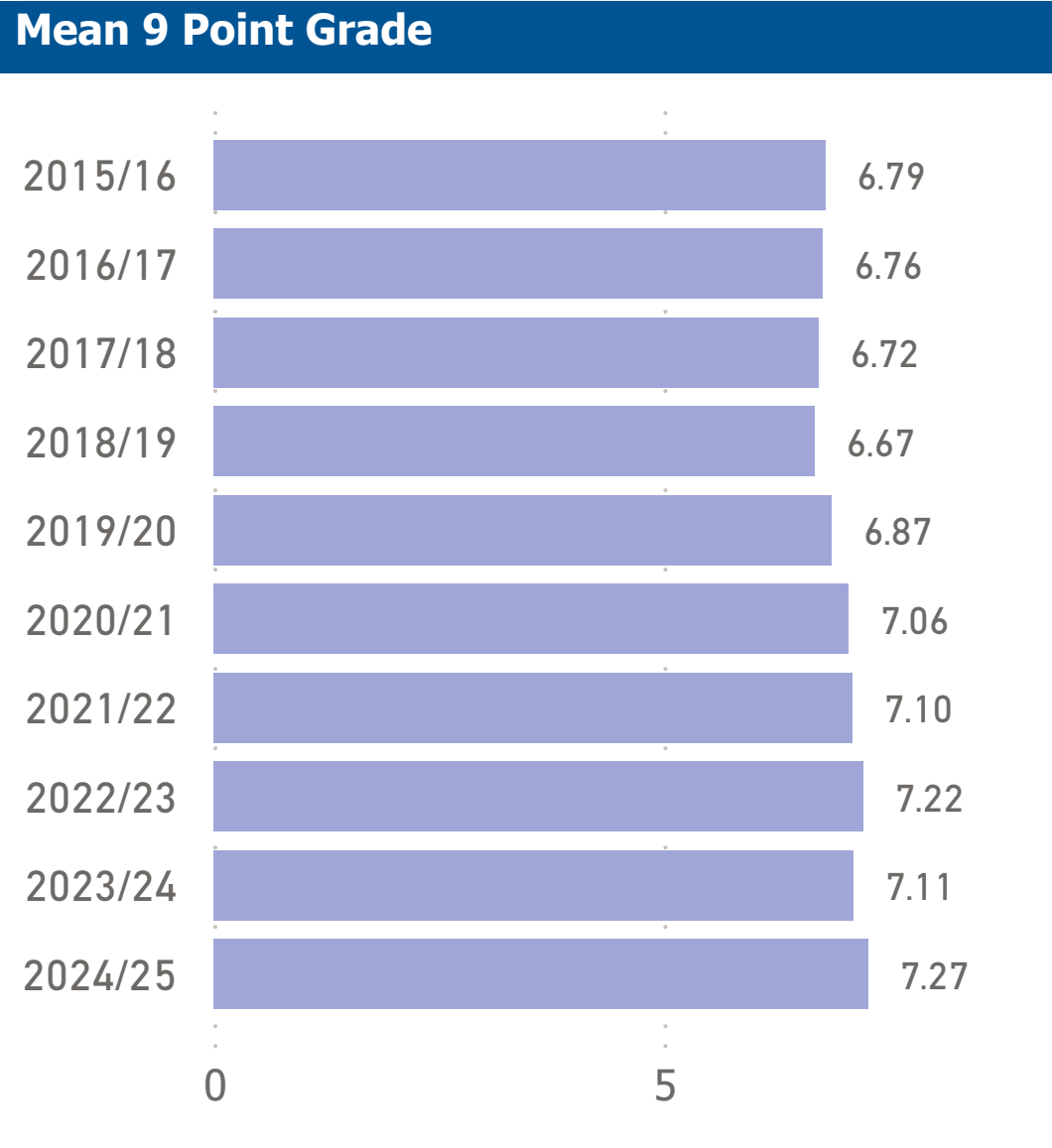
Section Type

All

Data as of:

August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	6.79	81.3	67.0%	26.3%	5.4%	1.3%	9,012	3.7%	11,138
+	2016/17	6.76	81.0	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,352
+	2017/18	6.72	80.8	66.0%	26.4%	6.0%	1.7%	9,287	3.9%	11,560
+	2018/19	6.67	80.7	64.5%	28.4%	5.7%	1.4%	9,025	3.0%	11,099
+	2019/20	6.87	81.7	69.0%	25.1%	4.7%	1.1%	9,127	3.5%	11,469
+	2020/21	7.06	82.5	72.8%	21.5%	4.2%	1.5%	8,493	2.9%	10,529
+	2021/22	7.10	82.5	75.0%	18.9%	4.3%	1.8%	8,066	3.3%	10,118
+	2022/23	7.22	83.1	77.9%	17.5%	3.1%	1.6%	7,481	3.2%	9,373
+	2023/24	7.11	82.5	75.1%	19.5%	3.5%	1.9%	7,484	3.2%	9,394
+	2024/25	7.27	83.5	78.6%	16.4%	3.5%	1.5%	7,953	3.1%	9,849



Course Grading Patterns

Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

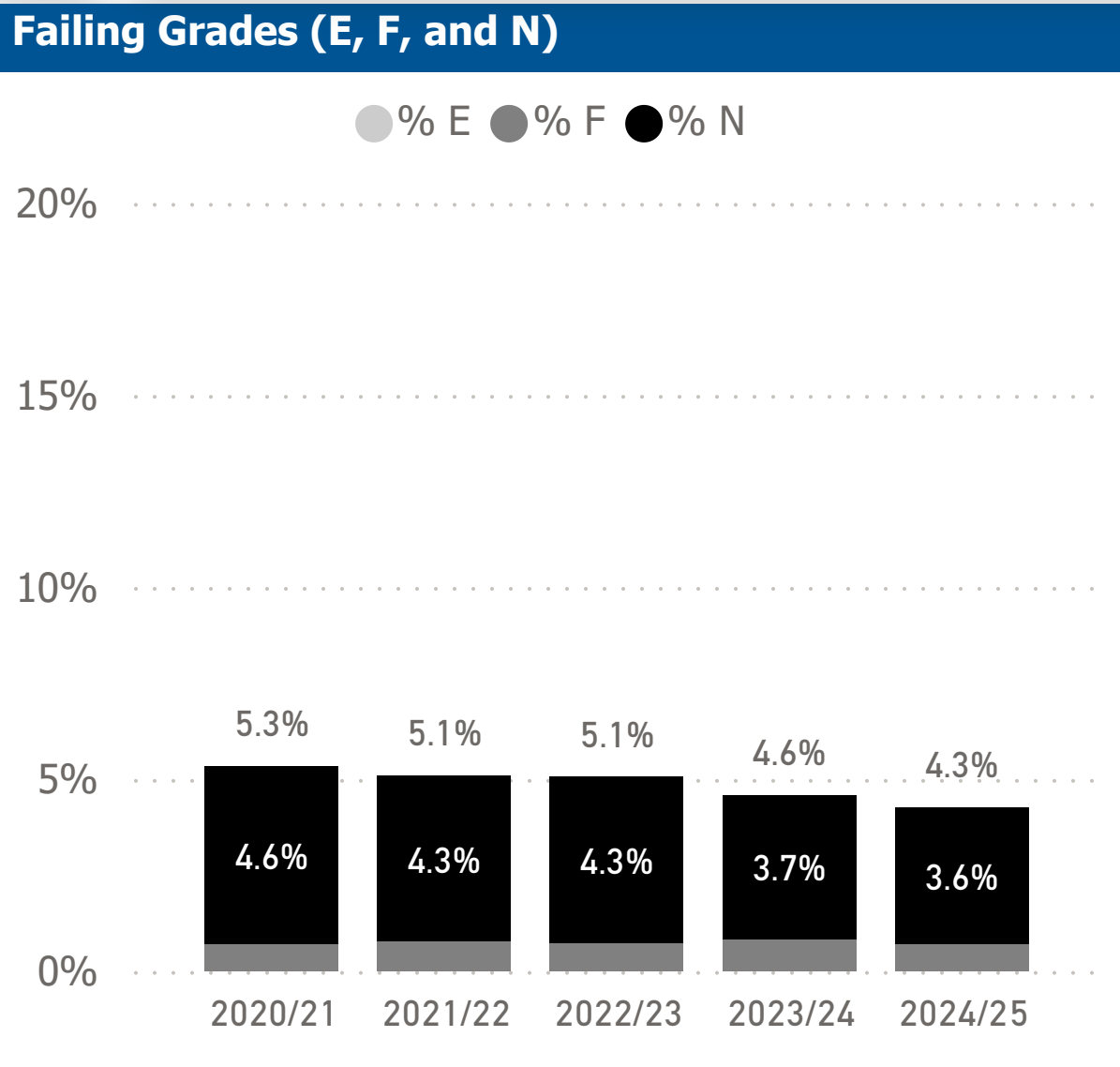
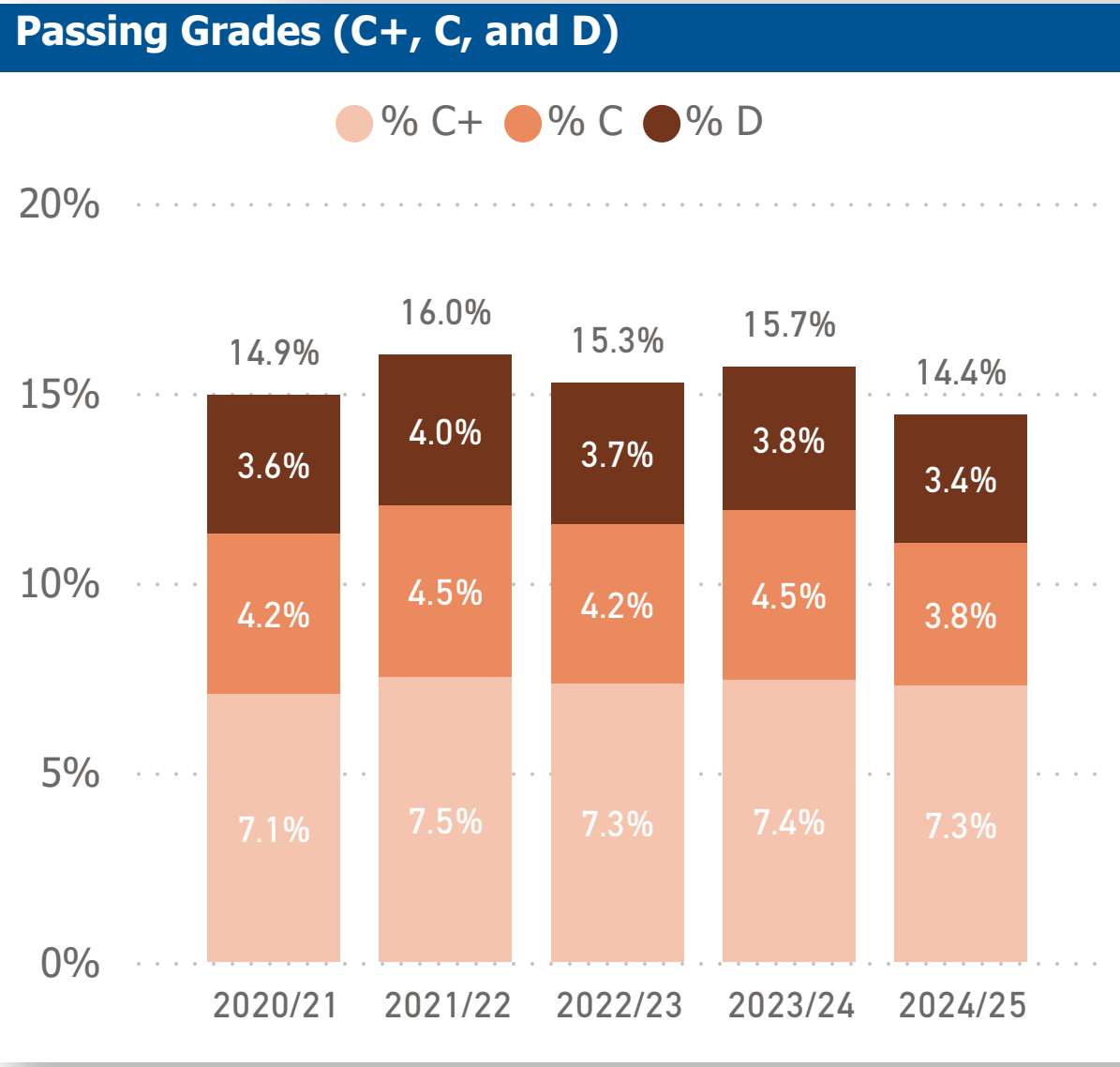
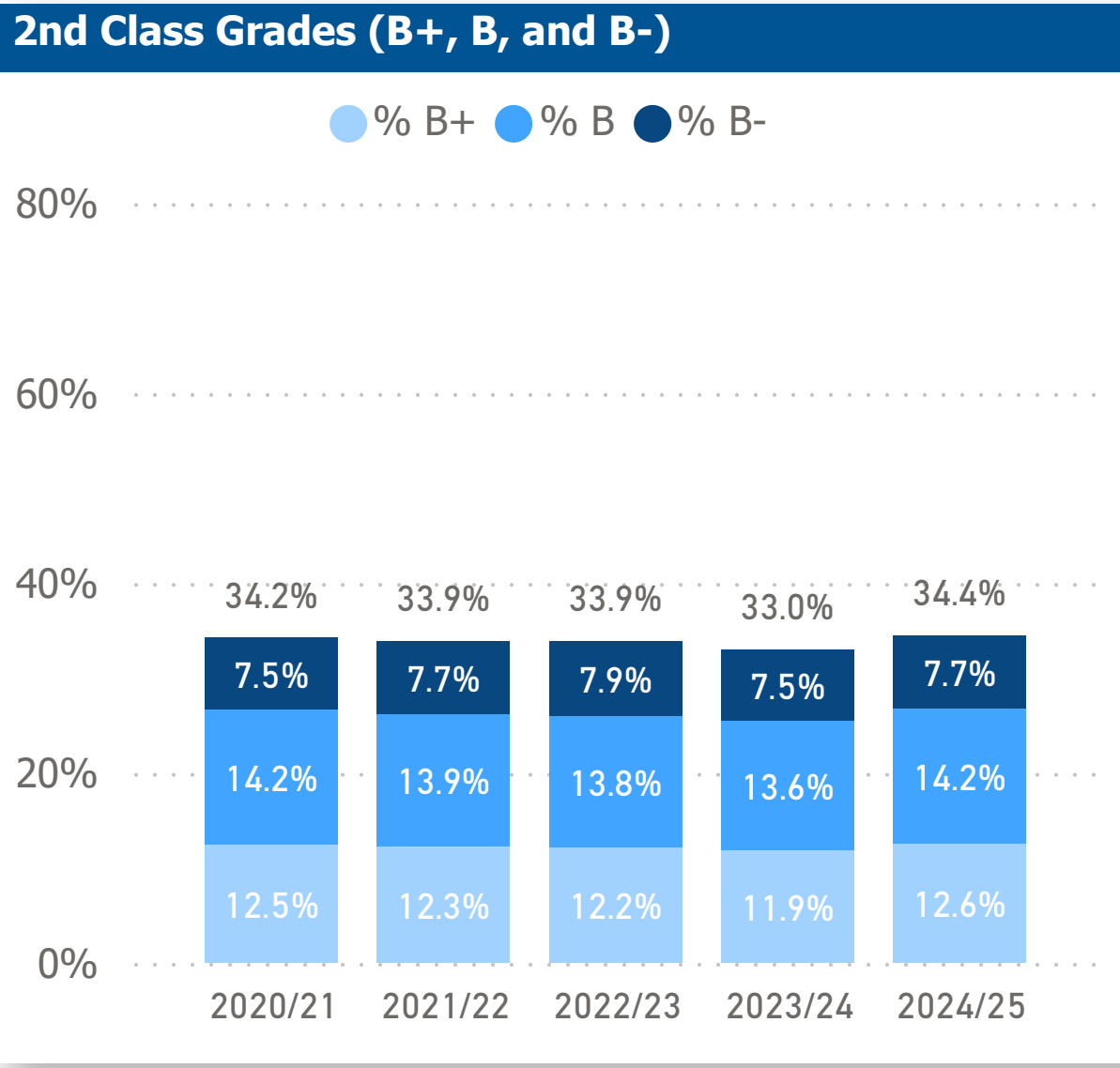
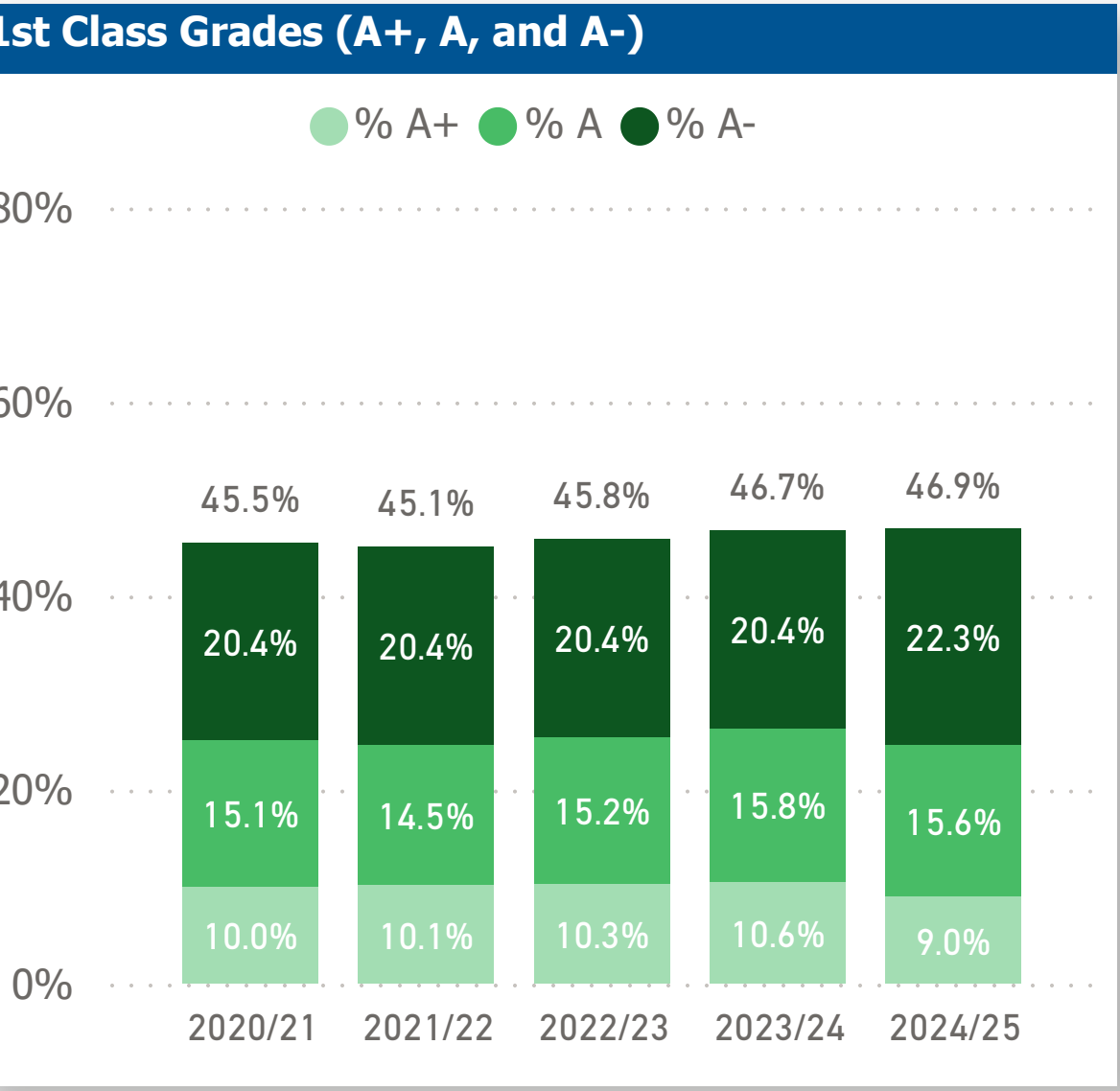
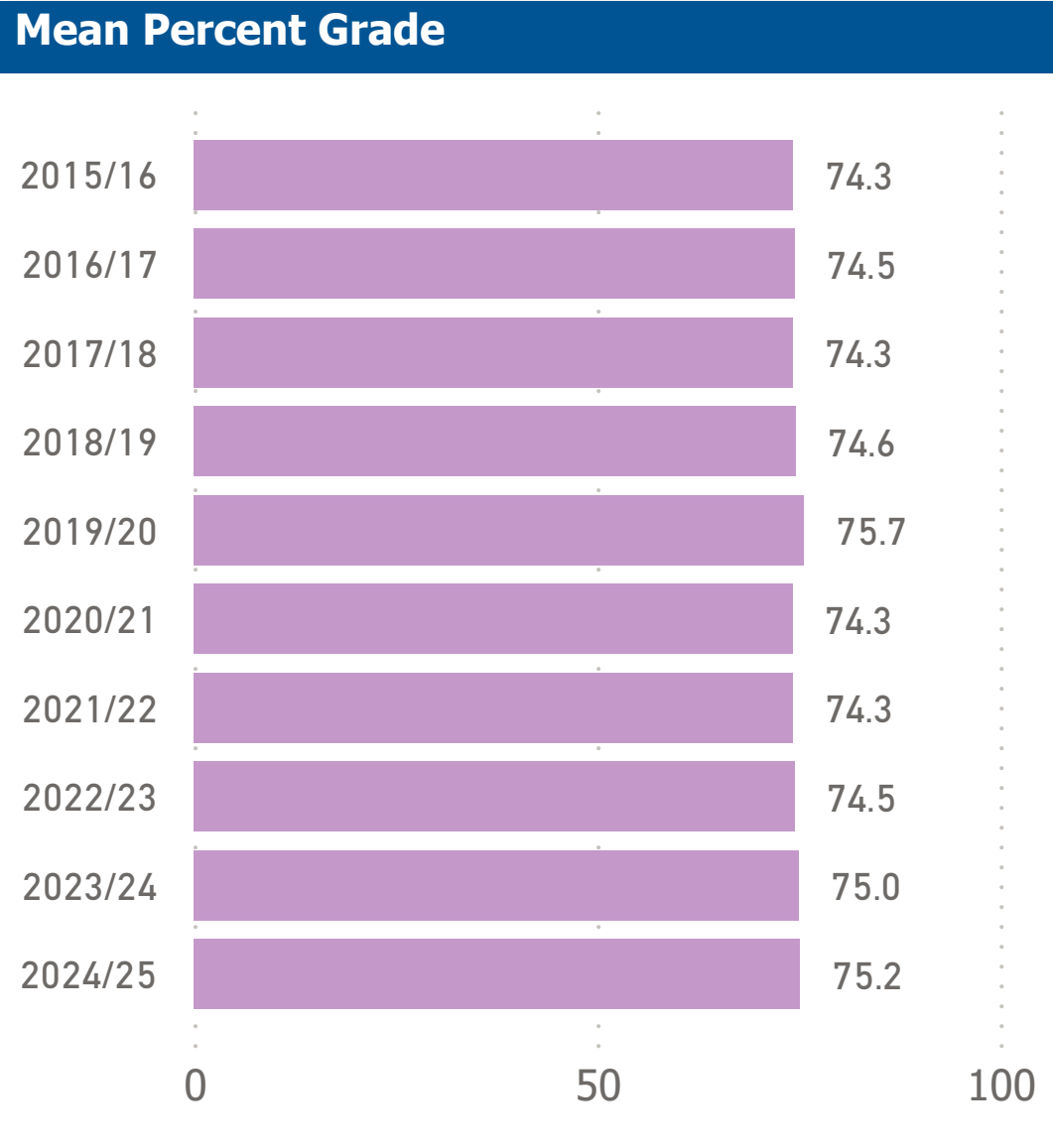
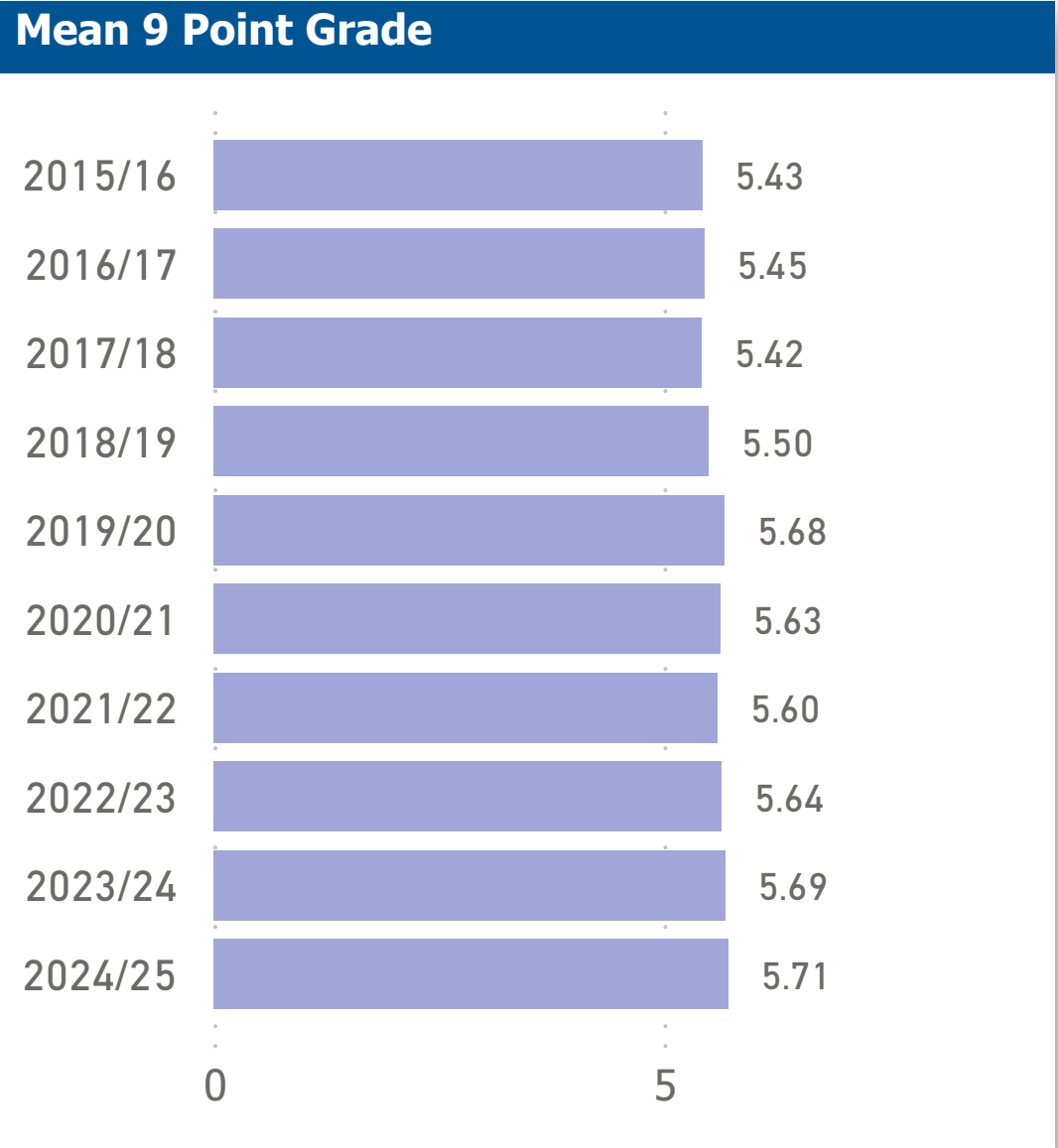
Faculty of Humanities

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.43	74.3	40.0%	37.7%	18.1%	4.3%	23,963	5.3%	25,428
+	2016/17	5.45	74.5	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,964
+	2017/18	5.42	74.3	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,225
+	2018/19	5.50	74.6	41.4%	37.7%	16.9%	4.1%	22,921	5.5%	24,353
+	2019/20	5.68	75.7	43.8%	37.9%	15.1%	3.2%	22,420	6.2%	24,961
+	2020/21	5.63	74.3	45.5%	34.2%	14.9%	5.3%	24,138	5.8%	25,684
+	2021/22	5.60	74.3	45.1%	33.9%	16.0%	5.1%	24,554	6.1%	26,394
+	2022/23	5.64	74.5	45.8%	33.9%	15.3%	5.1%	23,758	6.1%	25,537
+	2023/24	5.69	75.0	46.7%	33.0%	15.7%	4.6%	22,901	5.5%	24,351
+	2024/25	5.71	75.2	46.9%	34.4%	14.4%	4.3%	24,668	5.2%	26,527



Year

All

Course Level

Law

Year Level

All

Faculty, Dept, Subject, Course, Section

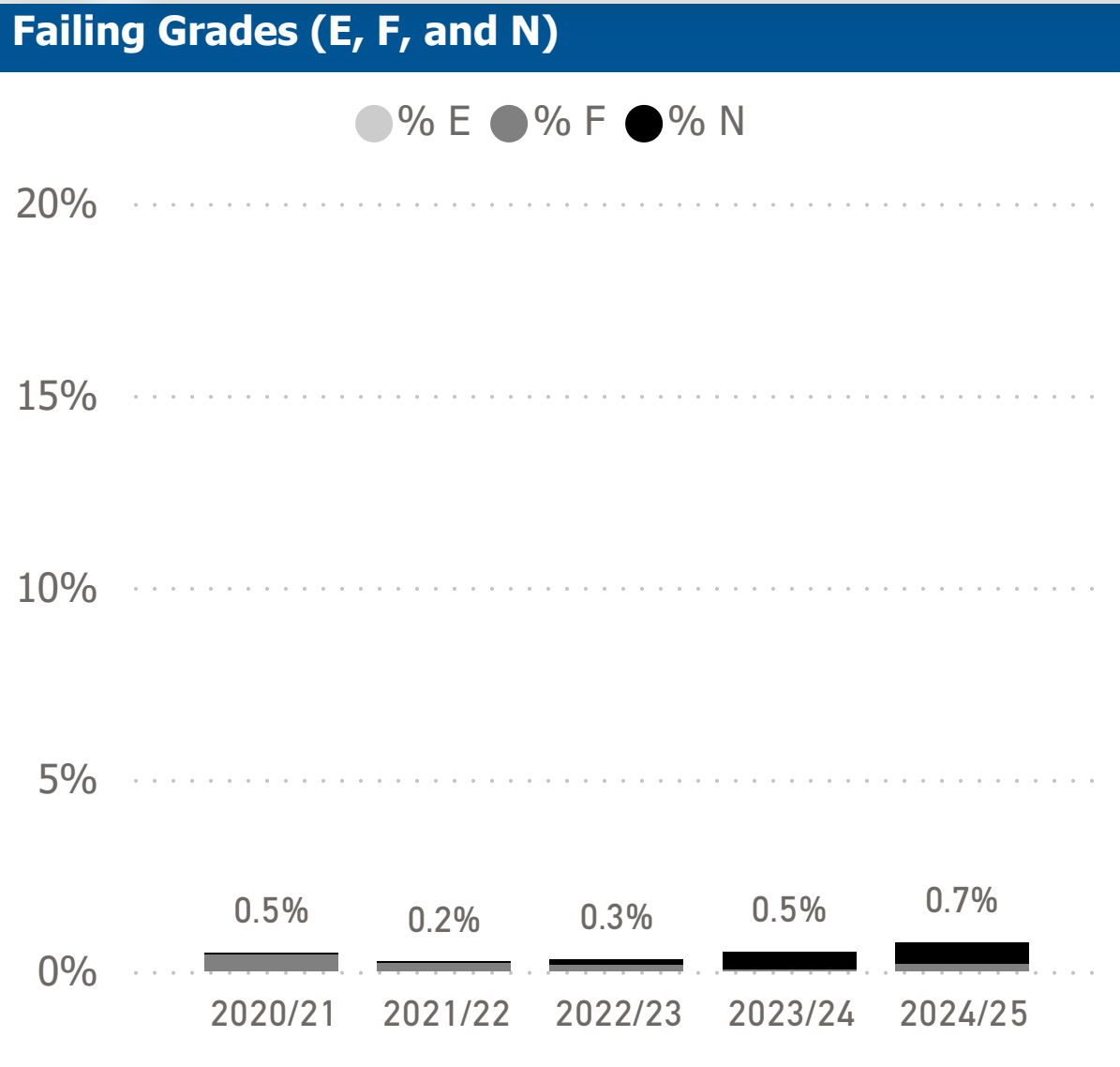
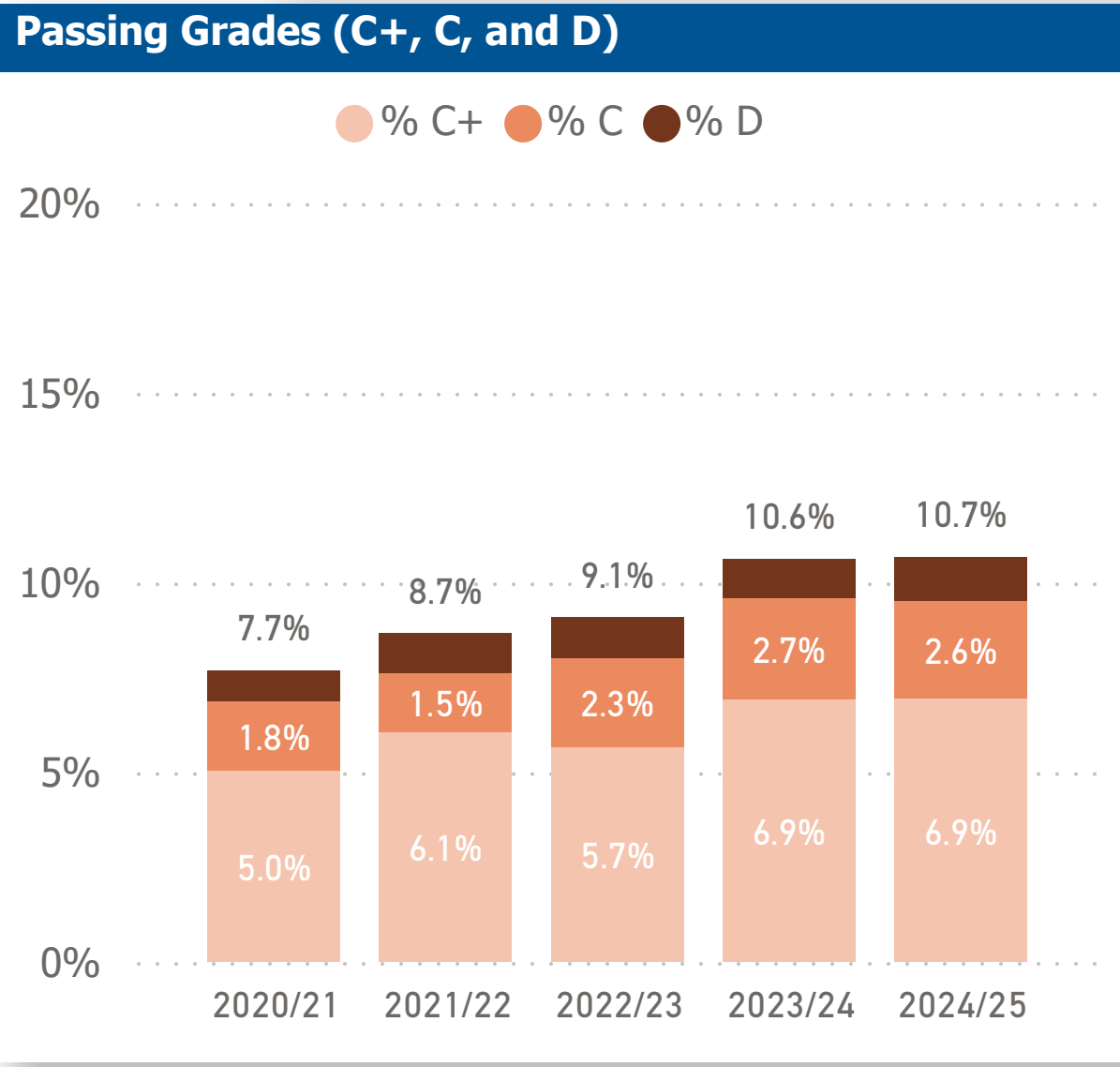
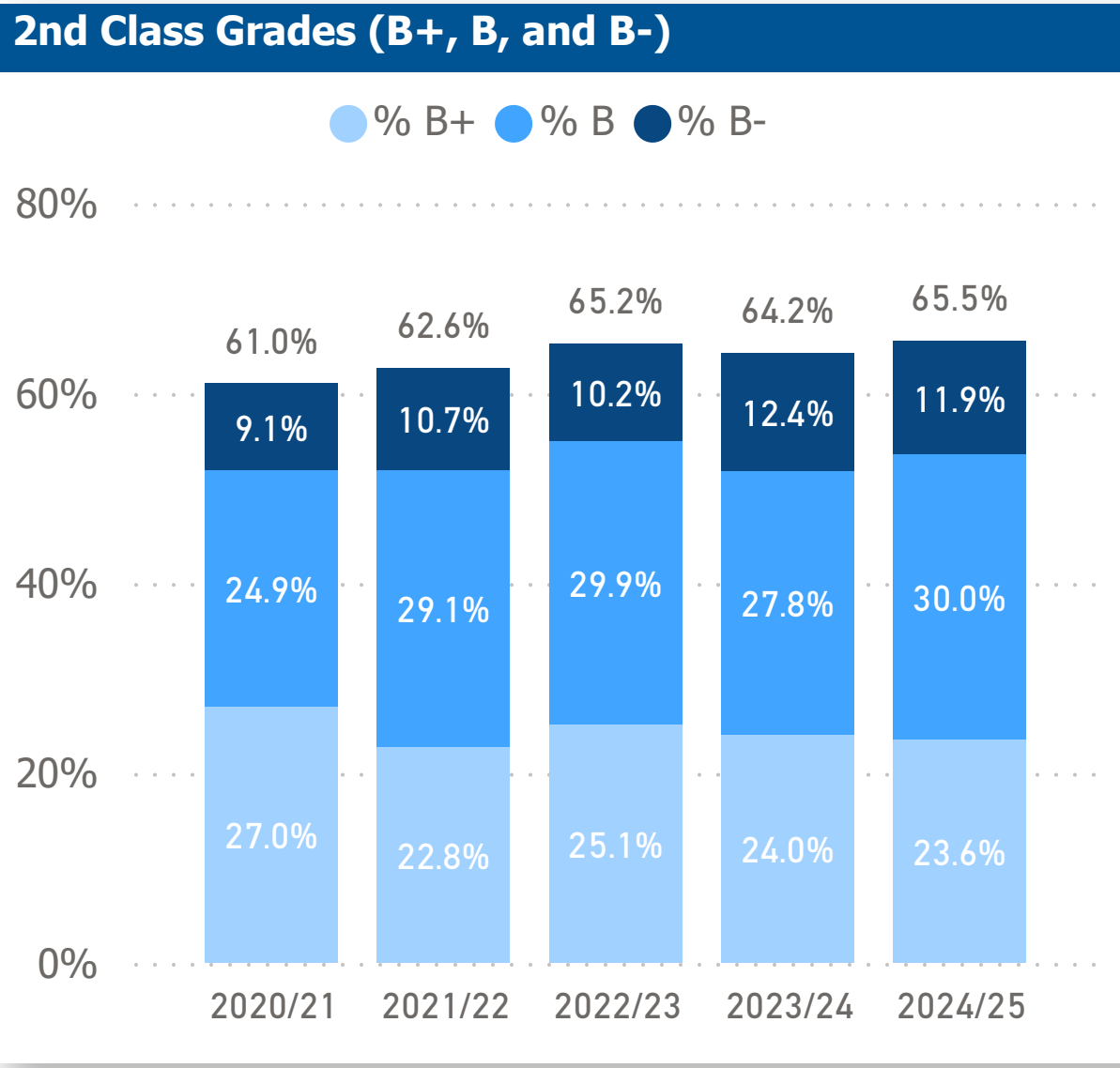
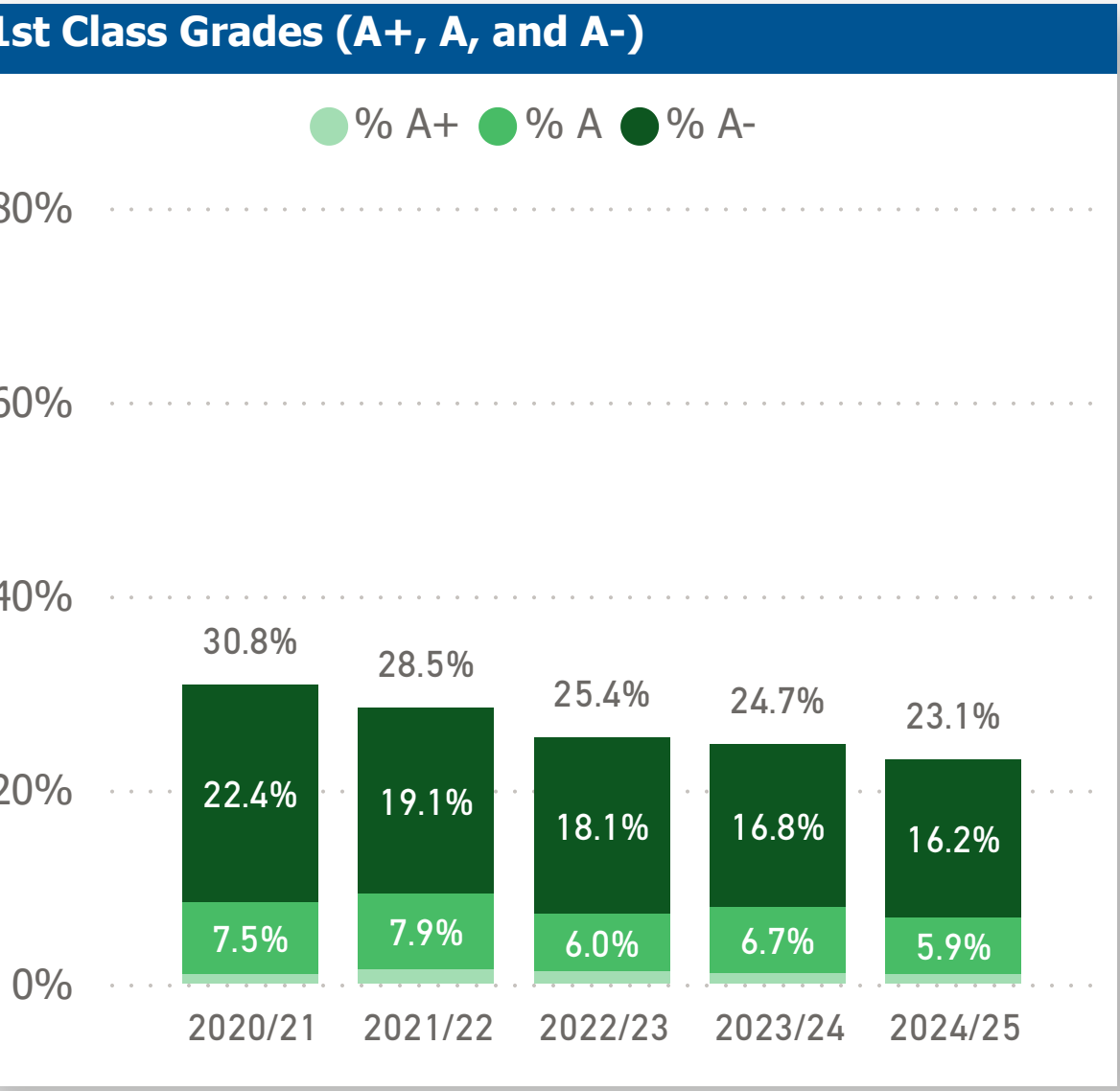
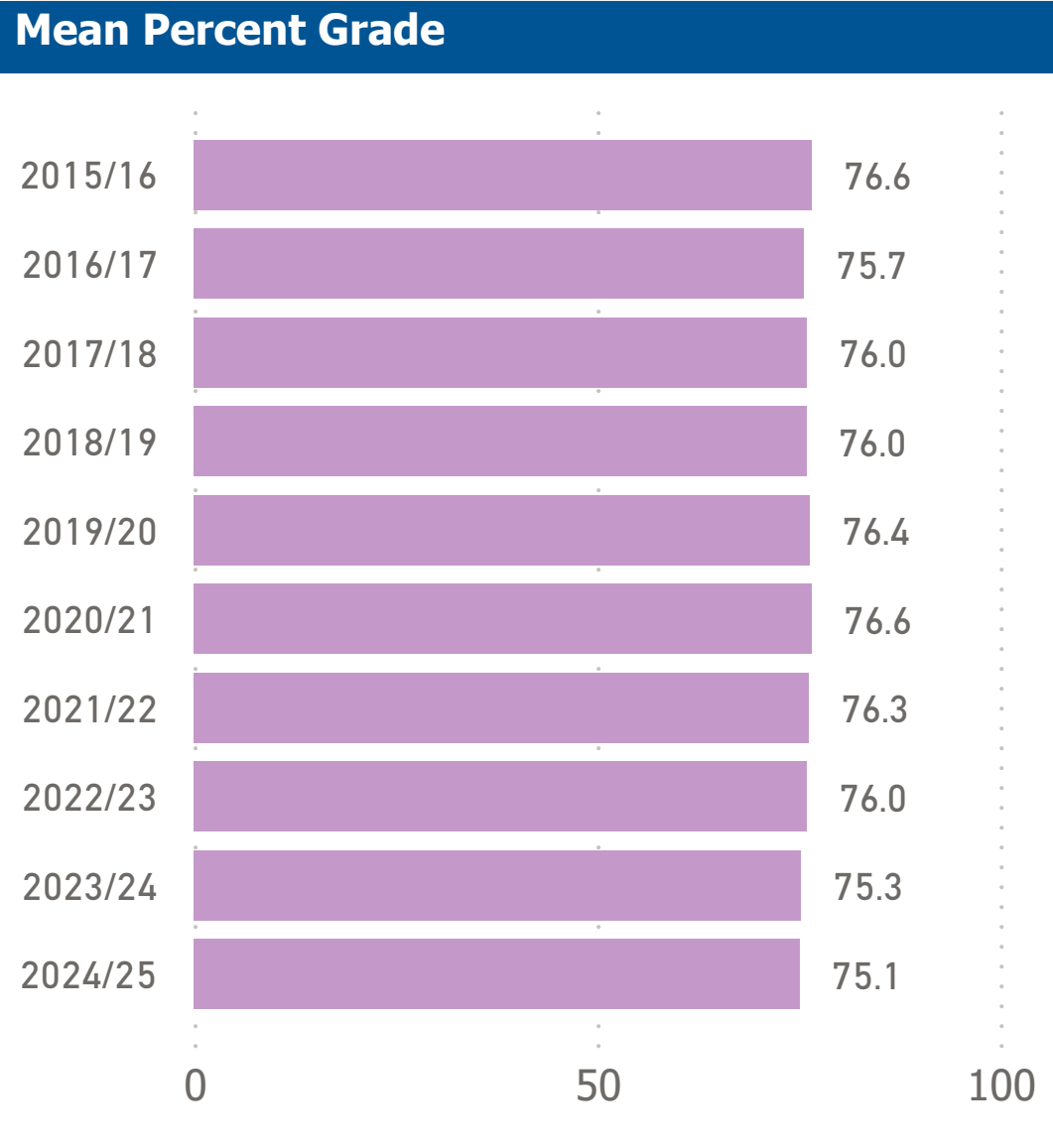
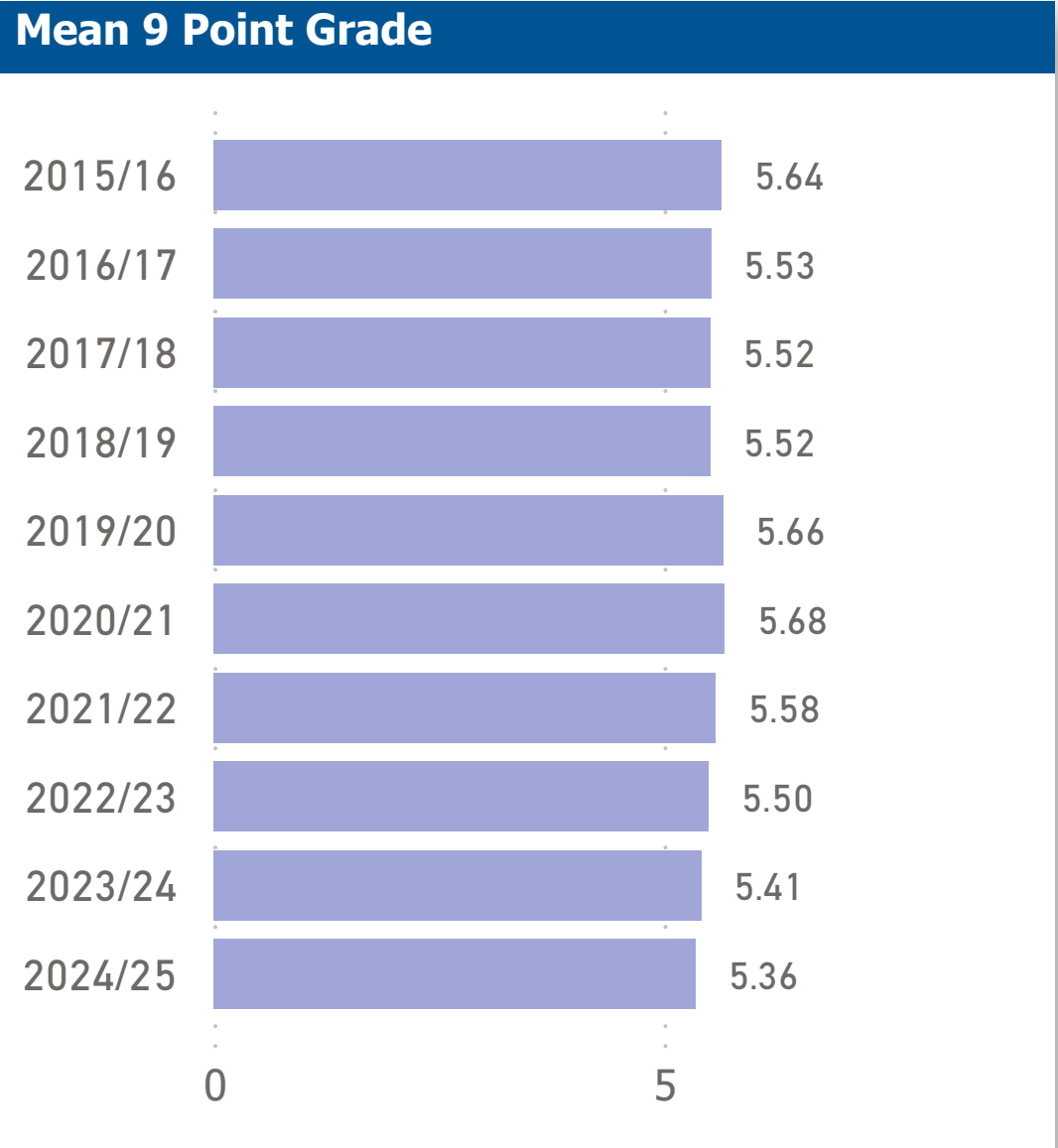
Faculty of Law

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.64	76.6	30.2%	61.5%	8.0%		2,574	1.8%	3,194
+	2016/17	5.53	75.7	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,427
+	2017/18	5.52	76.0	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,376
+	2018/19	5.52	76.0	27.0%	63.7%	8.6%	0.6%	2,722	1.5%	3,493
+	2019/20	5.66	76.4	30.1%	63.0%	6.1%	0.8%	2,652	2.6%	3,521
+	2020/21	5.68	76.6	30.8%	61.0%	7.7%	0.5%	2,760	2.5%	3,535
+	2021/22	5.58	76.3	28.5%	62.6%	8.5%	0.2%	2,853	0.9%	3,627
+	2022/23	5.50	76.0	25.4%	65.2%	9.0%	0.3%	2,875	1.8%	3,748
+	2023/24	5.41	75.3	24.7%	64.2%	10.5%	0.5%	2,846	2.2%	3,792
+	2024/25	5.36	75.1	23.1%	65.5%	10.6%	0.7%	2,940	1.7%	3,824



Course Grading Patterns

Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

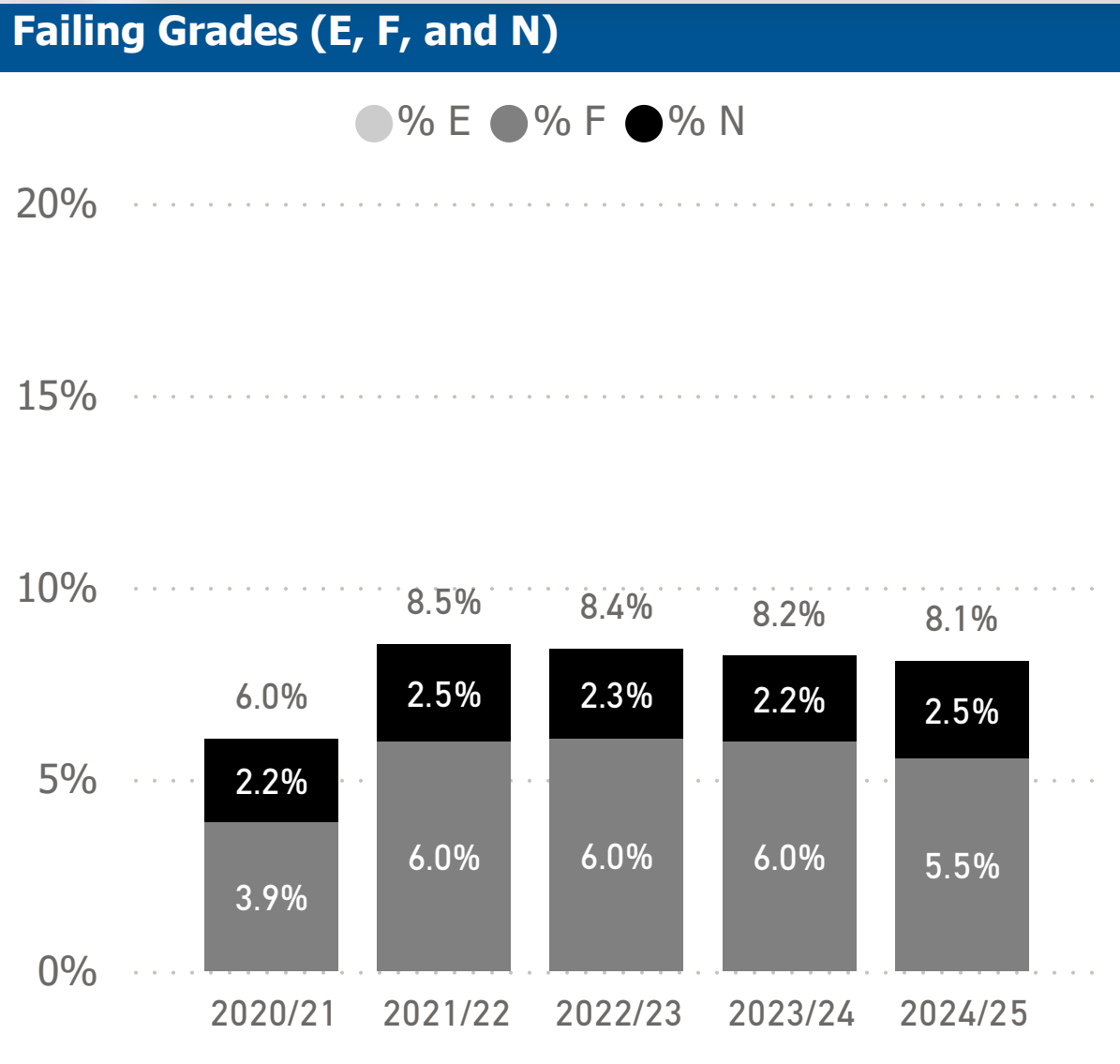
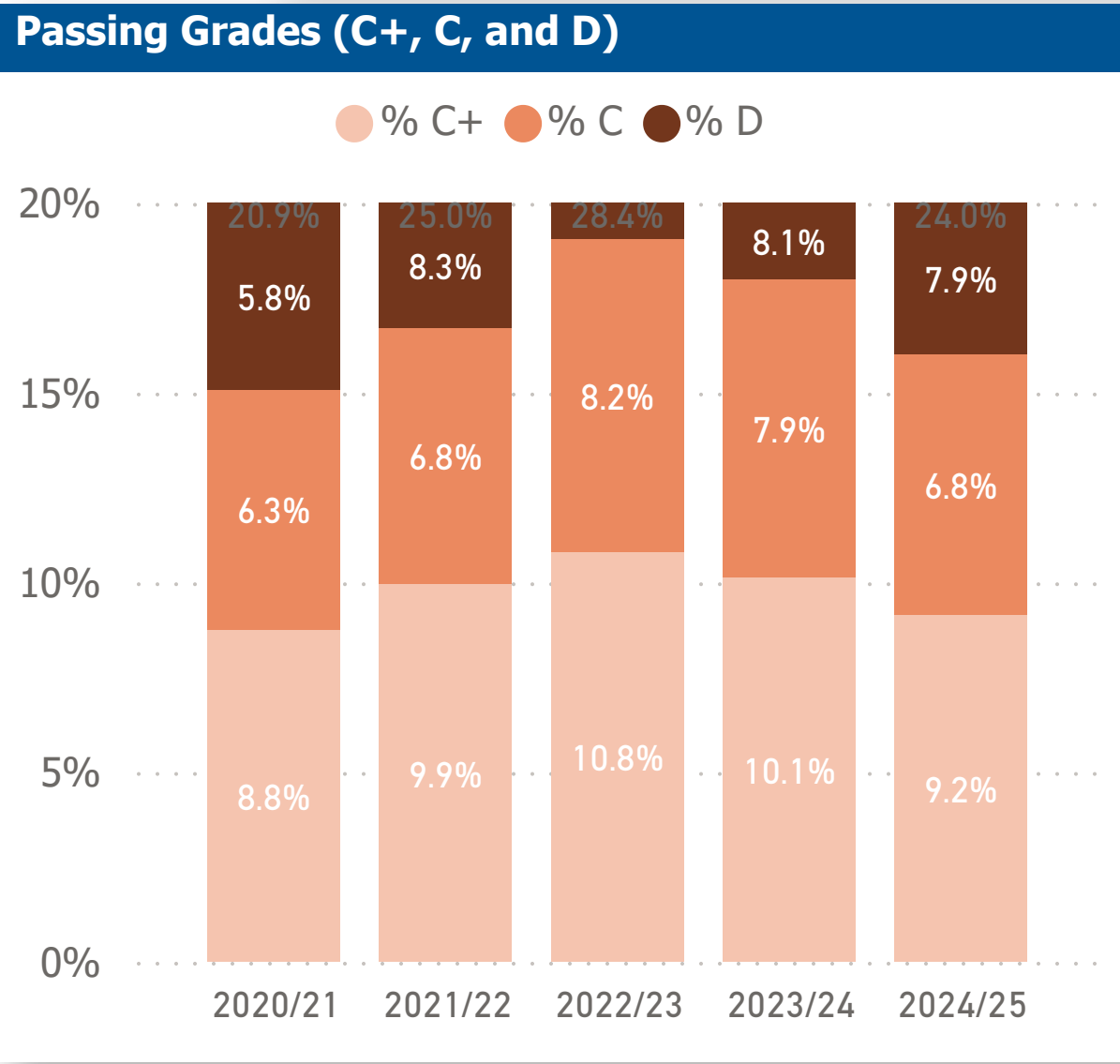
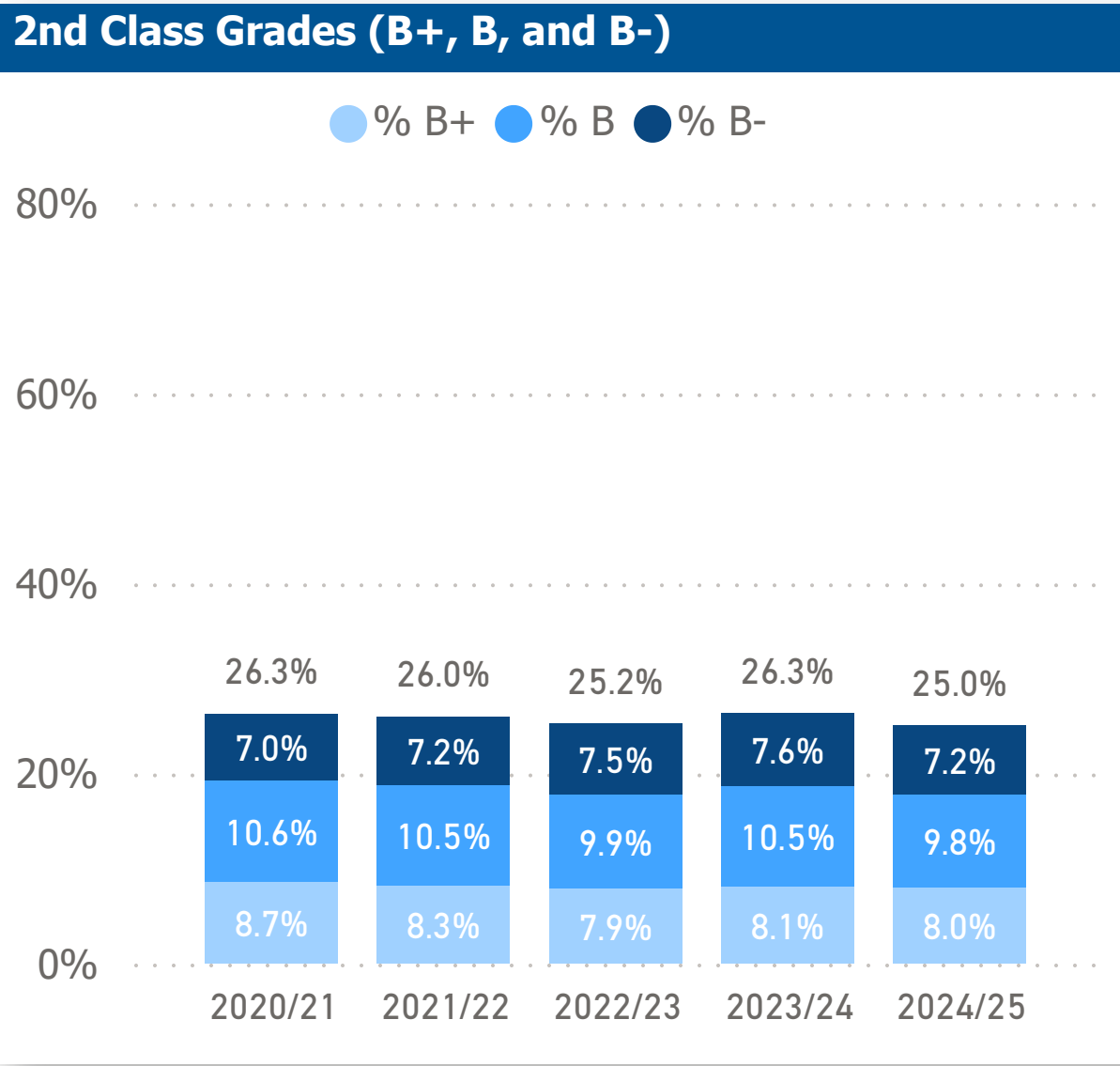
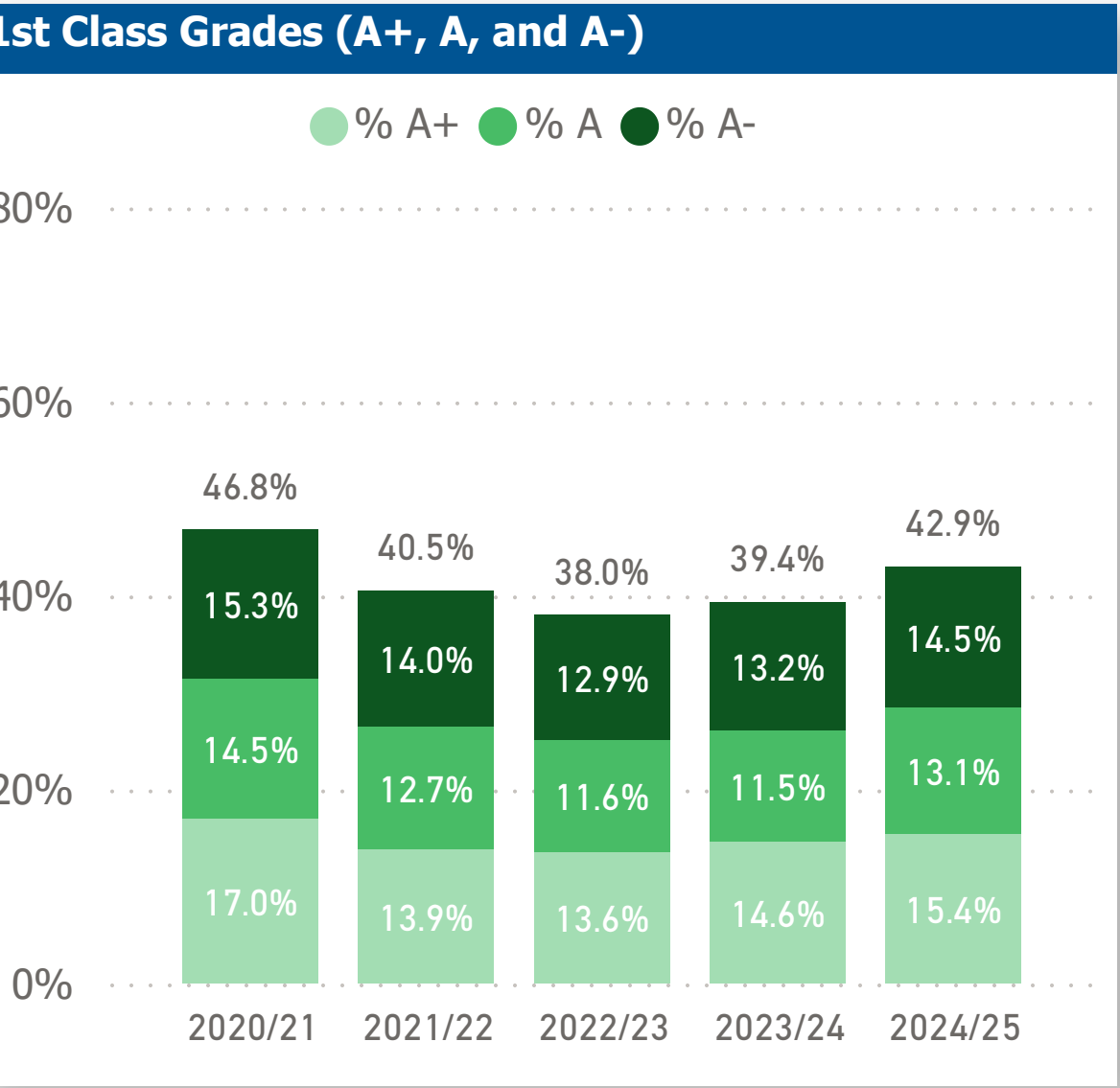
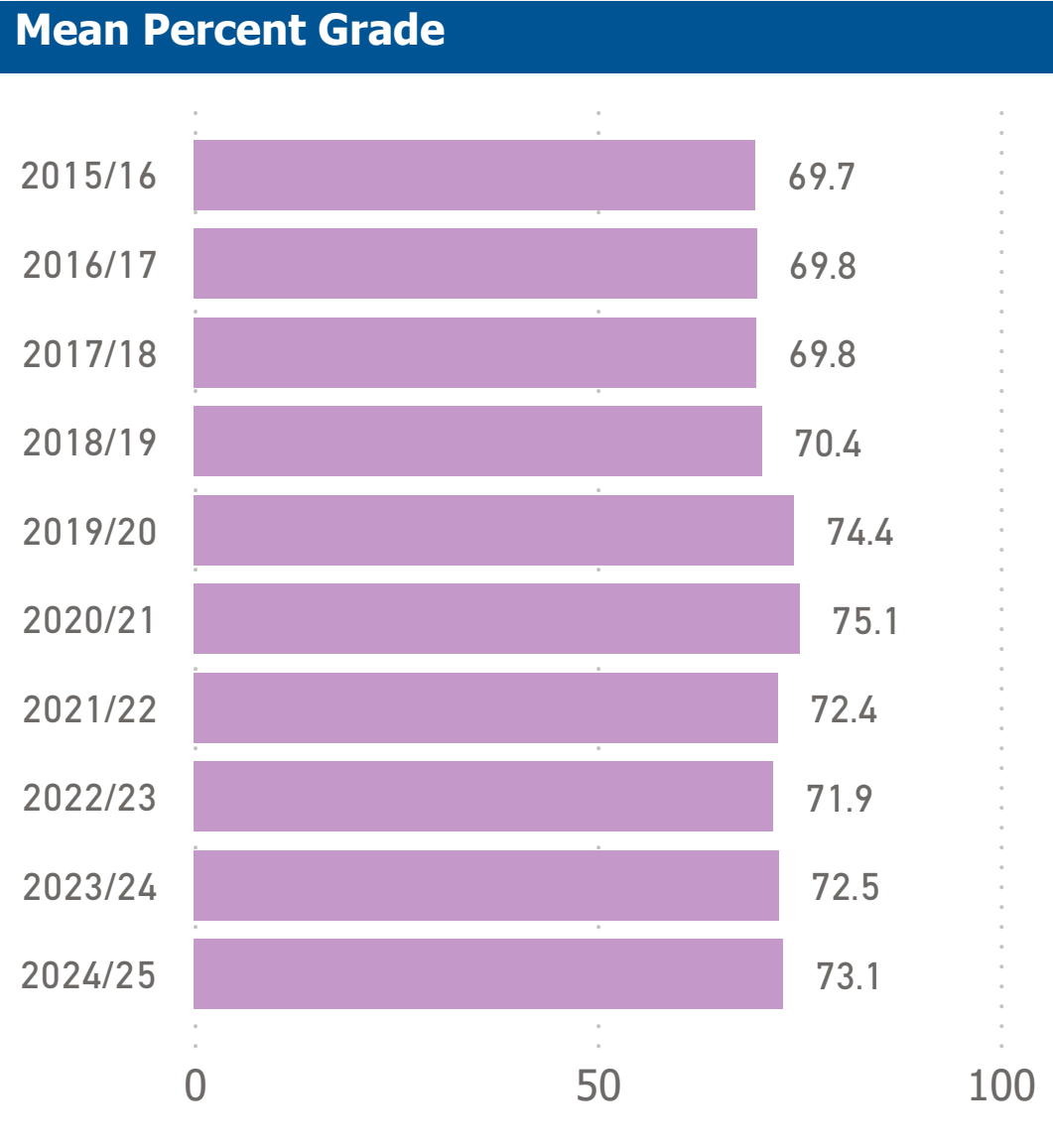
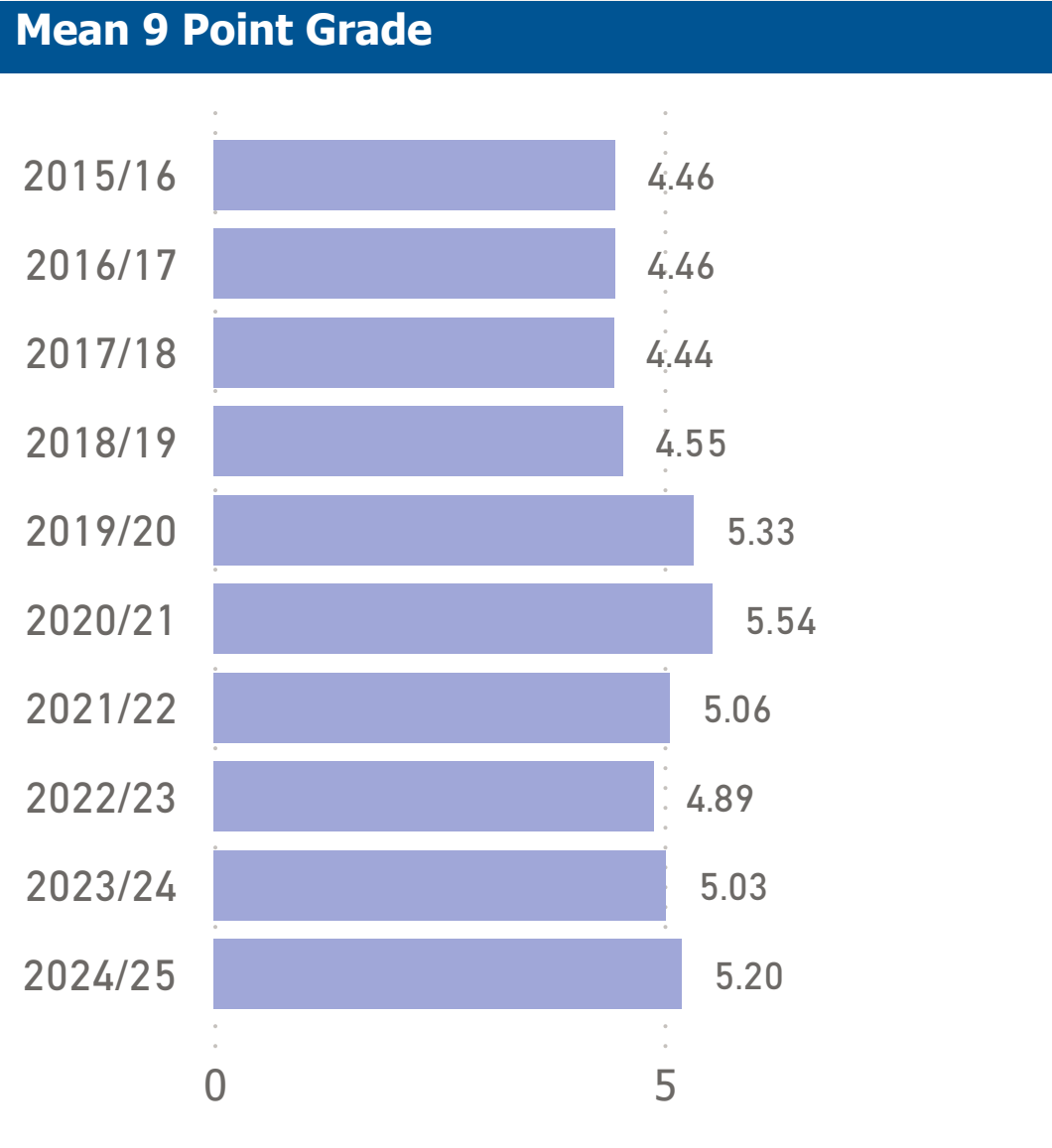
Faculty of Science

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	4.46	69.7	32.0%	25.7%	31.8%	10.4%	28,659	6.7%	31,276
+	2016/17	4.46	69.8	31.7%	26.2%	32.1%	10.1%	28,375	6.7%	31,010
+	2017/18	4.44	69.8	31.8%	25.3%	32.7%	10.2%	28,618	6.7%	31,256
+	2018/19	4.55	70.4	33.1%	25.8%	31.9%	9.3%	28,942	6.1%	31,432
+	2019/20	5.33	74.4	43.7%	26.9%	23.5%	5.9%	27,433	7.1%	31,839
+	2020/21	5.54	75.1	46.8%	26.3%	20.9%	6.0%	30,414	5.4%	32,583
+	2021/22	5.06	72.4	40.5%	26.0%	25.0%	8.5%	30,182	7.2%	33,513
+	2022/23	4.89	71.9	38.0%	25.2%	28.4%	8.4%	28,254	6.2%	31,064
+	2023/24	5.03	72.5	39.4%	26.3%	26.1%	8.2%	29,063	5.6%	31,631
+	2024/25	5.20	73.1	42.9%	25.0%	24.0%	8.1%	29,448	5.0%	32,064



Year

All

Course Level

☒ Undergraduate

☐ Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

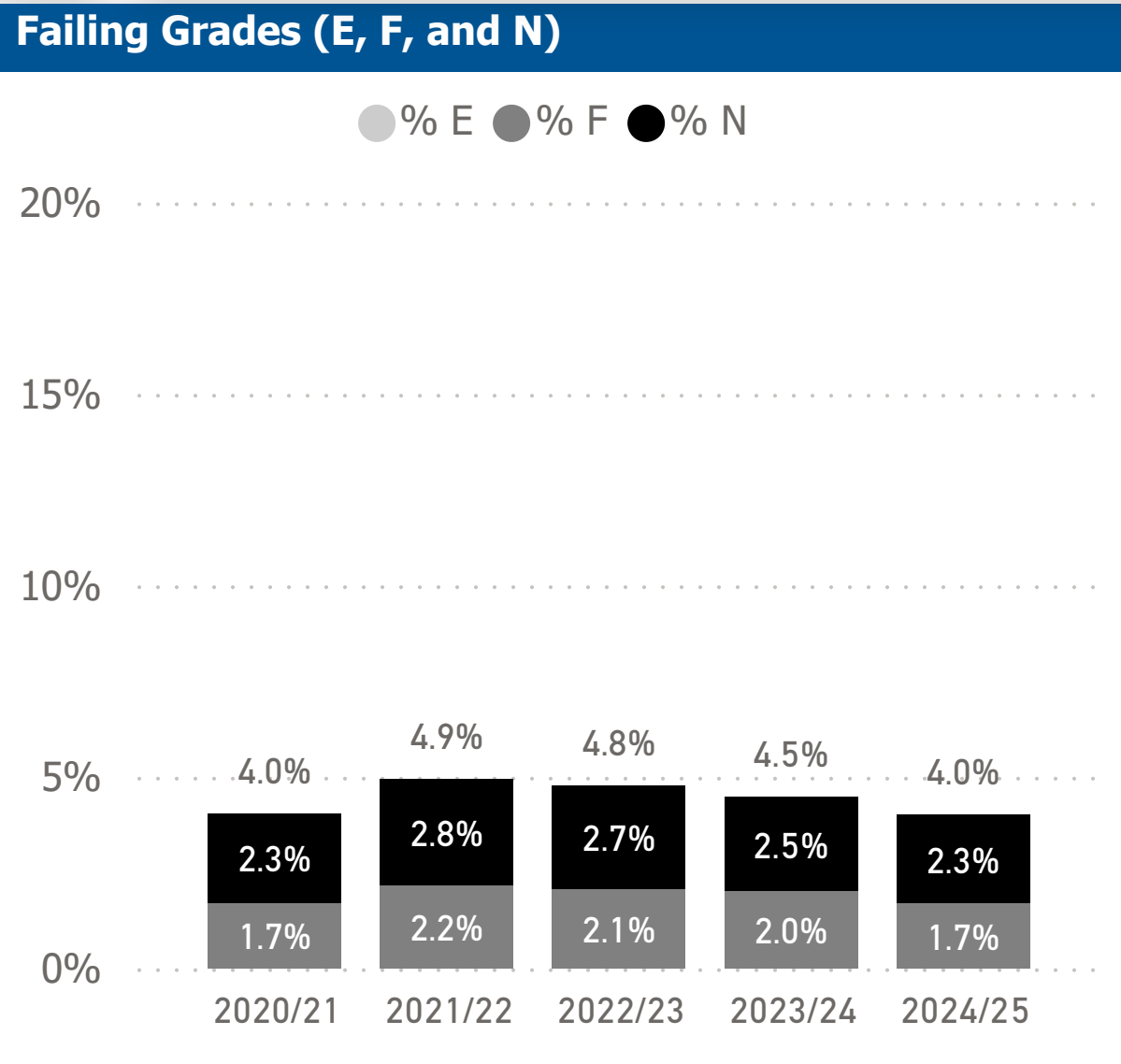
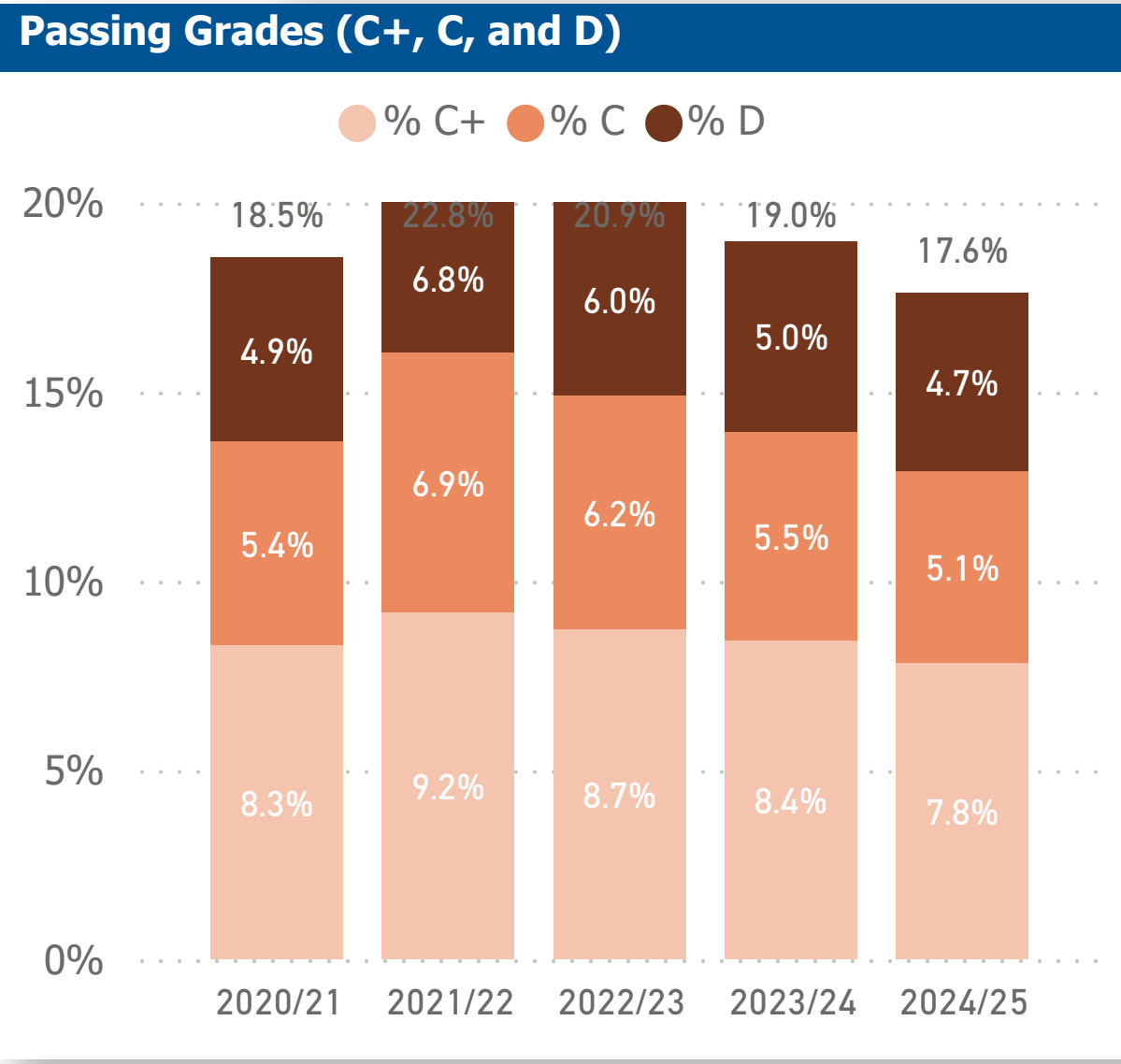
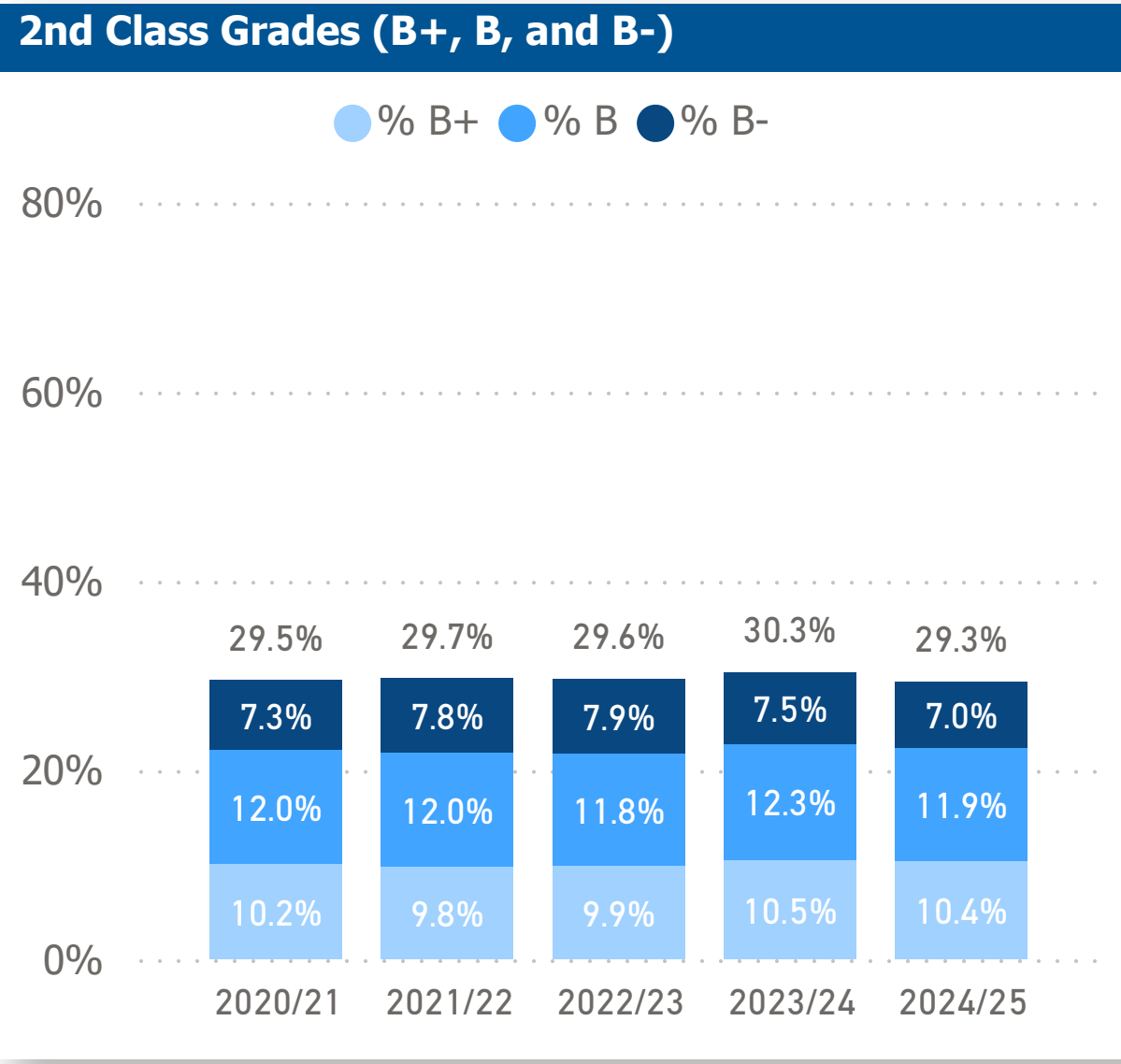
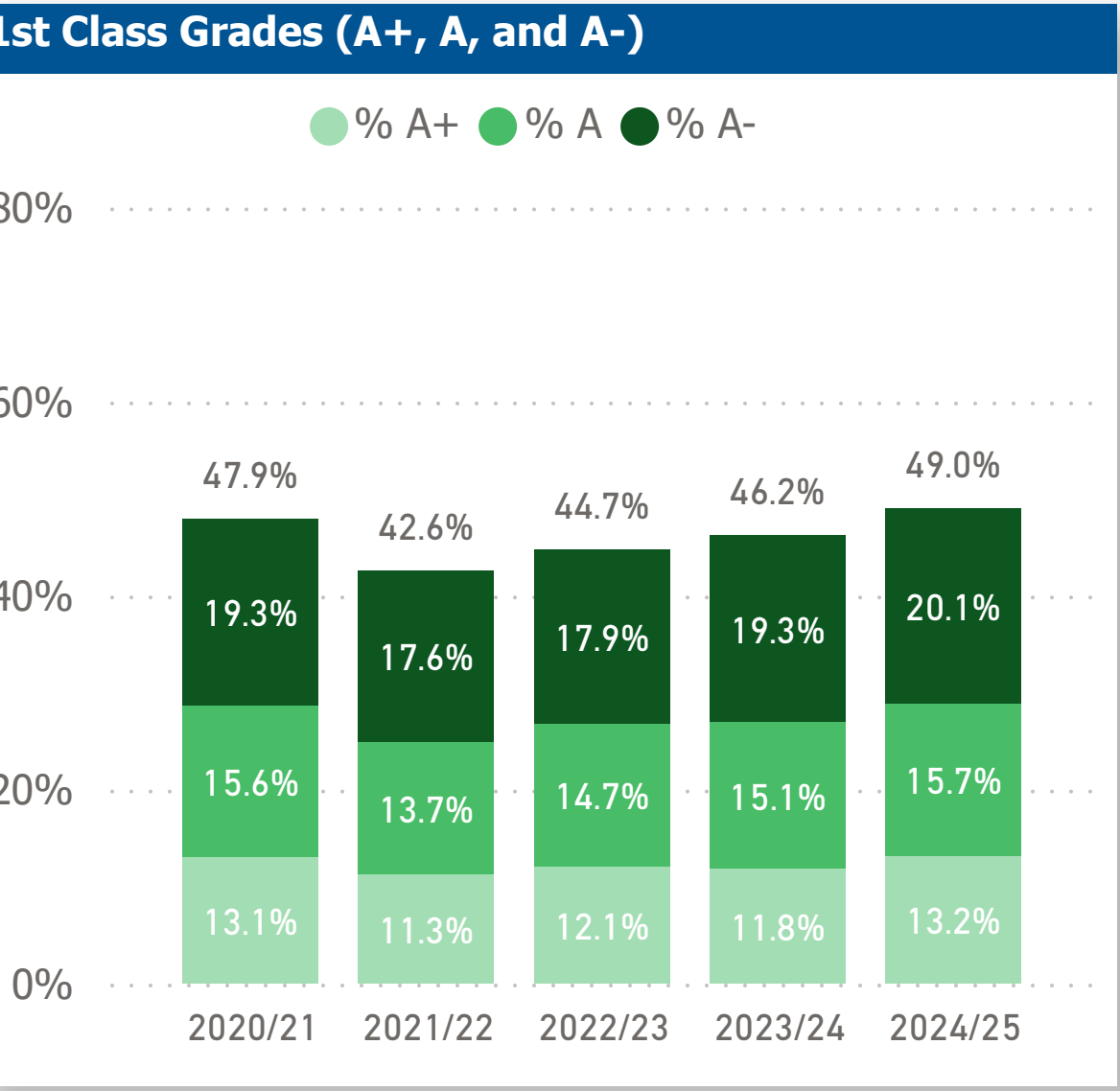
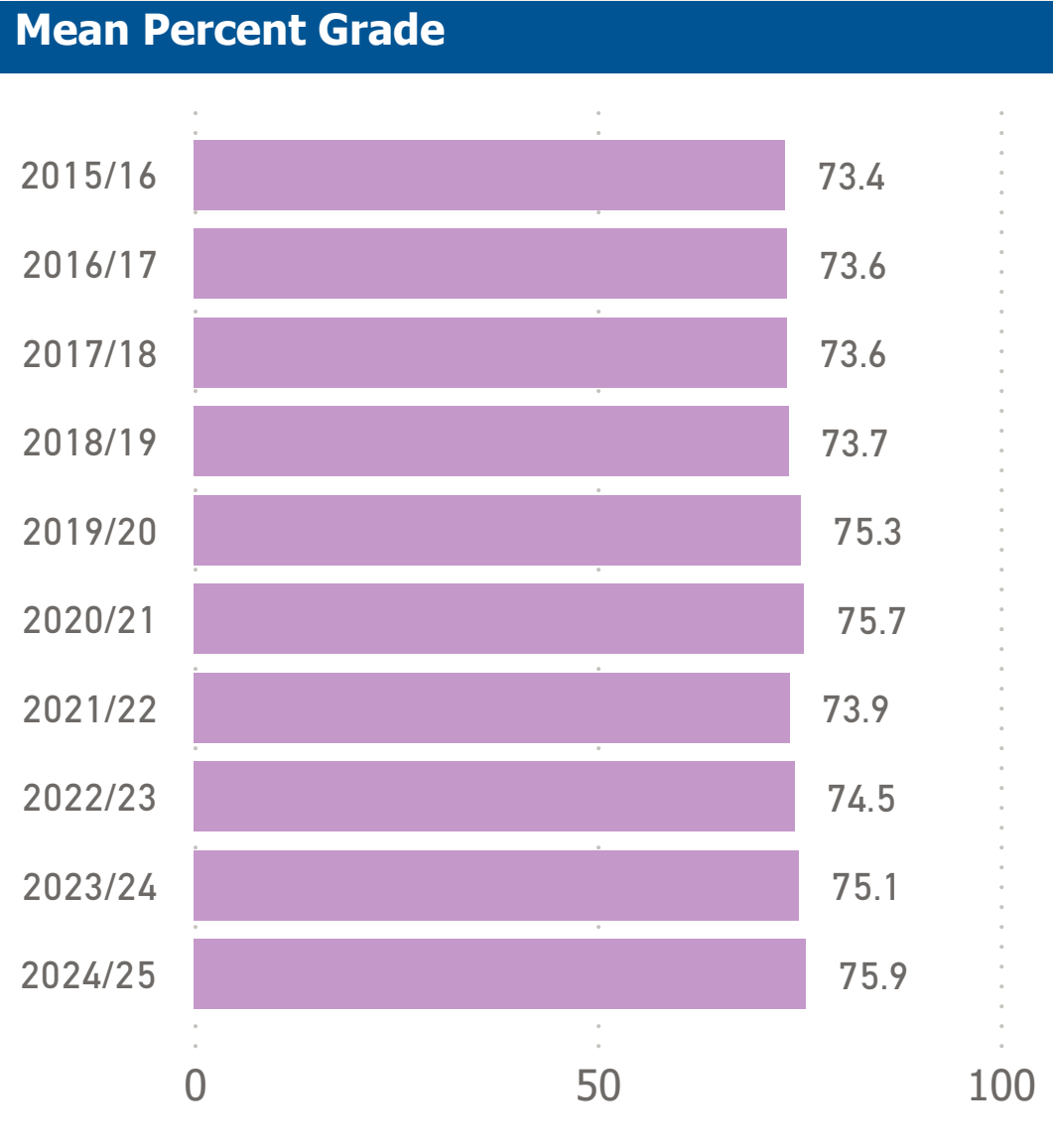
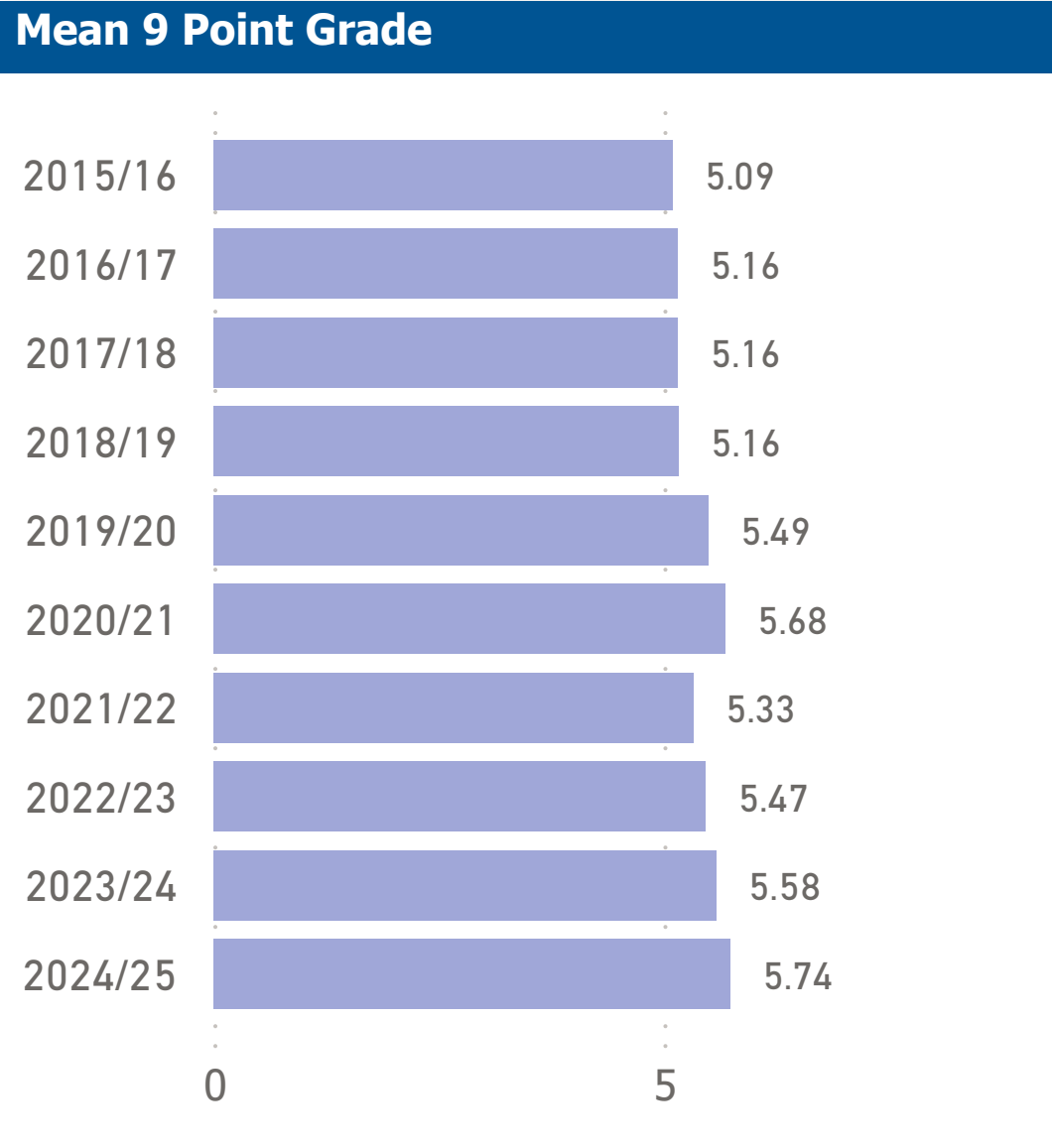
Faculty of Social Sciences

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.09	73.4	37.3%	32.6%	26.0%	4.2%	32,248	4.7%	34,026
+	2016/17	5.16	73.6	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,461
+	2017/18	5.16	73.6	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,658
+	2018/19	5.16	73.7	38.3%	32.7%	25.3%	3.8%	33,553	4.4%	35,307
+	2019/20	5.49	75.3	43.4%	32.4%	20.9%	3.3%	33,110	5.1%	36,608
+	2020/21	5.68	75.7	47.9%	29.5%	18.5%	4.0%	36,562	4.4%	38,479
+	2021/22	5.33	73.9	42.6%	29.7%	22.8%	4.9%	36,404	4.7%	38,637
+	2022/23	5.47	74.5	44.7%	29.6%	20.9%	4.8%	33,444	4.4%	35,943
+	2023/24	5.58	75.1	46.2%	30.3%	19.0%	4.5%	33,340	4.1%	35,527
+	2024/25	5.74	75.9	49.0%	29.3%	17.6%	4.0%	32,027	3.6%	34,317



Course Grading Patterns

Year

All

Course Level

Undergraduate

Graduate

Year Level

All

Faculty, Dept, Subject, Course, Section

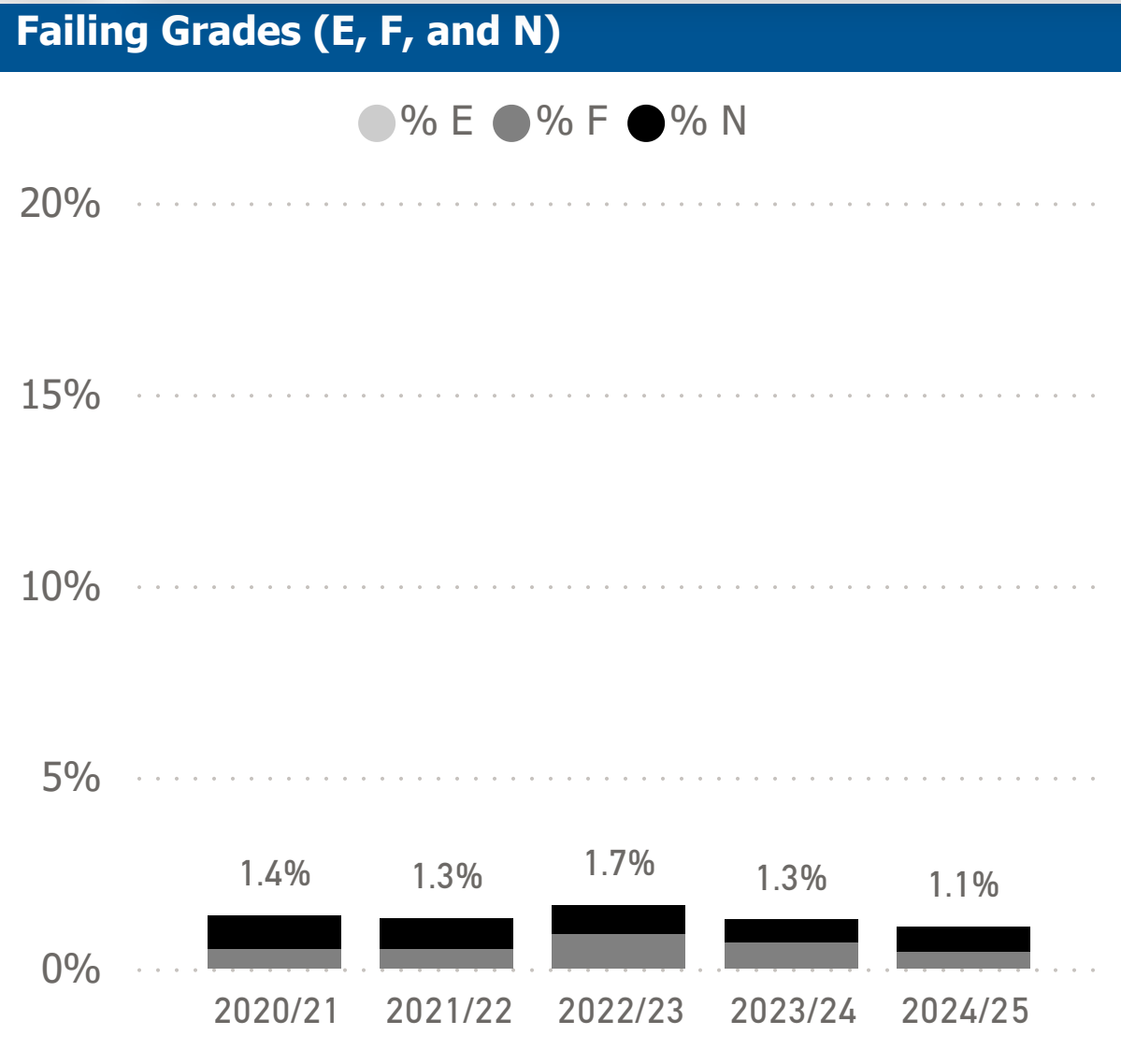
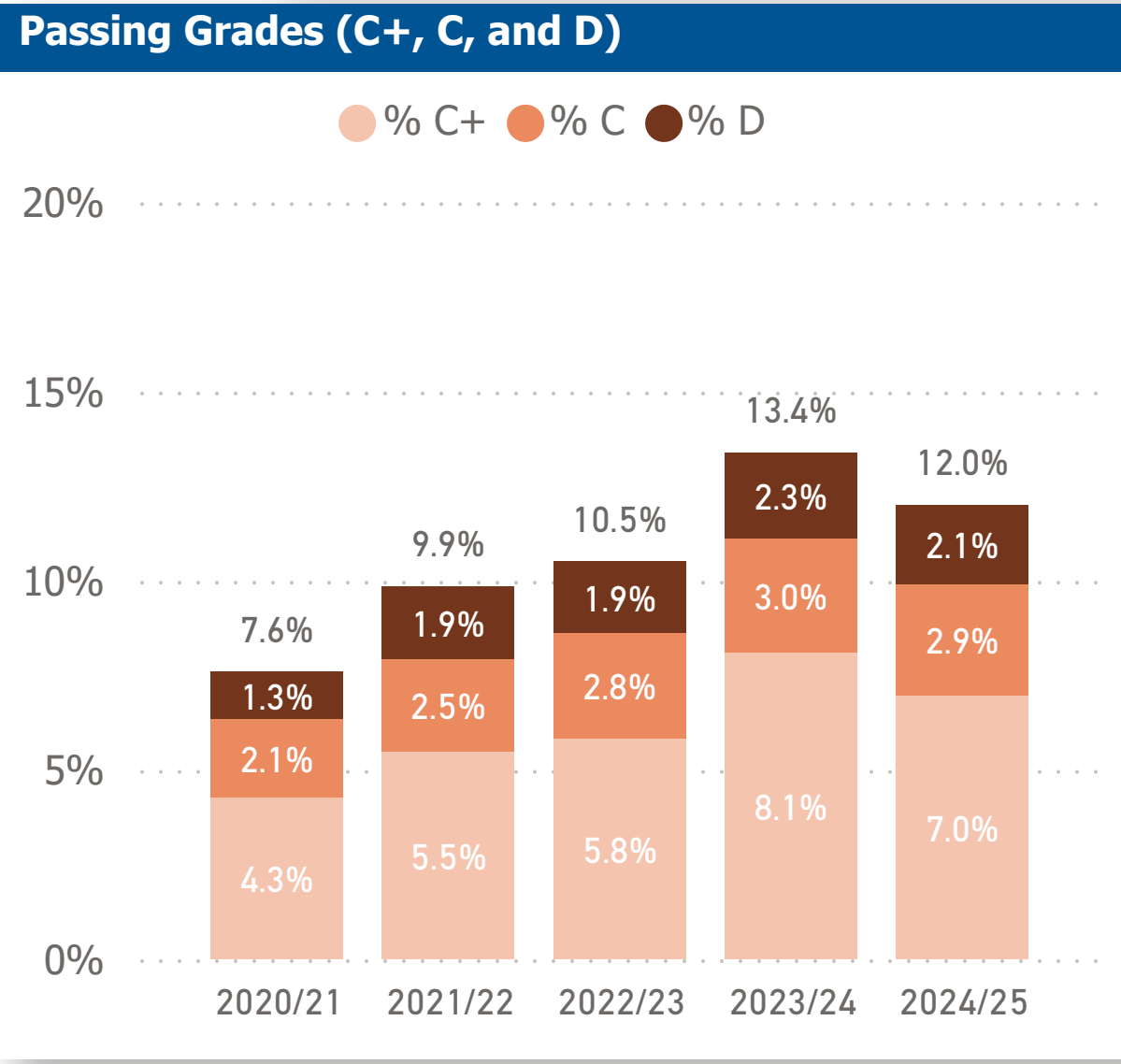
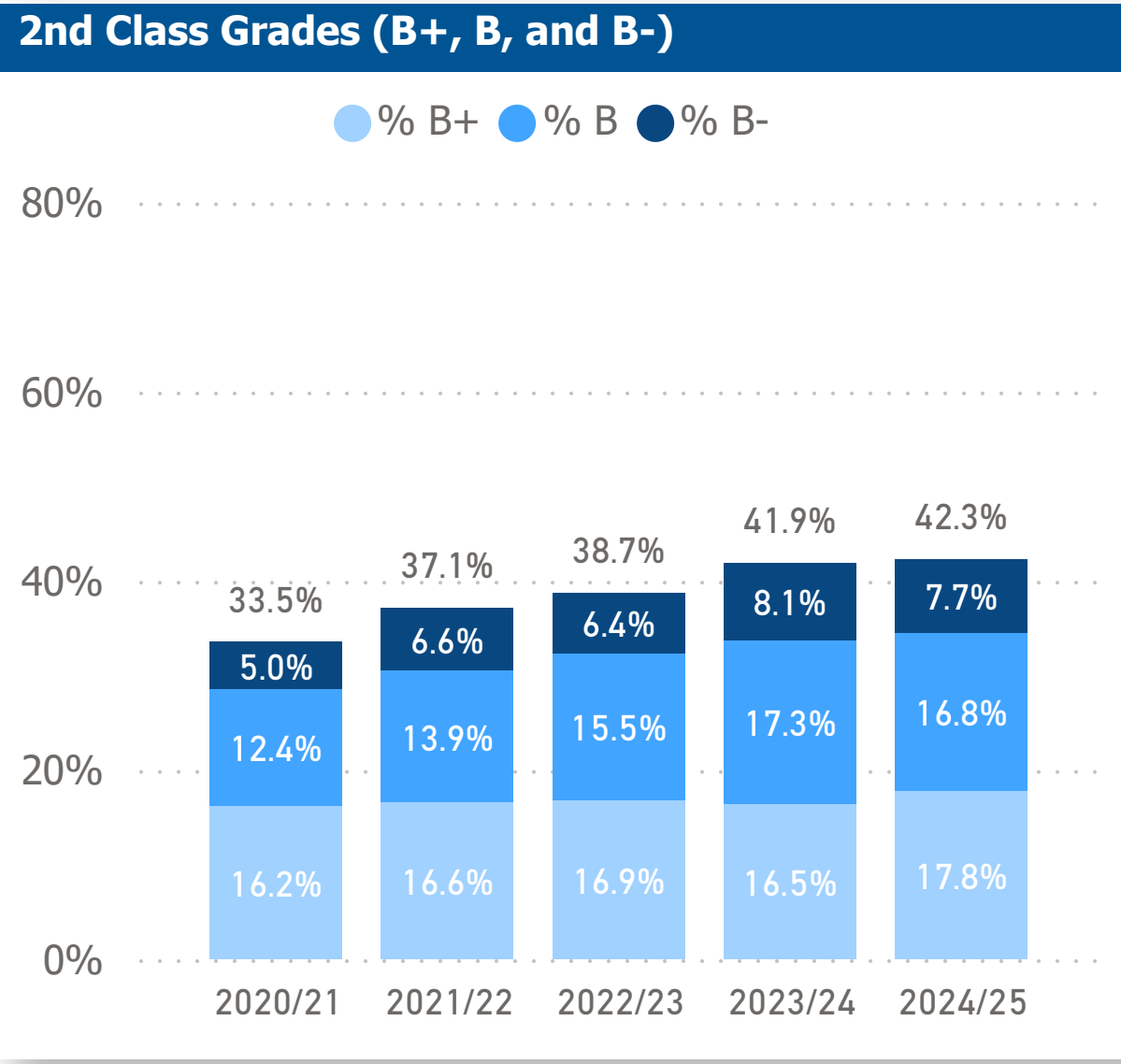
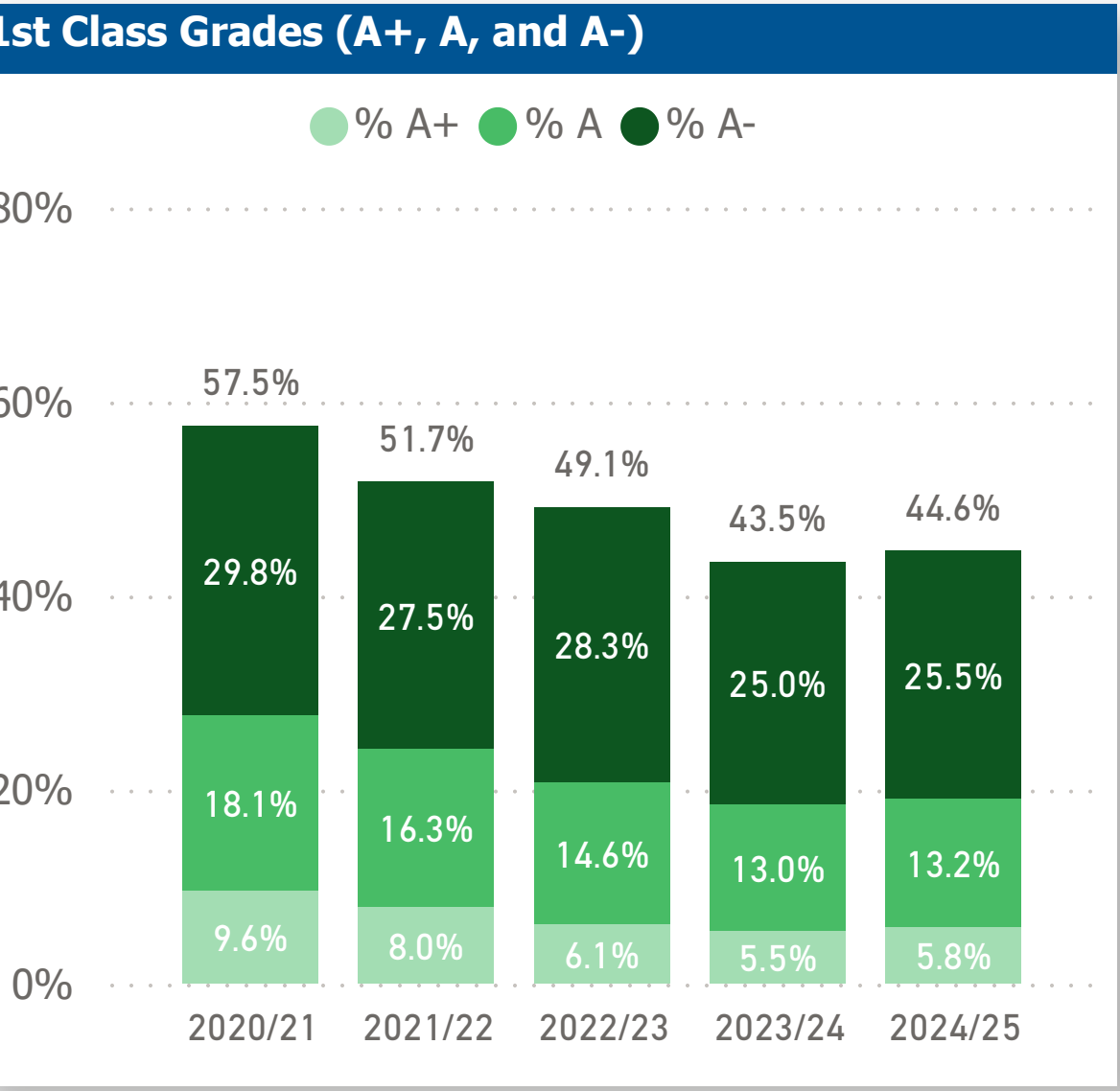
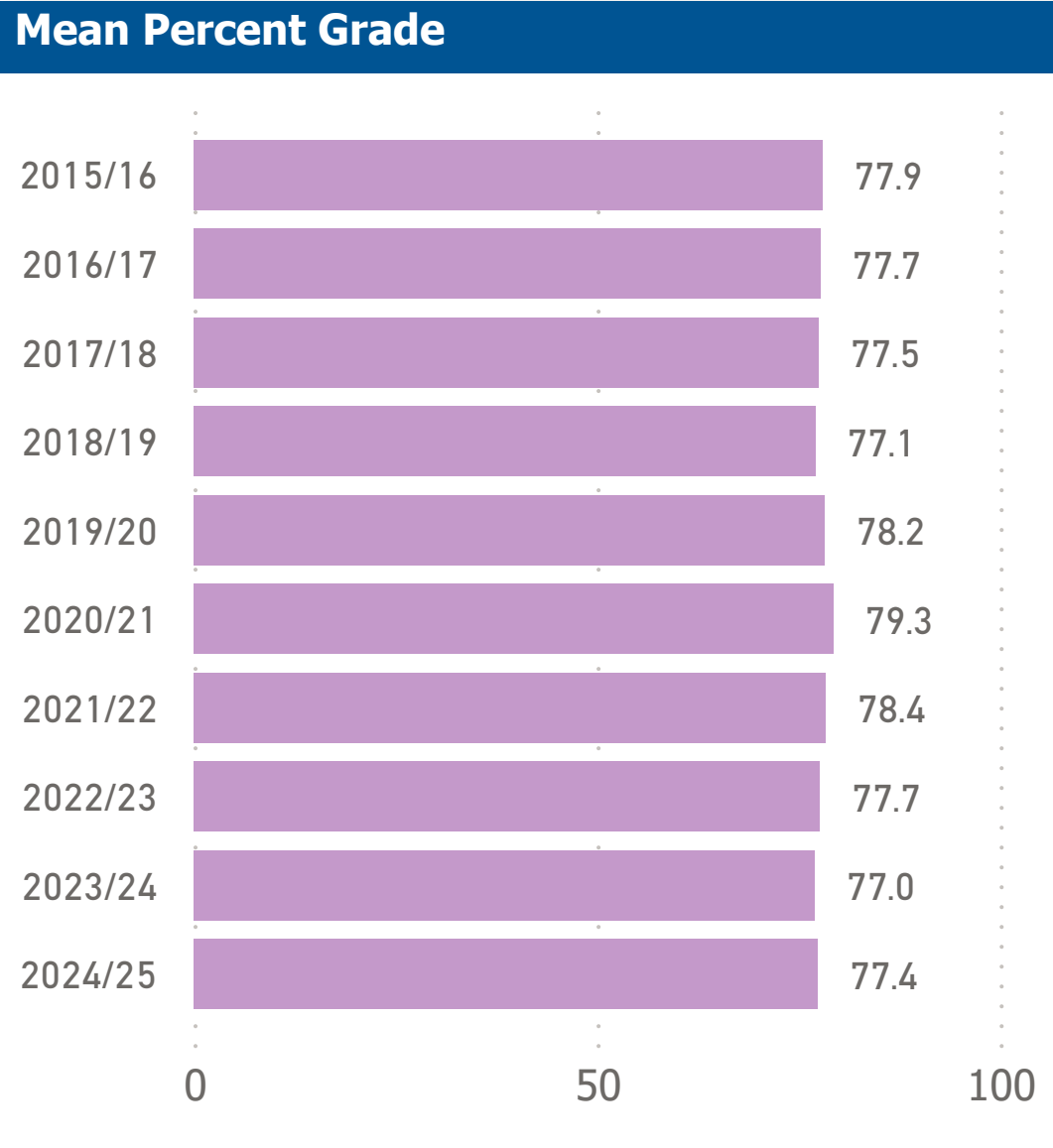
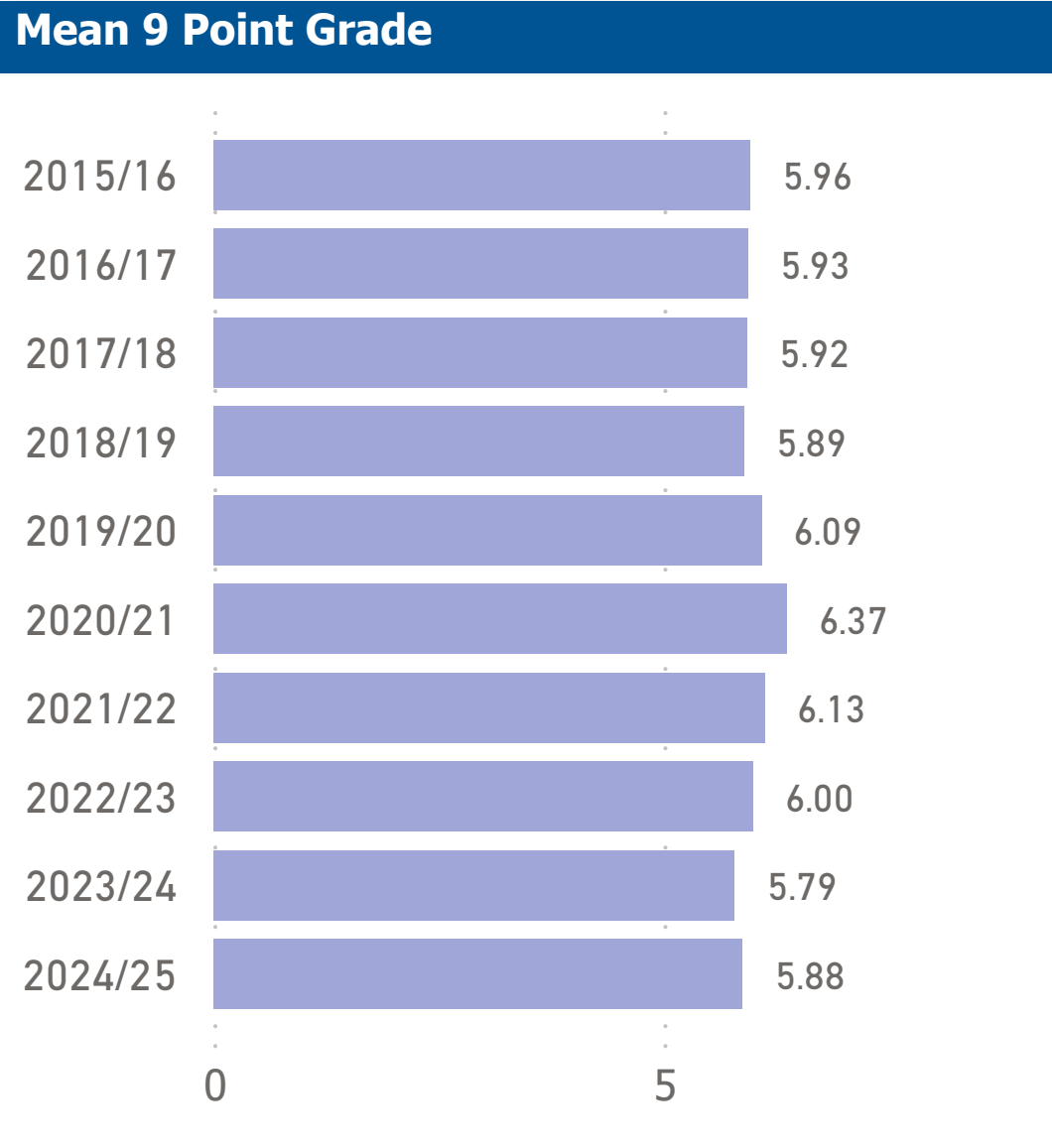
PB Gustavson Schl of Business

Section Type

All

Data as of: August 1, 2025

Overview of Grades										
	Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
+	2015/16	5.96	77.9	48.5%	38.1%	12.3%	1.2%	7,736	1.0%	10,092
+	2016/17	5.93	77.7	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	10,518
+	2017/18	5.92	77.5	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	10,509
+	2018/19	5.89	77.1	47.7%	37.4%	13.0%	1.8%	8,771	0.9%	10,938
+	2019/20	6.09	78.2	50.1%	39.2%	9.6%	1.0%	8,075	1.4%	10,482
+	2020/21	6.37	79.3	57.5%	33.5%	7.6%	1.4%	8,152	1.2%	10,218
+	2021/22	6.13	78.4	51.7%	37.1%	9.8%	1.3%	8,406	1.2%	10,652
+	2022/23	6.00	77.7	49.1%	38.7%	10.5%	1.7%	8,350	1.2%	10,500
+	2023/24	5.79	77.0	43.5%	41.9%	13.4%	1.3%	8,420	1.4%	10,514
+	2024/25	5.88	77.4	44.6%	42.3%	12.0%	1.1%	8,433	0.9%	10,697



SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: November 21, 2025
Subject: Revisions to the Rules to Govern Elections to the Board of Governors and the Senate

In accordance with the *University Act*, the university's election rules are approved by Senate. To review the proposed revisions, this memo provides both a tracked-changes version and a clean copy of the document. A summary of the key updates is as follows:

- Clarified definitions of roles that determine eligibility to submit nominations and to stand for or vote in elections to the Board of Governors and the Senate.
- Removed gendered pronouns (she/he) and replaced them with the gender-neutral pronouns (they/them).
- Established ineligibility to vote or serve on the Senate or the Board of Governors when on Long Term Disability.
- Removed repetitive content and introduced streamlined language regarding terms of office for the Board and Senate.
- Enhanced clarity and conciseness in the description of processes for nomination, campaigning and voting.

Recommended Motion:

That the Senate approve the revisions to the Rules to Govern Elections to the Board of Governors and the Senate.

Respectfully submitted,

2025/2026 Senate Committee on Agenda and Governance

Robina Thomas (Chair), Acting President and Vice-Chancellor

Annalee Lepp (Vice-Chair), Faculty of Humanities

Carrie Andersen, University Secretary

Jason Colby, Faculty of Humanities

Elizabeth Croft, Vice-President Academic and Provost

Rob Hancock, Faculty of Social Sciences

Inba Kehoe, McPherson Library

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Eva Thompson, Student Senator

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald (Recording Secretary), Senator Coordinator

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

**RULES TO GOVERN ELECTIONS
TO THE BOARD OF GOVERNORS AND THE SENATE**

Table of Contents

<u>Section</u>	<u>Page</u>
1. Preamble	2
2. Definitions	2
3. Eligibility	3
4. Elected offices	3
5. Terms of office	4
6. Nominations	5
7. Announcement of candidates	6
8. Withdrawal of nomination	6
9. Campaign period	7
10. Election register	7
11. Voting	7
12. Spoiled ballots	9
13. Election results	9
14. Complaints and appeals	9
15. General provisions	10

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

1. Preamble

- 1.1 The Rules to Govern Elections to the Board of Governors and the Senate ("Rules to Govern Elections") have been developed to meet the requirements set out in the *University Act*. In the event of any conflict between these Rules and the *University Act*, the Act will prevail.
- 1.2 Senate has the authority to amend the Rules to Govern Elections, as provided in section 43 of the *University Act*.
- 1.3 In accordance with the *University Act*, the University Secretary is responsible for the conduct of all elections that are required.
- 1.4 The Rules to Govern Elections will be reviewed by the Senate Committee on Agenda and Governance at least every five years.

2. Definitions

- 2.1 The following definitions will apply in determining the eligibility of persons to submit nominations and to stand for and vote in elections to the Board of Governors and the Senate.
 - a) **A Faculty** is an academic unit approved as a Faculty by the Senate and Board of Governors.
 - b) **A faculty member** is a person who is classified in university records as "faculty" and designated as "regular, at the rank of lecturer, ~~assistant professor, associate professor, professor,~~ assistant teaching professor, ~~associate teaching professor,~~ teaching professor, ~~assistant professor, associate professor or professor~~", or in an equivalent position designated by the Senate. This excludes employees classified as "visiting," "adjunct," or "sessional".
 - c) **An employee** of the university is a person who:
 - (i) is not a faculty member as defined in 2.1 b); and
 - (ii) is designated as "regular" or "continuing" in university records.
 - d) **A ~~professional~~ librarian** is a person whose classification in university records includes the term "librarian" and the designation "continuing".
 - e) **A continuing sessional** is a person classified in university records as having continuing sessional status.
 - f) **A student** is an undergraduate or graduate student who meets the definition of "student" in the academic calendar and is registered in the current term.
 - g) **Student societies** are the University of Victoria Students' Society and the Graduate Students' Society of the University of Victoria.

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

h) ~~A member of the Convocation~~ is ~~are~~ as identified by the University Act and included by resolution of the Senate.

3. Eligibility

- 3.1 In the context of the *University Act*, the definitions in section 2.1 will apply in determining the eligibility of persons to be elected to the Board of Governors or the Senate.
- 3.2 In the context of the *University Act*, the definitions in section 2.1 (b), (c), (d) and (e) will apply in determining the eligibility of persons to continue to serve on Senate.
- 3.3 A student elected to the Board of Governors or the Senate from the student societies must be registered in two of the following academic terms, 1st term of winter session, 2nd term of winter session or any term of the summer session, during ~~his or her~~ their term of office in order to be eligible to continue to serve on the Board of Governors or the Senate.
- 3.4 A faculty member or an employee of the University of Victoria, as defined in section 2.1 b) or 2.1 c), who is on study leave or a leave of absence other than Long Term Disability or study leave will continue to be eligible to vote and to serve on the Senate or the Board of Governors subject to the provisions of the *University Act* and to the rules of either body.
- 3.5 For the purpose of determining eligibility to be elected to and serve on the Senate and Board of Governors, the University Secretary is authorized to grant eligibility based on medical, compassionate or other grounds.

4. Elected offices

Board of Governors

- 4.1 Pursuant to section 19(1) of the *University Act*, the Board of Governors will include the following elected representatives:
 - a) 2 faculty members elected by faculty members;
 - b) 2 students, 1 graduate student elected by members of the graduate students' society and 1 undergraduate student elected by members of the undergraduate students' society.
 - c) 1 employee elected by employees of the university who are not faculty members.

Senate

- 4.2 Pursuant to the proportional composition required under section 35(2) of the

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

University Act, Senate will include the following elected representatives:

- a) 32 faculty members elected by faculty members (two faculty members from each Faculty elected by faculty members in that Faculty, with the remainder elected as at-large faculty members).
- b) 16 students elected by students who are members of the student societies with at least one student from each Faculty and three students from the Faculty of Graduate Studies.
- c) 4 members elected by and from the convocation, as defined in the *University Act*.

Additional elected members

Pursuant to section 35 (2)(k) of the *University Act*, the following elected representatives have been added to the Senate:

- d) 1 ~~professional~~ librarian elected by ~~professional~~ librarians.
- e) 1 continuing sessional elected by continuing sessionals.

5. Terms of office

Board of Governors

- 5.1 Pursuant to the terms outlined under sections 20(1) and (2) of the *University Act*, the terms of persons ~~the~~ elected to the Board of Governors will ~~be guided by the following~~ normally start on July 1 and end on June 30.

Formatted: Not Highlight

- ~~a) a) The term for persons elected to the Board of Governors by and from faculty members, and by and from employees of the university who are not faculty members, is three-years.:~~

Formatted: Indent: Left: 0.5", Tab stops: 0.75", Left

~~Persons elected to the Board of Governors by and from faculty members will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

Formatted: Indent: Left: 0.5", Hanging: 0.25", Tab stops: 0.75", Left

- ~~b) The term for p5.2 The person elected to the Board of Governors by and from the employees will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

~~5.3 Persons elected to the Board of Governors by and from members of the student societies will normally take office on July 1 for a one-year term ending June 30 of the following year.~~

- 5.24 Any eligible person elected to the Board of Governors to fill a vacancy arising for any reason other than the normal expiry of the term of the member will take office immediately upon election and will fulfill the remaining term of the member who is being replaced.

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

Senate

~~5.53 Pursuant to the terms outlined under section 36(1-5), 36(2), 36(3), 36(4) and 36(5) of the University Act, the terms of Senate will be guided by the following~~the terms of persons elected to the Senate will normally start on July 1 and end on June 30.;

~~Persons elected to the Senate by and from faculty members will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

Formatted: Indent: Left: 0.5", Hanging: 0.25", Tab stops: 0.81", Left

~~a) The term for persons elected to the Senate by and from faculty members, by and from the members of the convocation, by and from librarians, and by and from continuing sessionals, is three-years.~~

Formatted: Tab stops: 0.81", Left + Not at 0.75"

~~b) The term for persons elected to the Senate by and from members of the student societies is one-year.~~~~5.6 Persons elected to the Senate by and from the members of the student societies will normally take office on July 1 for a one-year term ending on June 30 of the following year.~~

Formatted: Indent: Left: 0.5", Hanging: 0.25", Tab stops: 0.81", Left

~~5.7 5.4 Persons elected to the Senate by and from the convocation will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

~~5.8 The person elected to the Senate by and from professional librarians will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

~~5.9 The person elected to the Senate by and from continuing sessionals will normally take office on July 1 for a three-year term ending on June 30 of the third year.~~

~~5.10~~ Any eligible person elected to Senate to fill a vacancy arising for any reason other than the normal expiry of the term of the member will take office immediately upon election and will fulfill the remaining term of the member who is being replaced. Vacancies will be filled in accordance with the Rules to Govern Elections and section 9 of the Rules to Govern the Conduct of Senate Procedures.

6. Nominations

6.1 Calls for nominations will be issued electronically or by other means deemed appropriate by the University Secretary.

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

Formatted: Indent: First line: 0.5"

Calls for nominations

- 6.2 A call for nominations will normally be issued in the second term of the winter session for positions becoming vacant on July 1.
- 6.3 A call for nominations may also be issued on an *ad hoc* basis to fill a position that becomes vacant before the end of a member's term.
- 6.4 A call for nominations will be issued at least five business days before the deadline for nominations. A first call for nominations will normally be issued ten business days before the deadline for nominations.
- 6.5 The deadline for nominations may be extended by the University Secretary.

Nomination paper

Formatted: Indent: Hanging: 0.67"

- 6.6 A nomination paper must be:
- signed by a candidate, who will state that he/she is eligible to hold office and is willing to stand in the election;
 - signed by at least three persons who are eligible to vote in the election; and
 - delivered to the University Secretary by 4:30 p.m. on the day of the deadline for nominations.
- 6.7 The University Secretary will invite a candidate to submit, along with the nomination paper, a statement of candidacy including a brief biographical sketch and any other information the candidate considers relevant. The statement of candidacy ~~will~~should not exceed 300 words and will be made available on the University Secretary's website and by any other means deemed appropriate by the University Secretary.
- 6.8 The University Secretary will make all reasonable efforts to notify candidates of any errors or irregularities in their nomination papers before the deadline for nominations but is not bound to do so.
- Errors and irregularities in a nomination paper must be corrected before the deadline for nominations.
 - A nomination paper that contains errors or irregularities after the deadline for nominations will be deemed invalid.
- 6.9 If no nomination papers are submitted before the deadline for nominations or the number of nomination papers is fewer than the number of available positions, the University Secretary may issue a second call for nominations. If the second call for nominations fails to produce a candidate, the University Secretary may use ~~his/her~~their discretion to issue additional calls for nominations or leave a position vacant.

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

7. Announcement of candidates

- 7.1 The names of all candidates will normally be posted on the University Secretary's website within five business days following the deadline for nominations.
- 7.2 Candidates in an election will be informed of the election period.

8. Withdrawal of nomination

- 8.1 A candidate who seeks to withdraw ~~his/her~~their nomination must notify the University Secretary in writing. Upon receipt of a written withdrawal of nomination, the candidate will cease to be a candidate for election.
- 8.2 ~~When a candidate's written withdrawal of nomination is received before the start of the election, the candidate's name will be excluded from the ballot.~~
- 8.3 In the event that a written withdrawal of nomination is received after the deadline for nominations and ~~paper ballots have been prepared or~~ the election has started, the University Secretary's office will inform voters of the withdrawal. Any the votes the candidate receives in the election will not be counted.
- 8.34 ~~When possible, notification of the withdrawal of a candidate will be included with the paper ballot.~~
- 8.4 ~~When an electronic vote is to be conducted and a candidate's written withdrawal of nomination is received before the start of the election, the candidate's name will be excluded from the electronic ballot.~~
- 8.5 ~~When an electronic vote is conducted and~~ a candidate's written withdrawal of nomination is received after the start of the election and the number of vacancies is less than the number of remaining candidates, the University Secretary may:
- a) allow the election to continue with the remaining candidates, in which case the electronic ballot will indicate that the candidate withdrew; or
 - b) cancel the election and conduct a new election.
- 8.6 ~~Electronic votes received for a candidate who has withdrawn will be deemed invalid.~~
- 8.5 If a paper ballot is being used, notification of the withdrawal of a candidate will be included with the paper ballot when possible.

Formatted: Indent: Left: 0", Hanging: 0.49", Tab stops: 0.49", Left + Not at 0.81"

9. Campaign period

- 9.1 In accordance with the *University Act*, there must be at least four weeks

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

between the deadline for nominations and the start of the election.

- 9.2 The University Secretary may set specific dates for campaigning.

Campaigning guidelines

- 9.3 Candidates are expected to conduct themselves in a manner respectful of other candidates.
- 9.4 Candidates are expected to make all reasonable efforts to represent facts accurately.
- 9.5 Candidates must follow the Rules to Govern Elections and any additional regulations issued by the University Secretary under the authority of the Rules to Govern Elections. Failure to do so may result in the candidate's disqualification from the election.
- 9.6 Complaints about campaigning must be made in writing to the University Secretary [and may be made during the campaign period or within five \(5\) business days of the announcement of the election results as articulated in section 14 of these rules.](#)

10. Election register

- 10.1 The election register, which may be electronic, will be open to inspection by all persons entitled to vote in an election, in the office of the University Secretary between the hours of 8:30 a.m. and 4:30 p.m., Monday to Friday, except on holidays and when the university is closed.

11. Voting

- 11.1 For elections, other than of students to the Board of Governors and Senate, the election period will be a minimum of five business days. For elections of students to the Board of Governors and Senate, the election period will be a minimum of three business days. In exceptional circumstances, the University Secretary may extend an election period.
- 11.2 Candidates will be given at least five business days notice prior to the start of the election period.
- 11.3 Only those persons whose names appear in the election register are entitled to vote in an election.
- 11.4 Voting will be by secret ballot.
- 11.5 Voting will be conducted electronically except when the University Secretary determines that a paper ballot is necessary.

- 11.6 Voters may vote for up to the number of candidates that corresponds to the

Formatted: Indent: Left: 0", Hanging: 0.49", Tab stops: Not at 0.39" + 0.78" + 1.17"

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

~~number of vacant seats or may opt to spoil their ballots.~~

Electronic voting

11.67 In order to vote electronically, voters will be required to verify their eligibility by means specified by the University Secretary.

~~11.7 Voters may vote for up to the number of candidates that corresponds to the number of vacant seats or may opt to spoil their ballots.~~

Paper ballots

11.8 A person entitled to vote will mark ~~his/her~~their paper ballot, then insert it into a ballot envelope and insert the ballot envelope into an identification envelope. The person voting must identify him/herself by completing the identification envelope in accordance with instructions provided.

11.9 The University Secretary will appoint and supervise three independent scrutineers for each election conducted using paper ballots.

11.10 The scrutineers will, when counting paper ballots, follow the procedures established by the University Secretary to guarantee that a marked paper ballot cannot be matched to the voter.

11.11 The scrutineers will be responsible for validating all paper ballots or for verifying the method of the election and validation of the paper ballot counting, and for counting and recording votes, if required.

11.12 Any person entitled to vote in an election may be present at the counting and recording of votes.

11.13 A paper ballot is not valid if:

- a) the voting member cannot be identified;
- b) the voting member has not followed the instructions on the ballot and identification envelopes;
- c) it contains any identifying mark; or
- d) it is marked for more candidates than there are vacancies.

11.14 Paper ballots and identification envelopes will be held by the University Secretary for a period of one year (in accordance with section 31 of the *Freedom of Information and Protection of Privacy Act*) following the announcement of election results. At the end of that time, the paper ballots and identification envelopes will be confidentially destroyed.

~~11.15 The official results of each election, as validated by the University Secretary and the scrutineers, will be retained by the University Secretary until such time as they are transferred to the university archives in accordance with the university's records management manual.~~

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

12. Spoiled ballots

- 12.1 Spoiled ballots will be recorded and reported as part of the election results but are not valid for the purposes of calculating election results.

13. Election results

Acclamation

- 13.1 Candidates will be acclaimed for a vacant position if:
- the number of candidates nominated is equal to or less than the number of vacant positions; or
 - a candidate has withdrawn his or her nomination and, as a result, the number of remaining candidates is equal to or less than the number of vacant positions.

Equality of votes

- 13.2 In the event of an equality of votes between two or more candidates in an election, the final result will be decided by lot amongst the candidates, under the direction of the University Secretary.

Announcement of results

- 13.3 The University Secretary will normally publish election results on the University Secretary's website and will include the number of eligible voters in an election, the number of votes received by each candidate and the number of spoiled ballots.
- 13.4 The University Secretary will report the outcome of an election to the Senate at its first meeting following the election.

- 13.5 The official results of each election will be retained by the University Secretary until such time as they are transferred to the University Archives in accordance with the university's Directory of Records.

Formatted: Tab stops: Not at 0.5" + 1.94" + 2.33" + 2.72" + 3.11" + 3.5" + 3.89" + 4.28" + 4.67"

14. Complaints and Appeals

- 14.1 Any complaints about the election procedures, campaigning or results must be made in writing to the Senate Committee on Agenda and Governance, in care of the University Secretary, during the campaign period or -within five (5) business days of the announcement of the election results.

TRACKED CHANGES VERSION

Formatted: English (Canada)

Formatted: Right

- 14.2 The Senate Committee on Agenda and Governance will review any complaints and will determine on behalf of Senate what action should be taken. The committee's decision is final and not subject to appeal.

15. General Provisions

- 15.1 In the event that unforeseen or unusual circumstances prevent the carrying out of any of the above procedures, the University Secretary will exercise ~~his/her~~their discretion in altering the procedures to fit the circumstances, and will report any action taken to the Senate Committee on Agenda and Governance at its next regular meeting.

Incorporating latest revisions made by Senate on:

6 March 1985
4 April 1990
3 April 1991
1 April 1992
11 January 1995
8 October 1997
7 November 2001
9 January 2004
4 February 2005
2 November 2007
1 May, 2009
9 April, 2010
6 January 2012
6 May 2016

**RULES TO GOVERN ELECTIONS
TO THE BOARD OF GOVERNORS AND THE SENATE**

Table of Contents

<u>Section</u>	<u>Page</u>
1. Preamble	2
2. Definitions	2
3. Eligibility	3
4. Elected offices	3
5. Terms of office	4
6. Nominations	5
7. Announcement of candidates	6
8. Withdrawal of nomination	6
9. Campaign period	7
10. Election register	7
11. Voting	7
12. Spoiled ballots	9
13. Election results	9
14. Complaints and appeals	9
15. General provisions	10

1. Preamble

- 1.1 The Rules to Govern Elections to the Board of Governors and the Senate (“Rules to Govern Elections”) have been developed to meet the requirements set out in the *University Act*. In the event of any conflict between these Rules and the *University Act*, the Act will prevail.
- 1.2 Senate has the authority to amend the Rules to Govern Elections, as provided in section 43 of the *University Act*.
- 1.3 In accordance with the *University Act*, the University Secretary is responsible for the conduct of all elections that are required.
- 1.4 The Rules to Govern Elections will be reviewed by the Senate Committee on Agenda and Governance at least every five years.

2. Definitions

- 2.1 The following definitions will apply in determining the eligibility of persons to submit nominations and to stand for and vote in elections to the Board of Governors and the Senate.
 - a) **A Faculty** is an academic unit approved as a Faculty by the Senate and Board of Governors.
 - b) **A faculty member** is a person who is classified in university records as "faculty" and designated as "regular, at the rank of lecturer, assistant professor, associate professor, professor, assistant teaching professor, associate teaching professor, teaching professor, ", or in an equivalent position designated by the Senate. This excludes employees classified as "visiting," "adjunct," or "sessional".
 - c) **An employee** of the university is a person who:
 - (i) is not a faculty member as defined in 2.1 b); and
 - (ii) is designated as "regular" or "continuing" in university records.
 - d) **A librarian** is a person whose classification in university records includes the term "librarian" and the designation "continuing".
 - e) **A continuing sessional** is a person classified in university records as having continuing sessional status.
 - f) **A student** is an undergraduate or graduate student who meets the definition of “student” in the academic calendar and is registered in the current term.
 - g) **Student societies** are the University of Victoria Students’ Society and the Graduate Students’ Society of the University of Victoria.

- h) ***A member of the Convocation*** is as identified by the University Act and included by resolution of the Senate.

3. Eligibility

- 3.1 In the context of the *University Act*, the definitions in section 2.1 will apply in determining the eligibility of persons to be elected to the Board of Governors or the Senate.
- 3.2 In the context of the *University Act*, the definitions in section 2.1 (b), (c), (d) and (e) will apply in determining the eligibility of persons to continue to serve on Senate.
- 3.3 A student elected to the Board of Governors or the Senate from the student societies must be registered in two of the following academic terms, 1st term of winter session, 2nd term of winter session or any term of the summer session, during their term of office in order to be eligible to continue to serve on the Board of Governors or the Senate.
- 3.4 A faculty member or an employee of the University of Victoria, as defined in section 2.1 b) or 2.1 c), who is on study leave or a leave of absence other than Long Term Disability will continue to be eligible to vote and to serve on the Senate or the Board of Governors subject to the provisions of the *University Act* and to the rules of either body.
- 3.5 For the purpose of determining eligibility to be elected to and serve on the Senate and Board of Governors, the University Secretary is authorized to grant eligibility based on medical, compassionate or other grounds.

4. Elected offices

Board of Governors

- 4.1 Pursuant to section 19(1) of the *University Act*, the Board of Governors will include the following elected representatives:
- a) 2 faculty members elected by faculty members;
 - b) 2 students, 1 graduate student elected by members of the graduate students' society and 1 undergraduate student elected by members of the undergraduate students' society.
 - c) 1 employee elected by employees of the university who are not faculty members.

Senate

- 4.2 Pursuant to the proportional composition required under section 35(2) of the *University Act*, Senate will include the following elected representatives:

- a) 32 faculty members elected by faculty members (two faculty members from each Faculty elected by faculty members in that Faculty, with the remainder elected as at-large faculty members).
- b) 16 students elected by students who are members of the student societies with at least one student from each Faculty and three students from the Faculty of Graduate Studies.
- c) 4 members elected by and from the convocation, as defined in the *University Act*.

Additional elected members

Pursuant to section 35 (2)(k) of the *University Act*, the following elected representatives have been added to the Senate:

- d) 1 librarian elected by librarians.
- e) 1 continuing sessional elected by continuing sessionals.

5. Terms of office

Board of Governors

- 5.1 Pursuant to the terms outlined under sections 20(1) and (2) of the *University Act*, the terms of persons elected to the Board of Governors will normally start on July 1 and end on June 30.
 - a) The term for persons elected to the Board of Governors by and from faculty members, and by and from employees of the university who are not faculty members, is three-years.
 - b) The term for persons elected to the Board of Governors by and from members of the student societies is one-year.
- 5.2 Any eligible person elected to the Board of Governors to fill a vacancy arising for any reason other than the normal expiry of the term of the member will take office immediately upon election and will fulfill the remaining term of the member who is being replaced.

Senate

- 5.3 Pursuant to the terms outlined under section 36(1-5)-5) of the *University Act*, the terms of persons elected to the Senate will normally start on July 1 and end on June 30.
 - a) The term for persons elected to the Senate by and from faculty members, by and from the members of the convocation, by and from librarians, and by and from continuing sessionals, is three-years.
 - b) The term for persons elected to the Senate by and from members of the student societies is one-year.

- 5.4 Any eligible person elected to Senate to fill a vacancy arising for any reason other than the normal expiry of the term of the member will take office immediately upon election and will fulfill the remaining term of the member who is being replaced. Vacancies will be filled in accordance with the Rules to Govern Elections and section 9 of the Rules to Govern the Conduct of Senate Procedures.

6. Nominations

- 6.1 Calls for nominations will be issued electronically or by other means deemed appropriate by the University Secretary.

Calls for nominations

- 6.2 A call for nominations will normally be issued in the second term of the winter session for positions becoming vacant on July 1.
- 6.3 A call for nominations may also be issued on an *ad hoc* basis to fill a position that becomes vacant before the end of a member's term.
- 6.4 A call for nominations will be issued at least five business days before the deadline for nominations. A first call for nominations will normally be issued ten business days before the deadline for nominations.
- 6.5 The deadline for nominations may be extended by the University Secretary.

Nomination paper

- 6.6 A nomination paper must be:
- a) signed by a candidate, who will state that he/she is eligible to hold office and is willing to stand in the election;
 - b) signed by at least three persons who are eligible to vote in the election; and
 - c) delivered to the University Secretary by 4:30 p.m. on the day of the deadline for nominations.
- 6.7 The University Secretary will invite a candidate to submit, along with the nomination paper, a statement of candidacy including a brief biographical sketch and any other information the candidate considers relevant. The statement of candidacy should not exceed 300 words and will be made available on the University Secretary's website and by any other means deemed appropriate by the University Secretary.
- 6.8 The University Secretary will make all reasonable efforts to notify candidates of any errors or irregularities in their nomination papers before the deadline for nominations but is not bound to do so.

- a) Errors and irregularities in a nomination paper must be corrected before the deadline for nominations.
 - b) A nomination paper that contains errors or irregularities after the deadline for nominations will be deemed invalid.
- 6.9 If no nomination papers are submitted before the deadline for nominations or the number of nomination papers is fewer than the number of available positions, the University Secretary may issue a second call for nominations. If the second call for nominations fails to produce a candidate, the University Secretary may use their discretion to issue additional calls for nominations or leave a position vacant.

7. Announcement of candidates

- 7.1 The names of all candidates will normally be posted on the University Secretary's website within five business days following the deadline for nominations.
- 7.2 Candidates in an election will be informed of the election period.

8. Withdrawal of nomination

- 8.1 A candidate who seeks to withdraw their nomination must notify the University Secretary in writing. Upon receipt of a written withdrawal of nomination, the candidate will cease to be a candidate for election.
- 8.2 When a candidate's written withdrawal of nomination is received before the start of the election, the candidate's name will be excluded from the ballot.
- 8.3 In the event that a written withdrawal of nomination is received after the deadline for nominations and the election has started, the University Secretary's office will inform voters of the withdrawal. Any votes the candidate receives in the election will not be counted.
- 8.4 When a candidate's written withdrawal of nomination is received after the start of the election and the number of vacancies is less than the number of remaining candidates, the University Secretary may:
- a) allow the election to continue with the remaining candidates; or
 - b) cancel the election and conduct a new election.
- 8.5 If a paper ballot is being used, notification of the withdrawal of a candidate will be included with the paper ballot when possible.

9. Campaign period

- 9.1 In accordance with the *University Act*, there must be at least four weeks between the deadline for nominations and the start of the election.

- 9.2 The University Secretary may set specific dates for campaigning.

Campaigning guidelines

- 9.3 Candidates are expected to conduct themselves in a manner respectful of other candidates.
- 9.4 Candidates are expected to make all reasonable efforts to represent facts accurately.
- 9.5 Candidates must follow the Rules to Govern Elections and any additional regulations issued by the University Secretary under the authority of the Rules to Govern Elections. Failure to do so may result in the candidate's disqualification from the election.
- 9.6 Complaints about campaigning must be made in writing to the University Secretary and may be made during the campaign period or within five (5) business days of the announcement of the election results as articulated in section 14 of these rules.

10. Election register

- 10.1 The election register, which may be electronic, will be open to inspection by all persons entitled to vote in an election, in the office of the University Secretary between the hours of 8:30 a.m. and 4:30 p.m., Monday to Friday, except on holidays and when the university is closed.

11. Voting

- 11.1 For elections, other than of students to the Board of Governors and Senate, the election period will be a minimum of five business days. For elections of students to the Board of Governors and Senate, the election period will be a minimum of three business days. In exceptional circumstances, the University Secretary may extend an election period.
- 11.2 Candidates will be given at least five business days notice prior to the start of the election period.
- 11.3 Only those persons whose names appear in the election register are entitled to vote in an election.
- 11.4 Voting will be by secret ballot.
- 11.5 Voting will be conducted electronically except when the University Secretary determines that a paper ballot is necessary.
- 11.6 Voters may vote for up to the number of candidates that corresponds to the number of vacant seats or may opt to spoil their ballots.

Electronic voting

- 11.7 In order to vote electronically, voters will be required to verify their eligibility by means specified by the University Secretary.

Paper ballots

- 11.8 A person entitled to vote will mark their paper ballot, then insert it into a ballot envelope and insert the ballot envelope into an identification envelope. The person voting must identify him/herself by completing the identification envelope in accordance with instructions provided.
- 11.9 The University Secretary will appoint and supervise three independent scrutineers for each election conducted using paper ballots.
- 11.10 The scrutineers will, when counting paper ballots, follow the procedures established by the University Secretary to guarantee that a marked paper ballot cannot be matched to the voter.
- 11.11 The scrutineers will be responsible for validating all paper ballots or for verifying the method of the election and validation of the paper ballot counting, and for counting and recording votes, if required.
- 11.12 Any person entitled to vote in an election may be present at the counting and recording of votes.
- 11.13 A paper ballot is not valid if:
- a) the voting member cannot be identified;
 - b) the voting member has not followed the instructions on the ballot and identification envelopes;
 - c) it contains any identifying mark; or
 - d) it is marked for more candidates than there are vacancies.
- 11.14 Paper ballots and identification envelopes will be held by the University Secretary for a period of one year (in accordance with section 31 of the *Freedom of Information and Protection of Privacy Act*) following the announcement of election results. At the end of that time, the paper ballots and identification envelopes will be confidentially destroyed.

12. Spoiled ballots

- 12.1 Spoiled ballots will be recorded and reported as part of the election results but are not valid for the purposes of calculating election results.

13. Election results

Acclamation

- 13.1 Candidates will be acclaimed for a vacant position if:
- a) the number of candidates nominated is equal to or less than the number of vacant positions; or
 - b) a candidate has withdrawn his or her nomination and, as a result, the number of remaining candidates is equal to or less than the number of vacant positions.

Equality of votes

- 13.2 In the event of an equality of votes between two or more candidates in an election, the final result will be decided by lot amongst the candidates, under the direction of the University Secretary.

Announcement of results

- 13.3 The University Secretary will normally publish election results on the University Secretary's website and will include the number of eligible voters in an election, the number of votes received by each candidate and the number of spoiled ballots.
- 13.4 The University Secretary will report the outcome of an election to the Senate at its first meeting following the election.
- 13.5 The official results of each election will be retained by the University Secretary until such time as they are transferred to the University Archives in accordance with the university's Directory of Records.

14. Complaints and Appeals

- 14.1 Any complaints about the election procedures, campaigning or results must be made in writing to the Senate Committee on Agenda and Governance, in care of the University Secretary, during the campaign period or within five (5) business days of the announcement of the election results.
- 14.2 The Senate Committee on Agenda and Governance will review any complaints and will determine on behalf of Senate what action should be taken. The committee's decision is final and not subject to appeal.

15. General Provisions

- 15.1 In the event that unforeseen or unusual circumstances prevent the carrying out

of any of the above procedures, the University Secretary will exercise their discretion in altering the procedures to fit the circumstances, and will report any action taken to the Senate Committee on Agenda and Governance at its next regular meeting.

Incorporating latest revisions approved by Senate:

6 March 1985
4 April 1990
3 April 1991
1 April 1992
11 January 1995
8 October 1997
7 November 2001
9 January 2004
4 February 2005
2 November 2007
1 May, 2009
9 April, 2010
6 January 2012
6 May 2016

SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: November 21, 2025
Subject: Appointments to the 2026 Joint Senate Board Retreat Committee

The Senate Committee on Agenda and Governance nominations sub-committee met on November 21, 2025 to consider appointments to the 2025/2026 Joint Senate Board Retreat Committee.

The Senate Committee on Agenda and Governance recommends to Senate the approval of the appointments to the 2025/2026 Joint Senate Board Retreat Committee.

Recommended Motion:

That Senate approve the appointments of Jo-Anne Clarke (Dean, Continuing Studies), Jens Weber (Engineering and Computer Science), and Emily Goodman (Student Senator) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2026 and ending on December 31, 2026.

Respectfully submitted,

2025/2026 Senate Committee on Agenda and Governance

Robina Thomas (Chair), Acting President and Vice-Chancellor*

Carrie Andersen, University Secretary

Jason Colby, Faculty of Humanities

Elizabeth Croft, Vice-President Academic and Provost

Rob Hancock, Faculty of Social Sciences*

Inba Kehoe, McPherson Library*

Mark Laidlaw, Faculty of Science

Annalee Lepp (Vice-Chair), Faculty of Humanities*

Martha McGinnis, Faculty of Graduate Studies

Eva Thompson, Student Senator*

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator

*members of the Nominations Sub-committee

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: November 19, 2025
Subject: New and Revised Awards

The Senate Committee on Awards met on November 12 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:

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

** 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

Thomas Stewart, President's Nominee

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~~

Axelrad Avenir Award* (New)

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

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

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

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

Preference will be given to ~~a student~~ students who meets at least one of the following criteria:

- Is involved in entrepreneurial endeavours
- Demonstrates leadership skills
- Has completed or is currently doing a co-op, internship or volunteering related to their academic studies
- Has an interest in working the ~~Real Estate~~ Industry

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



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

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

ÁTOLÁNW: A Season of Just and Fair Treatment Scholarship * (Revised)

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

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

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

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

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

Craig Harms Bamfield Marine Sciences Centre Award* (New)

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

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



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

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

Evan and Kay Blake Scholarship (New)

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

Helen Lansdowne Award* (New)

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

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

Further preference is for students with financial need.

Henry, Annie and Harry Cathcart Award* (Revised)

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

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

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

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

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

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

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

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

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

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

Judy Payne Memorial Award (Revised)

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

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

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

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

Martha Carlsen Entrance Award* (New)

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



Robin and Jane Hall Business Award* (New)

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

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

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

One or more scholarships are awarded to academically outstanding graduate students whose focus of research builds and supports community-wide knowledge that promotes wellbeing with reference to substance use and mental health. Students may apply by submitting a statement (maximum 250 words) describing how their research builds community knowledge and promotes wellbeing with reference to substance use and mental health to the Director, Canadian Institute for Substance Use Research between July 01 and September 01 45. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Canadian Institute for Substance Use Research.

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

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

Vic Scott Award in Voice Accompaniment* (Revised)

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

Warren Magnusson Graduate Scholarship in Political Theory* (New)

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

Yvonne Allen Cancer Research Scholarship* (Revised)

~~A scholarship~~ Up to three scholarships are is awarded to ~~an~~ academically outstanding graduate students in the Faculty of Science in the following order of preference:

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

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee ~~on~~ upon the recommendation of the Dean, Faculty of Science.





SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposed changes to the Counselling Psychology graduate program

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposed changes to the Counselling Psychology graduate program.

The Counselling Psychology program is seeking to make the following changes to courses and program requirements:

- Establish CNPY 521 (Developmental issues in Family Counselling) as a program requirement rather than an elective to fulfill the professional requirement for a Registered Clinical Counsellor (RCC) with the British Columbia Association of Clinical Counsellors (BCACC).
- Counselling psychology is no longer part of the Educational Psychology and Leadership Studies program. Reworking of the ED-D 560 requirement to be replaced with "Graduate-level methodology course chosen in consultation with the student's thesis supervisor with the approval of the Graduate Advisor. If the supervisor is also the Graduate Advisor, then the approval will be from the Chair/Director or equivalent" allows students to take a methodology course specific to their thesis competency requirements.
- Removal of the description about ED-D 563 requirement to be used as elective for thesis students and replacing it with the option to choose a graduate-level methodology course that is relevant to the student's thesis requirements.

Recommended Motion:

That Senate approve the proposed changes to the Counselling Psychology graduate program, as described in the document "Counselling Psychology Course and Program Updates".

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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



Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Counselling Psychology Course and Program Updates

Submitted by:	Name and title	Email
Dean or designate	Dr. Fred Chou, Associate Professor, Program Lead	Fchou@uvic.ca
Academic unit, department, or school	Counselling Psychology	
Name, title, and email of contact person	Fred Chou, Program Lead Kira Holder, Program and Practicum Coordinator	Fchou@uvic.ca Kholder@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		May 1, 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	June 16, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgsirc@uvic.ca)	August 12, 2025
Departmental/School approval	June 25, 2025
Resource requirements approval (by Dean) Note. No resource required as changes requested are program revisions. Approved by the Dr. Maureen Ryan, Associate Dean Academic, Faculty of Health.	September 12, 2025
Faculty Curriculum Committee approval	September 10, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	September 17, 2025
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	October 6, 2025

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

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

Consultations must be initiated at least 6 weeks before GEC submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Aug 18, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	N/A	
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sept 3, 2025	Y
External and Internal Consultation (letters of support as per section I)	Internal consultations	N

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

	(Associate Dean Academic, June 24, 2025; Associate Dean Graduate Studies, June 16, 2025)	
	External consultations (Feb 13, June 19, Sept 11)	
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	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

The counselling psychology program is seeking to make the following changes to courses and program requirements:

1. Establish CNPY 521 (Developmental issues in Family Counselling) as a program requirement rather than an elective.

Rationale: CNPY 521: Developmental Issues in Family Counselling has historically been an elective course recommended for students to take. However, the course is essentially treated as a required course, as students need to take “Family Therapy Theory and Practice” to fulfill the professional membership requirements for a Registered Clinical Counsellor (RCC) with the British Columbia Association of Clinical Counsellors (BCACC). Currently, students meet the requirements for a Canadian Certified Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association (CCPA); however, most students who graduate from our program seek RCC registration. To reflect market demands, our program proposes making this course a requirement instead of an elective. This change, therefore, adjusts our program requirement electives to be 3.0 (instead of 4.5) for course-based students and 1.5 (instead of 3.0) for thesis-based students, since this course is proposed to be no longer an elective.

2. Rewording of ED-D 560 requirement to be replaced with “Graduate-level methodology course chosen in consultation with the student’s thesis supervisor with the approval of the Graduate Advisor. If the supervisor is also the Graduate Advisor, then the approval will be from the Chair/Director or equivalent.”

Rationale: As the counselling psychology program is no longer part of the Educational Psychology and Leadership Studies program, we no longer have input on requiring specific courses to be offered through this department, such as ED-D 560 Statistical Methods. To ensure students meet requirements we suggest “Graduate-level methodology course chosen in consultation with the student’s thesis supervisor with the approval of the Graduate Advisor...” allows students to have more agency to take a methodology course specific to their thesis competency requirements. We also intend to include a list of pre-approved courses to select from.

3. Removal of the description about ED-D 563 requirement to be used as elective for thesis students and replacing it with the option to choose a graduate-level methodology course that is relevant to the student’s thesis requirements (see point #2).

Rationale: In previous years, most students have employed a qualitative research methodology in their theses in our program. Additionally, the current wording appears to be overly restrictive as it makes thesis students utilize an elective to take a methodology course relevant to their thesis, while also

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

making them take ED-D 560 as a requirement. By changing the wording (see point #2) with “Graduate-level methodology course chosen in consultation with the student’s thesis supervisor...”, this allows students to take a methodology course specific to their thesis competency requirements.

These proposed changes are consistent with other accredited Counselling Psychology programs in Canada (i.e., [University of British Columbia](#), [Trinity Western University](#), and [Acadia University](#)).

Note. With regards to points #2 and #3. All students in the program (course and thesis-based) already take a survey graduate methodology course (CNPY 512 – Research Methods and Program Evaluation in Counselling), as a result ED-D 560 Statistical Methods is meant to ensure students are sufficiently prepared to engage in their respective research projects. However, in recognition that not all students will utilize quantitative methodologies in their research, the wording change allows for students to focus their training to meet the methodological needs of their research.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

The proposed changes do not require additional resources to the unit's current complement. Essentially the program still functions the way it has previously, but allows for more flexibility for thesis students to take methodology courses relevant to their thesis (see points 2 and 3), and ensures that family counselling is prioritized in course planning (see point 1).

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

No, it does not.

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

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

The proposed changes do not functionally change the program as the courses are still the same. With family counselling (CNPY 521), this was a course the program prioritized as an elective given its implications for professional membership with the British Columbia Association for Clinical Counsellors. Essentially, this course was being offered already and was treated as a requirement, though was not formally acknowledged as a required course. The only change in curriculum is that ED-D 560 is no longer a requirement. However, we are replacing it with the wording, "Graduate-level methodology course chosen in consultation with the student's thesis supervisor." This allows more flexibility for students to take the methodology courses that will support their thesis. The program will provide a list of pre-approved courses for students to select from with their supervisor that will include ED-D 560 and ED-D 563, along with other graduate level methodology courses reviewed by the program.

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

No, it does not.

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

No, it does not.

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

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Yes, these changes are consistent with other programs at other BC post-secondary institutions. For instance, at UBC Counselling Psychology the practicum courses range from (3-12 credits, see <https://vancouver.calendar.ubc.ca/course-descriptions/subject/cnpsv>). Meanwhile, at Trinity Western University's Counselling Psychology Program, family counselling is a required course for their program (CPSY 508).

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

No, it will not. Instead, it might contribute to more applications to our program as we can formally acknowledge that we can guarantee that our program meets requirements for professional membership with the British Columbia Association for Clinical Counsellors in addition to the current statement that our program meets the requirements for professional membership with the Canadian Counselling and Psychotherapy Association.

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

No, it does not, instead it provides more flexibility to thesis students with their research methodology course.

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

Prior to initiating the programmatic changes, our program consulted with Dr. Sharon Robertson, the Co-Chair for CACEP Accreditation, on February 13, 2025, and Dr. Tanya Surette, the program coordinator for the Counselling Psychology program at Acadia University, on June 19, 2025 regarding student workload for practicum courses (CNPY 522 and CNPY 523).

As a professional program, we consulted with Janice Joyce, the Director of Regulatory Modernization/Deputy Registrar with the British Columbia Association for Clinical Counsellors on September 11, 2025. Janice was supportive of the programmatic changes outlined in this document and noted the value of making CNPY 521 a required course.

No other program unit is impacted by this program change as the program is wholly delivered by the counselling psychology unit.

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: Counselling Psychology	Anticipated start date: September 1, 2026
Proposal type (new, revise or discontinue program): Revise	
Academic unit, department, or school: Counselling Psychology; Faculty of Health	
Name, title, and email of contact person: Fred Chou	
Dean (or designate) or administrative authority: Tammy Hopper	
Consultation date:	

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, Marc Bavin, Rachel Strandquist, OREM	Proposal	<p>The first change outlined in the proposal is: <i>“Adjustment of CNPY 522 and CNPY 523 units of credit to be consistent with other practice-based programs (from 3.0 to 4.5 units for both).”</i></p> <ul style="list-style-type: none"> - We typically recommend that a new course be created whenever the unit value of a course changes as this creates issues with degree audit requirements and functionality. Neither CAPP nor Degree Works will recognize the difference between students who took CNPY 522 or 523 and received 3.0 units vs those who received 4.5 units. If the unit value is changed vs. creating a new course,

		<p>requirements will need to be communicated very clearly to students and Advisers will need to monitor this carefully to avoid unpleasant surprises for students close to graduation.</p> <ul style="list-style-type: none">- With the increase in units for CNPY 522 and 523, and the addition of CNPY 521 as a required course vs. an elective, will any elective coursework still be required? If yes, the program totals will need to be increased by 3 units.
--	--	---

Signature: _____
Date: _____ Oct 15, 2025 _____

A handwritten signature in black ink, appearing to read 'W. Zangle'.

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 Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Counselling Psychology	Anticipated start date: September 1, 2026
Proposal type (new, revise or discontinue program): Revise	
Academic unit, department, or school: Counselling Psychology; Faculty of Health	
Name, title, and email of contact person: Fred Chou	
Dean (or designate) or administrative authority: Tammy Hopper	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Jonathan Bengston Pia Russell	Email and submission of proposal draft	Confirmation that proposed program changes have minimal implications for the library (Email on August 29, 2025 from Pia Russell)

Signature: _____

Date: _____


Sept 3/2025

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

From: Janice Joyce <janicej@bcacc.ca>
Date: Monday, October 20, 2025 at 1:13 PM
To: Fred Chou <fchou@uvic.ca>
Cc: Kira Holder <kholder@uvic.ca>, Jane Beaumont <janeb@bcacc.ca>
Subject: RE: UVic Counselling Psychology Consultation Update

Good afternoon, Fred

We appreciate UVIC's transparency in implementing program changes and your communication with BCACC regarding these updates. We fully support the decision to make CNPY 521 a core course rather than an elective, as it aligns with BCACC's registration requirements for both program streams.

We also support the proposed adjustment for Thesis stream students- replacing the Advanced Statistics course with the Research Methods course. However, we do have one question: could this change affect students in the Thesis stream who plan to pursue a PhD or PsyD in the future?

Overall, we are in favor of these changes, as they contribute meaningfully to preparing students for professional practice.

We do have one additional request for consideration, which may warrant further discussion with Jane: would UVIC consider integrating BCACC's Entry to Practice Competencies (ETPCs), Standards of Clinical Practice (SCPs), and Code of Ethical Conduct (CoEC) into the Ethics course to ensure alignment with BCACC registration requirements?

Kind regards,

Janice

Janice Joyce, MA Leadership (Health), LPN
Director of Regulatory Modernization & Deputy Registrar- Registration
She/Her
109-1034 Johnson Street, Victoria BC V8V3N7
T (250) 595-4448 ext. 235 **TF** (800) 909-6303 **F** (250) 595 2926
bcacc.ca | [Find a Counsellor](#) |
[Facebook](#) | [Twitter](#) | [Instagram](#)

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to establish a non-credit Certificate in Gerontology

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

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

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

Recommended Motion:

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

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies



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



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

Certificate in Gerontology
Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Dr. Jo-Anne Clarke, Dean, Division of Continuing Studies	uvcsdean@uvic.ca
Academic unit, department, or school	Health, Safety and Public Relations Programs, Division of Continuing Studies	hsadmin@uvic.ca
Name, title, and email of contact person	Laura Vizina, Director, Health, Safety and Public Relations Programs, Division of Continuing Studies	lvizina@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		September 2026

Please provide dates of all approvals

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

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

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATION CERTIFICATE
OR DIPLOMA

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

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

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

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

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

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

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATION CERTIFICATE
OR DIPLOMA**B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)**

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

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

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

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

Program Curriculum**Required courses:**

Students must complete four required courses:

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

Elective courses:

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

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

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

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

See Appendix A for full course details.

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATION CERTIFICATE
OR DIPLOMA

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

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

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

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

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

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

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

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

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

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

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

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATION CERTIFICATE
OR DIPLOMA

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

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

D. Describe the learning outcomes of the proposed program.

Upon completion, learners will be able to:

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 1: Enrolment Plan, 2026-2030

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

Table 2: Sample Schedule

	2026/27 fiscal
fall term (September to December)	<ul style="list-style-type: none"> Foundations of Gerontology (required) Active Aging and Recreation (elective)
winter term (January to April)	<ul style="list-style-type: none"> Foundations of Gerontology (required) Human Anatomy and Physiology of Aging (required) Mental Health & Aging (elective)
summer term (May to August)	<ul style="list-style-type: none"> Supporting Older Adults (required) Communication and Person-Centered Care (required) Nutrition and Aging (elective)

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

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

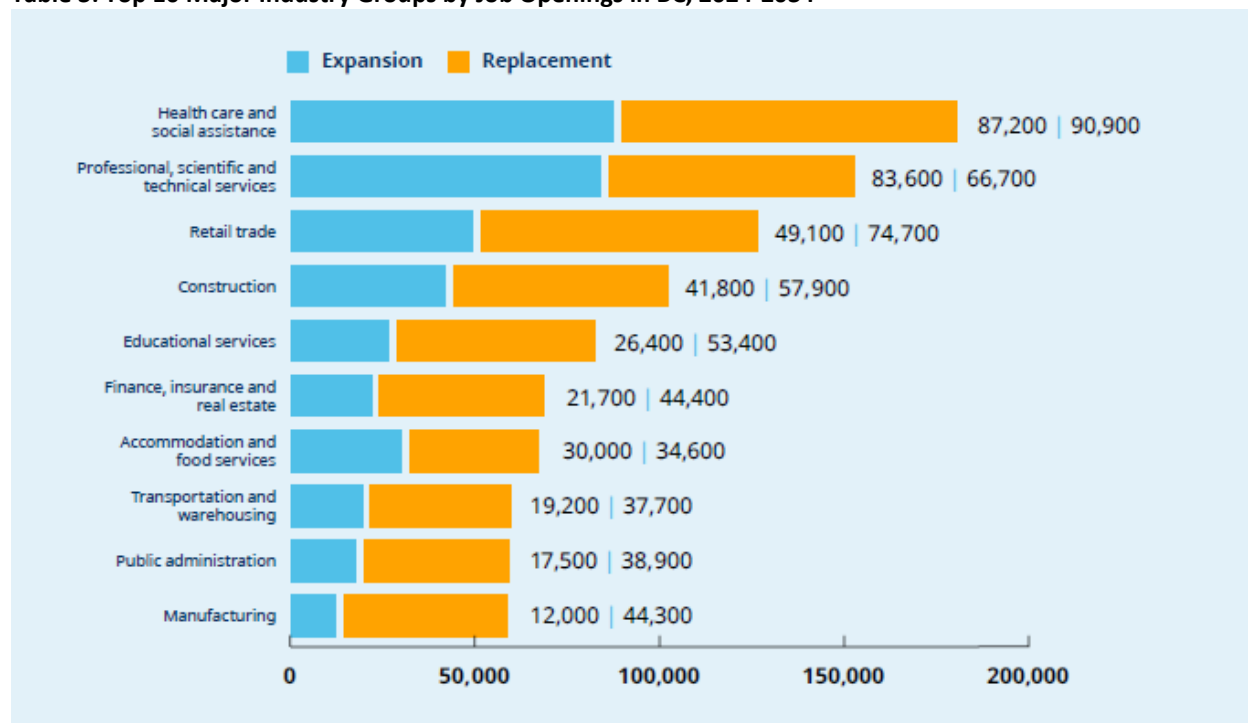
Changes in Demographic & Healthcare Demands Across BC & Canada

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

Increase in Job Openings in Healthcare

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

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



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

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

Specialized Training in Gerontology

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

Career Pathways in Gerontology

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

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

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

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

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

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

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

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

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

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

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

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

Refer to Appendix D for evidence of support and consultation.

Appendix A Course Details

Required Courses:

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

Elective Courses:

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

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

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

Appendix B Health Program Advisory: Terms of Reference

General Purpose of the Committee

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

The Advisory Committee will:

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

Method of Appointment

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

Membership

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

Term of Office

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

General Procedures

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

Administrative Support to the Committee

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

Appendix C Comparable Programs

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

Appendix E Resources Used to Support Proposal

Canadian Geriatrics Society. [Aging Care SMS Competencies](#). Accessed March 4, 2025.

Canadian Institute for Health Information. [Balancing the needs of Canadians and our health workforce](#). Accessed March 4, 2025.

Canadian Institute for Health Information. [Keeping pace with changing population needs](#). Accessed February 28, 2025.

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

First Nations Health Authority. (2024). [Elder's Guide](#). Second edition.

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

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

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

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

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

Office of the Seniors Advocate British Columbia. (2024). [Monitoring Seniors Services 2024 Report](#).

Office of the Seniors Advocate British Columbia. (2024). [Monitoring Seniors Services 2024. Presentation](#).

Province of British Columbia. [BC Labour Market Outlook](#). 2024 edition.

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

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

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

Appendix D Evidence of Consultation and Support



June 16, 2025

Ref: #373176

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

Dear Laura,

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

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

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

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

Sincerely,

Dan Levitt
BC Seniors Advocate
Province of British Columbia



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

Dear Laura,

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

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

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

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

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

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

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

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

lectures, or consultation.

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

Sincerely,

A handwritten signature in black ink, appearing to be 'Jill Fransen', written in a cursive style.

Jill Fransen
Director of Talent Management

Email: Jill.Franssen@Broadmeadcare.com

Phone: (250) 658-326

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

September 9 2025

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

Dear Dean/Director/Continuing Studies Leadership,

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

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

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

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

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

Sincerely

Lucy Dann

EWS Home Support Operations Manager

Island Health

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

Hi Laura,

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

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

Some thoughts:

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

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

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

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

Warmly,
Christine Jones MD CCFP

Medical Director

Victoria Hospice Society.



September 25, 2025

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

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

Dear Laura,

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Sakamoto'.

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



September 25, 2025

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

Dear Laura,

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

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

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

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

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

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

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

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

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

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

My third question is related to experiential learning. Given that the learning outcomes (the last two listed) suggest the development of a skill set I am curious about how an asynchronous online course will provide that level of learning and assessment of learning.

I recognize that there are new and exciting pedagogical approaches to skill development in an online environment. Again, in upskilling contexts the assumption is basic skill in communication with the elderly or people in health care contexts has been met; for the new learner this may not be the case.

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

Kind regards,

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

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

From: Maureen Ryan, Associate Dean Academic, Faculty of Health <HLTHADA@uvic.ca>

Sent: October 15, 2025 8:56 AM

To: Laura Vizina <lvizina@uvic.ca>

Subject: Re: Geriatric health non-credit certificate proposal

Good morning Laura,

I hope this email finds you well.

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

Looking forward,

Maureen

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

Associate Dean Academic

Faculty of Health

University of Victoria

E-mail: hlthada@uvic.ca



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

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message.

From: Laura Vizina <lvizina@uvic.ca>

Date: Wednesday, October 15, 2025 at 8:41 AM

To: "Maureen Ryan, Associate Dean Academic, Faculty of Health" <hlthada@uvic.ca>

Subject: Geriatric health non-credit certificate proposal

Hello Maureen:

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

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

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

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

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

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

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

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

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

All My Best,

Laura

Laura Vizina, MEd, CEC
Director

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

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



University
of Victoria

Institute on Aging & Lifelong Health

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

May 6, 2025

Dear Review Committee,

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

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

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

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

Sincere thanks for your consideration,

A handwritten signature in black ink, appearing to read "J. Gawryluk".

Dr. Jodie Gawryluk, Interim Director

Institute on Aging and Lifelong Health

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

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

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

Part I: Background Information

Department/School/Faculty: Division of Continuing Studies

Name of Program: Geriatric Health

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

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

Rationale for the proposal (approximately 200 words)

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

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

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

n/a

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

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

Part III: Proposal Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part IV: Consultation and Approvals

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



16-Jun-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



Libraries | University of Victoria

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

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

DATE: June 27, 2025

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

FROM: Jessica Mussell, Librarian

RE: Library comments on the Certificate in Geriatric Health proposal

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

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

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

Regards,

A handwritten signature in blue ink, appearing to read 'J. Mussell', is written above the printed name.

Jessica Mussell

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences.

As well as responding to a recommendation received during the 2024 External Program Review to enhance departmental visibility clarify programming, and strengthen recruitment, the proposed name change captures the department's focus on molecular-level understanding across biological systems. The current name no longer fully represents the scope of the department's teaching or research contributing to a decline in enrollment over the past decade.

The proposed name creates a distinction between UVic's departments of Biology and Chemistry, as well as from the new Faculty of Health. The designation "School" reflects the strategic position as a broad, interdisciplinary research unit that integrates molecular, cellular, and microbial sciences with applied biotechnology, proteomics, and translational health research.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences, as described in the document "School of Molecular Life Sciences".

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

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



UNIVERSITY OF VICTORIA
 TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

[School of Molecular Life Sciences]

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean (or designate) or administrative authority	Laura Cowen, Faculty of Science	sciedean@uvic.ca
Academic unit, department, or school	Biochemistry and Microbiology (BCMB)	bcmb@uvic.ca
Name, title, and email of contact person	Jennifer Cobb, Chair of BCMB	bcmb@uvic.ca or jencobb@uvic.ca
Anticipated start date	Sept 2026	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 12, 2025
Dean of Graduate Studies, (required if new school, department or faculty will offer graduate level degrees, diplomas, certificates etc.)	August 17, 2025
Departmental/School approval	May 14, 2025 Sept 9, 2025 (formal vote)
Resource requirements approval (by Dean)	August 12, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept 24, 2025

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

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline). **Initial consultation Aug 15, 2025, and subsequent Sept 25, 2025**

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Aug 30, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	Y
External and Internal Consultation (letters of support as per section F)	Ongoing	Y See attached

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

- A. Rationale for the proposed unit name change** Outline the rationale for the proposed academic unit name change, how the new name aligns with current institutional plans and priorities, and indicate how it is aligned with or distinct from related academic units at UVic and naming conventions at other post-secondary institutions.

The Department of Biochemistry and Microbiology (BCMB) at the University of Victoria respectfully requests approval to formally change its name to *The School of Molecular Life Sciences*. This name was unanimously approved by all members of the unit as it better reflects the breadth, depth, and interdisciplinarity of our research and teaching responsibilities.

The new name captures our department's focus on molecular-level understanding across biological systems—from microbes to multicellular organisms in environmental contexts—while aligning with the evolving scientific landscape in genetics, molecular cancer biology, systems biology, bioinformatics, and immunology. It also responds directly to the 2024 External Program Review, which recommended modernization to enhance departmental visibility, clarify programming, and strengthen recruitment.

This proposal emerged organically during our May 2025 strategic planning workshop and received unanimous faculty support. Our 13 faculty members—six of whom have joined in the past five years—are internationally recognized in their fields, with collective research funding exceeding \$100M. We host major research infrastructure, including the Genome BC Proteomics Centre, a founding member of The Metabolomics Innovation Centre, and maintain strong partnerships with BC Cancer's Deeley Research Centre through affiliated faculty and a recent UVic recruit (Dr. Fonseca) located there, an expert in integrated genomics. These areas of strength provide training and research opportunities for our undergraduate and graduate students and exemplify the interdisciplinary approach embodied in the new name.

Our current name, rooted in the department's 1965 founding, no longer fully represents the scope of our teaching or research. Other institutions have addressed similar challenges by creating interdisciplinary schools or institutes, attracting students with programming that reflects modern approaches life science research. Without such modernization, enrollment in BCMB programs has steadily declined over the past decade—a trend unique to our department, as peer units at UVic have experienced growth (e.g. Biology). Across Canada and internationally, many peer institutions have modernized their life sciences units by integrating molecular terminology or by consolidating disciplines under umbrella names (e.g., Biomedical and Molecular Sciences at Queen's, Molecular and Cellular Biology at Guelph, Life Sciences Institute at UBC). The name is directly in step with this trend toward broader, interdisciplinary, and molecularly-focused branding—giving UVic the advantage of being both current and unique.

Moreover, the proposed name distinguishes us clearly from UVic's Departments of Biology and Chemistry, as well as from the new Faculty of Health, which focuses on applied health and clinical education. No other UVic department has “Molecular” or “Life Sciences” in its name.

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

The change will sharpen our identity. The designation “School” reflects our strategic position as a broad, interdisciplinary research unit that integrates molecular, cellular, and microbial sciences with applied biotechnology, proteomics, and translational health research. Our faculty unanimously agreed that this title more accurately conveys our interdisciplinary scope and we believe it would strengthen our branding and external visibility.

Importantly, both “School” and “Department” at UVic can administer undergraduate and graduate programs, and the distinction is one of title and identity rather than any change at the administrative level. Our reporting structure within the Faculty of Science would remain unchanged. The title “School” also better captures the diversity of our faculty expertise and intrinsically recognizes our affiliate partnerships with the Genome BC Proteomics Centre and BC Cancer – Deeley Research Centre, positioning us as a collaboration and innovation hub. We further believe this designation will enhance engagement with industry and government partners across British Columbia’s rapidly growing life sciences sector. This is not a cosmetic change—it is a strategic repositioning to align our academic mission with current research and training activities. We believe it will facilitate our efforts in recruiting top students and faculty, fostering interdisciplinary partnerships, and ensuring that our department remains visible, relevant, and forward-looking.

B. Impact on areas of specialization and academic programs

Does the proposed name change affect the unit’s areas of specialization, and undergraduate and graduate programs. If yes, provide evidence of adequate faculty complement and other resources to support changes?

The proposed change from the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences will update our public identity to match the programs that we already deliver. The reviewers (from our Program Review in 2024) noted the value of introducing new course offerings, such as a “Foundations in Molecular Life Sciences” or “Bioinformatics for Molecular Life Sciences”, to broaden recruitment pathways and better communicate our department’s core expertise to students early in their academic journey. They recommended modernization of the department’s profile to improve clarity, recruitment, and alignment with emerging scientific fields.

Faculty complement and departmental expertise are fully capable of supporting our current and future programming. Our 13 tenured/tenure-track research faculty and two newly added teaching faculty have internationally recognized expertise in areas that define modern molecular life sciences. Moreover, our department hosts significant research infrastructure, including the Genome BC Proteomics Centre (which is a founding member of The Metabolomics Innovation Centre) and strategic partnerships with BC Cancer’s Deeley Research Centre. Faculty at these partner institutions expand training and research opportunities for students in our department.

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

The name change will directly address a key challenge—namely, that our current name no longer communicates the full range of our activities, making it harder to attract students who increasingly seek integrated, molecularly focused life science training. Other Canadian universities have modernized to meet similar challenges, and the reviewers affirmed that UVic’s BCMB program would benefit from such repositioning to remain competitive.

In summary, the proposed name change better represents our existing strengths, aligns with national and international trends, and we believe will make our programs more attractive to prospective students, without diluting the academic substance of our undergraduate and graduate offerings. Our faculty complement is well-balanced across specializations, and fully capable of sustaining and growing our educational and research mission under the Molecular Life Sciences name.

C. Impact on student enrolment

How would the proposed new name impact student enrolment (undergraduate and graduate)?

The transition to the School of *Molecular Life Sciences* represents a repositioning central to our undergraduate and graduate enrolment strategy. The clearer, more contemporary title will improve program discoverability for prospective students, particularly those seeking molecularly focused life science training, and will strengthen the impact of initiatives already identified in our self-study and endorsed in the 2024 External Program Review.

At the undergraduate level, we are launching two new courses— at the 100-level: *Foundations in Molecular Life Sciences* and at the 300-level: *Bioinformatics for Molecular Life Sciences*. These changes are supported by students in our program ([Appendix 3_ UG Survey Results](#)). As a unit, department members unanimous believe that this change, supported by a communication plan, which will include targeted promotion of our hands-on, research-integrated programs, will strengthen our ability to attract and retain students, reversing recent declines and broadening our reach. We also hope that at the graduate level, the name change will enhance our international visibility and help draw more international and UVic undergraduates into MSc and PhD programs. While growth is constrained by BSL2 lab space at UVic and funding realities, there are opportunities to expand supervision and training through stronger integration with partner facilities such as the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director), both who support our initiatives ([Appendix 13_ Research Affiliates](#)). Taken together, these measures will leverage the visibility and clarity of the *Molecular Life Sciences* identity to attract a broader applicant pool into graduate research, which will improve the conversion rate from inquiry to enrolment, and ensure program capacity is used to its fullest.

D. Implications for degree/program name

Will the name change require renaming of degrees/programs offered by the academic unit? If yes, please provide details.

Accompanying this name change proposal, we are putting forward a new undergraduate program proposal, which ultimately results in a merger of two programs, Biochemistry and Microbiology, into one Molecular Life Sciences Program. We hope approval of the name change can precede approval of the new program, which must go to the BC Ministry, for coordinated implementation in Sept 2026. Details of the curriculum for the new program are available in the new program proposal (a separate document). Briefly, however, the rationale for a single BSc in Molecular Life Sciences with *options* in Biochemistry or Microbiology is provided:

First, the decision to consolidate the existing Biochemistry and Microbiology programs into a single Molecular Life Sciences (MLSC) degree reflects both academic and operational considerations.

Second, the two legacy programs share substantial curricular overlap, particularly in foundational and course content. Maintaining two separate degree streams has become increasingly challenging given the size of the faculty and the frequent need for cross-credit exceptions, especially at the 400-level, where students commonly request that advanced BIOC or MICR courses count toward the alternate degree.

Third, the unified MLSC program provides a flexible and efficient structure. Students complete a shared core curriculum and **may** choose to pursue an *option* in Biochemistry or an *option* in Microbiology by completing additional advanced courses in their chosen area (similar in structure to the Department of Biology with *concentrations* in Forest Biology, Marine Biology, and Neurobiology). The distinction between the general and option streams lies primarily in the number and type of upper-level courses.

Lastly, this model offers both flexibility and specialization (these options were deemed important based on undergraduate survey results with > 70 respondents included in the new program proposal) ([Appendix 3_ UG Survey Results](#)). Students who encounter scheduling or other challenges for external reasons can still graduate under the BSc Molecular Life Sciences *general* category without delay, while those seeking focused training may specialize after gaining sufficient experience to make an informed decision. This approach allows the program to capitalize on the department's diverse research and teaching strengths while remaining sustainable within current faculty capacity.

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

Upon approval of the new program the following will apply:

Undergraduate

BSc in Molecular Life Sciences – curriculum details are in the new undergraduate program proposal. All of the below programs are compatible with a Coop distinction

BSc minor

BSc major compatible with double majors, honours

BSc major with Biochemistry option compatible with honours

BSc major with Microbiology option compatible with honours

Discontinuance of the BSc programs in Biochemistry

Discontinuance of the BSc programs in Microbiology

Graduate

The unit's graduate programs will remain specialized, continuing to offer distinct MSc and PhD degrees in Biochemistry and in Microbiology. This structure parallels the approach used by Medical Sciences at UVic, which offers the *specialized* Neuroscience graduate program. Maintaining distinct graduate degrees ensures continuity of research identity and preserves discipline-specific training pathways. These graduate programs are well established and aligned with national disciplinary standards, research funding structures, and supervisory expertise.

All degrees granted at the graduate level will remain the same:

Master of Science in Biochemistry

Master of Science in Microbiology

Doctor of Philosophy in Biochemistry

Doctor of Philosophy in Microbiology

E. Impact on current students

Will the name change have an impact on current students? If yes, please provide details including a transition plan and how this will be communicated to the campus community. Provide a detailed communication plan.

The proposed change from *Biochemistry and Microbiology* to *Molecular Life Sciences* is not a trend-driven decision, but the result of an extensive strategic planning process. It reflects the department's long-standing strengths in molecularly focused, interdisciplinary life sciences and positions us for sustained relevance in a rapidly evolving academic and employment landscape. For students currently in either the Biochemistry or Microbiology programs, faculty expertise remains and there will be no time-delays impacting the progression of current students through programs. We have also developed a detailed transition plan ([Appendix 2_New Program Summary and Transition Plan](#)).

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

Transition Plan: Biochemistry and Microbiology to Molecular Life Sciences

To support the transition from the BSc programs in Biochemistry and Microbiology to the unified BSc in Molecular Life Sciences (MLSC), the Department has a structured transition plan. A summary of the changes and the transition plan are briefly explained here:

All BCMB courses will be renamed under the MLSC code, while retaining their existing course numbers. For example, BCMB 301A will become MLSC 301A. Students will be given the information that MLSC301A is equivalent in content and credit to BCMB 301A. If BCMB 301A was needed for their program, then they should register for MLSC 301A, to satisfy the requirement ([Appendix 4_New Course Codes](#))

Through this transition, current students will be reassured that their academic pathways remain secure and that no progress toward graduation will be lost. We have created a Student FAQ guide to help navigates this transition ([Appendix 6_ Student FAQ guide](#)). Students currently enrolled in the Biochemistry or Microbiology programs (Years 2- 4) have two options:

1. Remain in their originally declared program, as no existing courses will be discontinued (although course code as described above will change).
2. Transition to the new Molecular Life Sciences program. All courses previously completed will count towards the new degree, either as core requirements or electives.

The new BSc in Molecular Life Sciences introduces three substantive curriculum updates ([Appendix 1_Curriculum changes](#)):

1. **MLSC 103: Foundations in Molecular Life Sciences** - required course for all students in the new program.

Current UVic students in the Faculty of Science entering Year 2 and wishing to graduate with a BSc in Molecular Life Sciences must complete this course.

Students entering Year 3 or 4 of the Biochemistry or Microbiology programs (including minors and double majors) will be waived from this requirement.

2. **MLSC 302: Bioinformatics for Molecular Life Sciences** - required course for all students in the new program.

Current UVic students entering Years 2 wishing to graduate in the Molecular Life Sciences program must complete this course.

Students entering Years 3- 4 of the Biochemistry or Microbiology programs (including minors and double majors) will be waived from this requirement.

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

3. MLSC 406: Applied Research Laboratory

This new course integrates and streamlines the essential components of the former BCMB 406A and BCMB 406B lab courses required in the two Biochemistry and Microbiology programs.

BCMB 406A and 406B will be discontinued after Summer 2026.

Transition Plan for 400-level Curriculum Requirements

Students currently enrolled in the BSc programs in Biochemistry or Microbiology (and wanting to finish in their current program):

Students who have completed neither BCMB 406A and 406B must complete MLSC 406 and one 400-level BIOC or MICR course.

Students who have completed BCMB 406B will have satisfied the 400-level lab requirement, but must register for one 400-level course in MICR or BIOC- credit with credit applied toward original program completion.

Students who have completed BCMB 406A, will not have satisfied the 400-level lab requirement, must complete MLSC406. They will not lose credit, with 406A credit counting as a 400-level BIOC or MICR course equivalent.

Students currently enrolled in the BSc programs in Biochemistry or Microbiology (and wanting to transition to finish in the BSc in Molecular Life Sciences):

Students who completed neither BCMB 406A and 406B must complete MLSC 406.

Students who have completed BCMB 406B will have the MLSC 406 requirement deemed satisfied.

Students who have completed BCMB 406A will have the MLSC 406 requirement deemed satisfied.

Students who have completed both BCMB 406A and BCMB 406B will have the MLSC 406 requirement deemed satisfied. They will also receive 400-level BIOC or MICRO credit equivalent toward the Molecular Life Sciences degree.

A table of 400-level lab transition plan is included ([Appendix 2_New Program Summary and Transition Plan](#)).

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

The transition will be implemented through proper channels and in close collaboration with all administrative units to ensure consistency in communication and all student-facing materials. We also recognize that department-led communication is essential, and our plans include:

Student Outreach: The department will send a formal email announcement to all current undergraduate and graduate students explaining the rationale, benefits, and timeline for the change, with a FAQ template addressing potential concerns ([Appendix 6_ Student FAQ guide](#)). This will be followed by optional in-person and online information sessions where students can ask questions directly to faculty leadership.

Curriculum and Materials Updates: We will work with the Registrar's office to properly update course outlines, program descriptions, lab manuals, and advising materials, ensuring the new name is consistently reflected.

Digital Presence: Our website will reflect the new name and brand identity, featuring spotlight stories on faculty research and student achievements that embody *Molecular Life Sciences*. Social media posts will be scheduled to coincide with key stages of the transition.

Ongoing Feedback: We will invite student feedback throughout the transition, using surveys and informal check-ins to ensure clear communication and address emerging questions.

F. Additional considerations- Any other relevant information not included above.

The proposed name *Molecular Life Sciences* offers UVic an opportunity to position itself at the forefront of a national and international trend toward broader, interdisciplinary, and molecularly focused branding in the life sciences. While leading universities such as UBC, SFU, McGill, and the University of Toronto use “life sciences” or “molecular” terminology in programs, research centres, or faculty-level initiatives, none currently embed this integration at the departmental level. UVic's adoption of this name would therefore combine the clarity and student appeal of a nationally recognized concept with the uniqueness of a distinct departmental identity.

It is important to reiterate that this change is not cosmetic—it is a long-term investment in the department's sustainability, visibility, and recruitment potential. It reflects the interdisciplinary research and teaching we already deliver and the career trajectories of our graduates in biotechnology, pharmaceuticals, molecular diagnostics, and other expanding sectors. Including the term “Molecular” in the title communicates precision and distinguishes our unit from broad biology or health-focused departments, while “Life Sciences” conveys breadth, relevance, and interdisciplinary reach.

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

Importantly, this renewal will boost faculty morale in our unit and foster a stronger sense of belonging. All faculty in our unit are recognized as health researchers across Canada and internationally, with extensive external funding from Canadian Institutes of Health Research (CIHR) and the National Institutes of Health (NIH). We are also excluded from using the name “Health” anywhere in our rebranding efforts. Many in our department feel the current name is too narrow to capture their research focus. Faculty working at the intersection of molecular science and human health, feel their research extends beyond the traditional scope of the Faculty of Science. By this change to *Molecular Life Sciences*, we will adopt an inclusive identity that accurately reflects the scope of our work. This will strengthen internal cohesion as the name will match both our expertise and our ongoing aspirations.

G. Provide evidence of consultation with related academic units at UVic affected by the proposed academic unit name change (emails/letters of support in an appendix).

The below section is identical to the consultation section (section E) in the new program proposal

Consultation with internal and external partners for the proposed unit Name change (this proposal) and the new undergraduate program in Molecular Life Sciences (MLSC) was undertaken together, thus the consultation sections and appendices of the two proposals are identical. These consultations were extensive and included engagement with university stakeholders, research affiliates, industry representatives, and post-secondary institutions across British Columbia.

1. Undergraduate Program Design

Undergraduate student survey results indicated that maintaining opportunities for “specialization” would be an important feature of the new program ([Appendix 3_ UG Survey Results](#)). To reflect this priority, the design of *options* in Biochemistry (BIOC) and Microbiology (MICR) within the consolidated Molecular Life Sciences (MLSC) program were integrated in the final proposal. These *options* will appear on their transcript and enable students to pursue focused disciplinary study within a unified degree framework while preserving recognition of their specialization.

2. Course Code Realignment and Curriculum Integration

Following consultation with the Office of the Registrar and Enrolment Management (OREM) ([Appendix 5: SCP_OREM Consult](#)), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life Sciences. At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC ([Appendix 4: New Course Codes](#)), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

UNIVERSITY OF VICTORIA
TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

To maintain clarity, the BIOC and MICR course codes will be retained to support the respective *options* in Biochemistry and Microbiology, with one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM ([Appendix 5: SCP_OREM Consult](#)) has been incorporated, and a Transition Plan for Current Students ([Appendix 2: New Program Summary and Transition Plan](#)) and Student FAQ Guide ([Appendix 6: Student FAQ Guide](#)) have been developed to ensure a smooth and transparent implementation process.

3. Internal Consultation (University of Victoria)

Consultation with OREM ([Appendix 5: SCP_OREM Consult](#)) involved sharing draft proposals for review. Their feedback on the transition plan and curriculum was fully incorporated into the final name-change and undergraduate program proposals. We also consulted with representatives from Co-operative Education and Career Services ([Appendix 9: SCP_Coop consult](#)), UVic Libraries ([Appendix 10: SCP_Libraries consult](#)), and Indigenous Academic and Community Engagement (IACE) ([Appendix 11: SCP_IACE consult](#)). All received a draft proposal followed by Zoom or in-person (Rob Hancock) discussions.

Within the University of Victoria, consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats ([Appendix 7: Internal Consultation](#)) and all Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura Cowen, Dean of Science. Internal consultation also included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health ([Appendix 7: Internal Consultation](#)), with support received from Dr. Tammy Hopper, Dean of Health ([Appendix 8: SCP_Dean of Health](#)). Feedback from these groups has been constructive and supportive, and we also received support from the Dean of the Faculty of Graduate Studies (Dr. Robin Hicks) and the Vice-President Research (Dr. Lisa Kalynchuk) ([Appendix 12: Additional University feedback](#)).

Support was also obtained from our unit's research affiliates, including the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director). Both affiliates are invaluable receptors with multiple labs offering experiential training for UVic undergraduates wanting research experience and to conduct their honours thesis project through our programs ([Appendix 13: Research Affiliates](#)).

UNIVERSITY OF VICTORIA
 TEMPLATE FOR ACADEMIC UNIT NAME CHANGE (SCHOOL/DEPARTMENT, FACULTY)

4. External Consultation (Post-Secondary Institutions and Industry)

External consultations extended to other BC post-secondary institutions and professional bodies. In recognition of the scope of changes, including the consolidation of undergraduate programs and the development of a new non-thesis master's program, a Memo of all proposed changes was distributed to institutional counterparts and sectoral organizations ([Appendix 14: External consultation](#)). No formal responses were received from academic counterparts at the University of British Columbia, Simon Fraser University, or other BC institutions. Through Co-operative Education and Career Services contacts we engaged industry (companies that had provided approval for contact). We received limited, but positive, feedback for a few Biotech companies in BC ([Appendix 15: Industrial Feedback](#)) expressing strong support, especially for a non-thesis master's program we are developing (submitted under a separate proposal).

These consultations, together with broad industry engagement, for example with Life Science BC Director, William Burrows, confirm that the proposed changes are well aligned with provincial labour-market needs and government priorities to expand advanced training and workforce readiness in the life sciences and biotechnology sectors. *LifeSciences BC 2024 Labour Market Outlook* and *Stronger BC Reports* forecast over 5,500 new positions in BC's life sciences sector by 2027 ([Appendix 16: LSBC feedback and LSBC and Stronger BC Reports](#)). These findings are also consistent with the national strategies in the life sciences sector ([Appendix 17: National Strategies in Life Sciences](#)).

List of appendices:

- Appendix 1 _ Molecular Life Sciences Curriculum.xlsx
- Appendix 2 _ New Program Summary and Transition Plan.pdf
- Appendix 3 _ UG Survey Results .pdf
- Appendix 4 _ New Course Codes.pdf
- Appendix 5 _ SCP_OREM consult.pdf
- Appendix 6 _ Student FAQ guide.pdf
- Appendix 7 _ Internal Consultation .pdf
- Appendix 8 _ SCP_Dean of Health.pdf
- Appendix 9 _ SCP_Coop consult .pdf
- Appendix 10 _ SCP Libraries consult .pdf
- Appendix 11 _ SCP_IACE consult.pdf
- Appendix 12 _ Additional University feedback.pdf
- Appendix 13 _ Research Affiliates.pdf
- Appendix 14 _ External Consultation .pdf
- Appendix 15 _ Industrial Feedback .pdf
- Appendix 16 _ LBSC feedback and [LSBC](#) and [Stronger BC](#) Reports
- Appendix 17 _ [National Strategies in Life Sciences](#)

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.
--	--	--

Signature: W. Zayli
Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

Subject: RE: BCMB Proposal Consultation
Date: Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From: Wendy Taylor
To: Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burrige de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC: Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments: image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
 - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the [Academic Calendar for Major Programs in Science](#) to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of “introducing students to molecular principles” and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
 - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
 - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135

wtaylor@uvic.ca | uvic.ca/registrar

Together, we transform students' lives.

Senate Committee on Planning
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:	Anticipated start date:
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb, Chair, bcmb@uvic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean of Science	
Consultation date: August 26, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Aditi Gupta	Proposal and Zoom meeting	Letter attached



Signature: _____

Date: September 5, 2025



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

August 28, 2025

Dr. Jennifer Cobb,
Chair, Department of Biochemistry & Microbiology,
Faculty of Science

**Re: Confirmation of Library Support for Proposed Department Name Change and introduction
of new Master's programs**

Thank you for sharing the proposal to rename the Department of Biochemistry and Microbiology to the Department of Molecular Life Sciences in addition to the new Master's programs. I am pleased to confirm that the UVic Library fully supports both these initiatives.

Following consultation between the Engineering and Science Librarian and the Department Chair, the library affirms its commitment to providing comprehensive support for the renamed department and adding new graduate programs. Our collections offer both foundational and advanced resources across a wide range of scientific disciplines, including genomics, molecular genetics, proteomics, and broader life sciences. These materials are well-aligned with the curriculum and learning outcomes envisioned for the Department of Molecular Life Sciences, ensuring students have access to the interdisciplinary depth required for success in this evolving field.

In addition to our extensive collections, UVic Libraries will continue to support the department through targeted, skills-based workshops offered via the Digital Scholarship Commons (DSC), as well as personalized research consultations with the Engineering & Science Librarian. We are confident that our existing resources and programming will effectively support the department's new direction and enhance its academic and professional impact.

Please feel free to contact me if you have any questions or require further information.

Sincerely,

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

Aditi Gupta, M.Sc., M.L.I.S.
Engineering & Science Librarian
Advanced Research Services, University of Victoria

Senate Committee on Planning
Required Internal Consultations

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

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


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

Name of program: BSc Molecular Life Sciences	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdisciplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: 

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc ...

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

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

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

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

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences

Name of Program: BSc in Molecular Life Sciences

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

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

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

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

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation. **Part III:**

Proposal Information

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

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

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

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

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No

Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

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

Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

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

Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

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

☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

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

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

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

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

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

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science.	Anticipated start date:
and	Sept. 2026
2. New undergraduate program: Molecular Life Sciences	
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20 th 2025 Proposal: Oct 10 th , 2025	

Signature:  _____

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie



Debbie Wildy

Assistant to the Dean
Faculty of Health
250-721-8050

New Email Contact: dwildy@uvic.ca

Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək'wəḡən (Songhees and X'wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁŋNEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>

Sent: October 10, 2025 3:44 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>

Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>

Date: Friday, September 19, 2025 at 8:55 AM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

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

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

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

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science.	Anticipated start date: Sept. 2026
and 2. New undergraduate program: Molecular Life Sciences	
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20 th 2025 Proposal: Oct 10 th , 2025	

Signature:  _____

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie



Debbie Wildy

Assistant to the Dean
Faculty of Health
250-721-8050

New Email Contact: dwildy@uvic.ca

Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək'wəḡən (Songhees and X'wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁŋNEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>

Sent: October 10, 2025 3:44 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>

Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Thursday, August 21, 2025 at 11:21:22 AM Pacific Daylight Time

Subject: RE: Department of Biochemistry & Microbiology - Program & Name Change
Date: Sunday, August 17, 2025 at 6:13:23 PM Pacific Daylight Time
From: Robin Hicks – Dean of Graduate Studies
To: Chair Assistant and Dept Secretary Biochemistry & Microbiology, Cindy Svatek
CC: Chair of Biochemistry & Microbiology
Attachments: image001.png, image002.png

Hi Kevin,

Thanks for sharing these document with me. The rationale for the proposed change to the name of the Department, and to its undergraduate degree(s), is very strong. I fully support the proposal.

Cheers,
Robin

Dr Robin G Hicks (he/him)
Dean | Faculty of Graduate Studies
Professor | Department of Chemistry
University of Victoria | Victoria, BC | Canada
+1 250 472 5187



We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

From: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Sent: Friday, August 15, 2025 3:02 PM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Cindy Svatek <cindysvatek@uvic.ca>
Cc: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Subject: Department of Biochemistry & Microbiology - Program & Name Change

Hello,

I am contacting you on behalf of Dr. Jennifer Cobb, Chair of the Department of Biochemistry & Microbiology. As you might well be aware, we have been going through the process of both program and name changes at BCMB, and part of this process involves consultation with FGS.

Attached are two documents for the Dean to review, and to consult on, and I am more than happy to set up a meeting should it be required.

Thursday, August 21, 2025 at 11:16:57 AM Pacific Daylight Time

Subject: FW: Consultation memo: BCMB departmental initiatives and proposed programs
Date: Thursday, August 21, 2025 at 9:46:27 AM Pacific Daylight Time
From: Lisa Kalynchuk – Vice President Research
To: Chair of Biochemistry & Microbiology
Attachments: image001.png, Memo for consultation with UVic counterparts.pdf

Hi Jennifer,

Hector shared your plan for renewal of the Department of Biochemistry and Microbiology. I'm writing to offer my support. I think this is an excellent idea for all the reasons you articulate in the memo. It also aligns very nicely with the strategic priorities of both the provincial govt and federal govt. And last week I had lunch with the new President of CIHR, Paul Hebert, and we discussed the importance of life sciences in Canada. Paul is very keen to support the talent pipeline in this area.

One thing we might think about is how to support entrepreneurship for life sciences students who are interested in learning more about this path. One of my goals is to increase capacity within our innovation centre and given the current high level of interest in life sciences within government, there may be an opportunity to partner to attract new resources to support entrepreneurship training for your students.

Best wishes,
Lisa

Lisa Kalynchuk, Ph.D.

Vice-President Research and Innovation
Professor, School of Medical Sciences

Office of the Vice-President Research
University of Victoria

T: 250-721-7973 | Email: vpr@uvic.ca



We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̱w̱sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

[Learn more about UVic's impacts](#)

From: David Goodlett <goodlett@uvic.ca>
Date: Friday, September 26, 2025 at 8:40 AM
To: Jennifer Cobb <jencobb@uvic.ca>
Cc: David Goodlett <goodlett@uvic.ca>, Dave Schibli <Dschibli@proteincentre.com>, Jun Han <HanJun@proteincentre.com>
Subject: Re: Request for feedback from the Proteomics Centre perspective

Morning Jen

Dave and I talked about this last Friday and then I forgot to reply. My thoughts are that while I don't have a problem with the name change, the substance of what is taught is more or less the same. The new name reflects more the research going on in the department, I think, than the curriculum.

Our students at the PC need analytical chemistry and "-omics" courses. My 4th year proteomic course covers all the -omics in the life sciences but genomics which they must get elsewhere but I'm not sure which classes. This 409 course should have a graduate student option. For example this year two of Kyle Duncan's students at VIU are taking it as a 400 level course which is fine but we could have a more rigorous 500 level course inside the same class material setting. The difference would be testing at a higher level of understanding. This might be a burden on the class leader but not a big one because there would likely only ever be a few graduate students. The material therein is the same as I have used for graduate classes in the past but I don't test 4th years at the same level of rigor as I did graduate students previously when at UW and UMB where the same material was a graduate class.

Also in the current course Javier teaches two lectures where they convert MS data into biochemical knowledge but using informatics routines. This is how the course ends with him and a take home assignment. The course begins with fundamentals of the atom, isotopes - aka why are neutrons important to what we do in the MS field, etc - and I'm sure the students think they are in the wrong class for the first few days, LOL, before we get to proteomics, etc.

Well, that devolved into a course description but hope it helps.

Dave

David R Goodlett, PhD
 Don and Eleanor Rix BC Leadership Chair in Biomedical and Environmental
 Proteomics, University of Victoria
 Professor, Biochemistry & Microbiology, University of Victoria
 Director, University of Victoria GBC Proteomics Centre

From: Brad Nelson <bnelson@bccrc.ca>

Date: Wednesday, September 17, 2025 at 6:16 PM

To: Jennifer Cobb <jencobb@uvic.ca>, Lum, Julian <JLum@bccancer.bc.ca>

Subject: Re: feedback

Hi Jen,

Thanks for reaching out about this. I agree that BCMB no longer captures the breadth of our collective expertise, and the new name sounds great to me!

Brad

Thursday, September 25, 2025 at 10:50:02 AM Pacific Daylight Time

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences
Date: Friday, September 19, 2025 at 3:19:24 PM Pacific Daylight Time
From: Ariel Louwrier
To: Chair of Biochemistry & Microbiology
Attachments: image001.jpg

Dear Jen – please find my written thoughts on the new program you are developing:

I am delighted that you are considering implementing a new MSc program that encompasses skills-based science complimented by basic exposure to business concepts. Our experience has been that while postgraduates generally have necessary but often preliminary technical skills, those coming out of academia have little or no understanding of the commercial or non-commercial business elements that govern their employment nor database or spreadsheet expertise that is used to administrate almost all project handling throughout general employment. These additions would be hugely advantageous in the pursuit of everything from competitive remuneration packages to understanding how their employer is funded and furthermore generating incremental business development activities that add to overall competitiveness in the sector of interest.

Best regards,

Ariel Louwrier, PhD, President



Suite 202 (Second Floor)-1537 Hillside Ave,
Victoria BC V8T 2C1 Canada
Tel: +1 250 294 9065
Fax: +1 250 294 9025
www.stressmarq.com

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: Thursday, September 18, 2025 4:38 PM
To: Ariel Louwrier <ariell@stressmarq.com>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Ariel,

I will organize with Jenna - thank you very much!

I was wondering , based on our discussion of about the department creating a MSc program that is skills-based in science together with exposure to business concepts and management , if you might write a sentence or two in an email about your thoughts on the

Jen

--

Dr. Jennifer Cobb

<https://www.cobblab.com/>

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: Ariel Louwrier <ariell@stressmarq.com>

Date: Tuesday, September 9, 2025 at 1:03 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Jennifer,

It was a pleasure chatting the other day. Please find enclosed some of the testing we do over here during interviews. The Word doc (Calculations...etc.) is one we give for BSc's until Q5 only. Anyone applying for tech support or MSC and up get the whole thing. For BScs it is very rare for them to get everything right. I'd say 50-60% get the first 3, 10% get Q4 (despite the fact that they just need to circle an answer and not calculate anything), and about 60% get most of Q5 more or less right. The rest is really there for us to see how candidates reply to comparable unknowns.

The other three are excel-related. There's the database, instructions (word) and the answers. For everything they do here they have full internet access so can look anything up. Note for instance that the really easy stuff (questions (d) and (e) which take literally seconds to do) are at the end, and it's fair to say three quarters of candidates never get there as they are mulling through the first three "harder" questions. It's another way for us to see how people think and work and if they read the questions first or just operate linearly. We generally only get 1-2 candidates in any given 12 months that finish this and get most or all of it right, with at least 50% not even attempting any of it. They all know going in that we request time to do some exercises. They get about 1h (all in) roughly for both "tests".

Please keep this reasonably confidential, at least within your organizational sphere (away from students!).

I hope it's helpful! We are slowly entering a busy period, but should organize a visit at some point before the end of the year. It looks like your lab has roughly 7 people (from the website), perhaps we can have you over at some point, we can bring in some sandwiches etc to nibble for lunch and do a tour and presentation here. Happy to something at your end as well whether it's science, business or a bit of both. I think the last one I did some years ago was about the considerations of starting a business (for Fraser Hof at the time) in the biotech arena, but that was probably around 2018 or so!

From: Andra Li <ali@ipatherapeutics.com>

Date: Thursday, September 18, 2025 at 4:12 PM

To: Shawn Shortill <sshortill@ipatherapeutics.com>, Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: RE: Biotechnology MSc Endorsement

Hi Jen,

Echoing Shawn. Thanks for the chat today!

Please see my endorsement blurb below.

"I am excited to learn about the development of UVic's new Professional MSc in Biotechnology and Molecular Life Sciences. This program fills a critical gap by equipping graduates with not only strong fundamental training in biochemistry and microbiology but also the complementary skills in project management, business, and commercialization.

From an industry perspective, this combination is invaluable. Students who gain exposure to both the scientific and business aspects of biotechnology will be better prepared to transition into the workforce, understand the commercial and regulatory realities of the sector, and bridge the gap between academic research and industry application. These additional skillsets will help graduates stand out in a competitive job market and accelerate their ability to contribute meaningfully in biotech, pharma, and related fields.

I strongly support the development of this program and believe it will play an important role in preparing the next generation of highly skilled professionals for Canada's rapidly growing life sciences sector."

Thank you!

Andra

From: Shawn Shortill <sshortill@ipatherapeutics.com>

Sent: September 18, 2025 4:06 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>; Andra Li <ali@ipatherapeutics.com>

Subject: Biotechnology MSc Endorsement

Hi Jennifer,

Thanks for giving Andra and I an opportunity to share our excitement about this program, it was great to chat today.

As for the program itself, here are my thoughts for your application to the university:

"The proposed Biotechnology Master's degree offered jointly between the Department of Biochemistry and Microbiology and the Gustavson School of Business is an important and timely idea for a new program that will address a critical need in educating the next

generation of science students. In the modern landscape of biotechnology and industrial life sciences, a strong foundation in the concepts of leadership, finance, and business is a powerful competitive advantage for job seekers at all career levels. By supporting the develop of such a program, the University of Victoria will demonstrate its continued commitment to remaining a leader in innovative and translational education. I wholeheartedly endorse this new program and am excited to follow its evolution."

Cheers,

Shawn

Shawn P. Shortill, PhD | Director of Client Relations



IPA (ImmunoPrecise Antibodies)

IPA and its subsidiaries are now unified under one brand: MindWalk™. Full launch coming soon. Visit mindwalkAI.com.

p. +1 (250) 896-8778 | e. sshortill@ipatherapeutics.com

[Website](#) | [LinkedIn](#) | [X/Twitter](#) | [YouTube](#)

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error, please notify the sender. This message contains confidential information and is intended only for the individual named. If you are not the named addressee, you should not disseminate, distribute, or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

Thursday, September 25, 2025 at 10:48:06 AM Pacific Daylight Time

Subject: RE: MSc Life Sciences program follow-up
Date: Thursday, September 25, 2025 at 8:43:42 AM Pacific Daylight Time
From: William Burrows
To: Chair of Biochemistry & Microbiology
CC: William Burrows

You don't often get email from wburrows@lifesciencesbc.ca. [Learn why this is important](#)

Hello, Jennifer –

Please find below some information/statements consolidated by my colleague Lisa Carver (cc'd – thanks [@Lisa Carver](#)). Hopefully from the below bullets there is sufficient info for a sentence or two to support your initiative (the one I highlighted in yellow seems appropriate).

Please let us know if we can assist further.

Thanks, WB

Evidence & Rationale from the LSBC Study

- *The labour market gap in B.C.'s life sciences sector is projected to **grow ten-fold** by 2027—from ~500 missing skilled workers to **5,500**. [Life Sciences British Columbia+1](#)*
- *Key skills identified as currently under-supplied include **leadership and management** skills needed to scale biotech companies, and specialized knowledge in **clinical trials, regulatory affairs, quality control, and biomanufacturing**. [Life Sciences British Columbia+2](#)[Life Sciences British Columbia+2](#)*
- *Employers foresee need not only for lab/technical roles (lab technicians, production/manufacturing) but also for roles that bridge science with operations, commercialization, project management, and strategic oversight. [Life Sciences British Columbia](#)*
- *Current training programs, while good for technical and hands-on lab skills, are less able to supply graduates who are fluent in business processes, commercialization pathways, intellectual property, regulatory strategy, and management. The study points out a gap between theoretical knowledge and "real-world application" especially in scaling and commercializing innovation. [Life Sciences British Columbia+1](#)*

Why an MSc that Combines Science + Business Makes Sense

- *Such a program would produce graduates who **can both understand the science deeply and also lead biotech companies, clinical trials, regulatory approvals, and commercialization**.*

- It would help **accelerate growth** of the sector by reducing delays in scaling, commercialization, and market entry (because management/regulatory/commercial elements are better understood from the start).
- It would help fill mid-level and senior roles which the LSBC study identifies as harder to recruit: people who combine scientific credibility with leadership or business acumen.
- It would increase investor confidence: companies with leadership that understands both the science **and** the business side tend to be more “investor-ready,” de-risked in operations, regulatory planning, and scaling.

From: William Burrows <wburrows@lifesciencesbc.ca>

Sent: September 19, 2025 7:51 AM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Lisa Carver <lcarver@lifesciencesbc.ca>; William Burrows <wburrows@lifesciencesbc.ca>

Subject: RE: MSc Life Sciences program follow-up

Hello, Jennifer –

Thank you again for reaching out to LSBC and for your time last week to share more about program(s) development within UVic’s Dept of Biochemistry and Microbiology.

We’ll review our previously published materials and get back to you next week re: a quote around the demand for life sciences training that combines science and business.

Looking ahead, let’s continue discussions so that we can determine how best LSBC can support these developments and programs from UVic’s Dept of Biochemistry and Microbiology.

Enjoy the weekend.

WB

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Sent: September 18, 2025 4:48 PM

To: William Burrows <wburrows@lifesciencesbc.ca>

Subject: MSc Life Sciences program follow-up

Dear William,

Following up on our conversation a few weeks ago about UVic’s plans to create an MSc program

that integrates scientific training (skills based) with business and management skills, I was wondering if you might be willing to share a sentence or two by email on the demand you see in the life sciences industry for this kind of training. Universities are keen to ensure that graduates are well-prepared for strong career prospects after their studies.

Looking ahead, once the program is established, I would very much like to engage industry leaders in the biotech sector at whatever level of involvement they are interested. Students greatly value hearing directly from successful leaders and learning about their career paths. With that in mind, I hope you (or a delegate, if your schedule is prohibitive) from LSBC might consider giving a talk once a year—either in person or remotely—as part of the required seminar series.

Best, Jennifer

--

Dr. Jennifer Cobb

<https://www.cobblab.com/>

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

External to UVic (Dept. Heads)

UBC

Biochem and Molecular Biology: – Joerg Gsponer gsponer@msl.ubc.ca

Microbiology and Immunology: micb.office@ubc.ca; michael.murphy@ubc.ca

Medical Genetics: jehannine.austin@ubc.ca Dept. Head Department of Medical Genetics

Michael Smith Labs: Martin Hirst, Director, hirst@msl.ubc.ca

SFU:

Biochem and Molecular Biology: Lisa Craig, Chair licraig@sfu.ca

UNBC

Science and engineering: fse@unbc.ca

Dept. Biology: biology@unbc.ca

Thursday, September 25, 2025 at 10:50:02 AM Pacific Daylight Time

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences
Date: Friday, September 19, 2025 at 3:19:24 PM Pacific Daylight Time
From: Ariel Louwrier
To: Chair of Biochemistry & Microbiology
Attachments: image001.jpg

Dear Jen – please find my written thoughts on the new program you are developing:

I am delighted that you are considering implementing a new MSc program that encompasses skills-based science complimented by basic exposure to business concepts. Our experience has been that while postgraduates generally have necessary but often preliminary technical skills, those coming out of academia have little or no understanding of the commercial or non-commercial business elements that govern their employment nor database or spreadsheet expertise that is used to administrate almost all project handling throughout general employment. These additions would be hugely advantageous in the pursuit of everything from competitive remuneration packages to understanding how their employer is funded and furthermore generating incremental business development activities that add to overall competitiveness in the sector of interest.

Best regards,

Ariel Louwrier, PhD, President



Suite 202 (Second Floor)-1537 Hillside Ave,
Victoria BC V8T 2C1 Canada
Tel: +1 250 294 9065
Fax: +1 250 294 9025
www.stressmarq.com

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>
Sent: Thursday, September 18, 2025 4:38 PM
To: Ariel Louwrier <ariell@stressmarq.com>
Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>
Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Ariel,

I will organize with Jenna - thank you very much!

I was wondering , based on our discussion of about the department creating a MSc program that is skills-based in science together with exposure to business concepts and management , if you might write a sentence or two in an email about your thoughts on the

Jen

--

Dr. Jennifer Cobb

<https://www.cobblab.com/>

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: Ariel Louwrier <ariell@stressmarq.com>

Date: Tuesday, September 9, 2025 at 1:03 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: RE: Request for Input –UVic Professional (non-thesis) MSc in Biotechnology and Molecular Life Sciences

Dear Jennifer,

It was a pleasure chatting the other day. Please find enclosed some of the testing we do over here during interviews. The Word doc (Calculations...etc.) is one we give for BSc's until Q5 only. Anyone applying for tech support or MSC and up get the whole thing. For BScs it is very rare for them to get everything right. I'd say 50-60% get the first 3, 10% get Q4 (despite the fact that they just need to circle an answer and not calculate anything), and about 60% get most of Q5 more or less right. The rest is really there for us to see how candidates reply to comparable unknowns.

The other three are excel-related. There's the database, instructions (word) and the answers. For everything they do here they have full internet access so can look anything up. Note for instance that the really easy stuff (questions (d) and (e) which take literally seconds to do) are at the end, and it's fair to say three quarters of candidates never get there as they are mulling through the first three "harder" questions. It's another way for us to see how people think and work and if they read the questions first or just operate linearly. We generally only get 1-2 candidates in any given 12 months that finish this and get most or all of it right, with at least 50% not even attempting any of it. They all know going in that we request time to do some exercises. They get about 1h (all in) roughly for both "tests".

Please keep this reasonably confidential, at least within your organizational sphere (away from students!).

I hope it's helpful! We are slowly entering a busy period, but should organize a visit at some point before the end of the year. It looks like your lab has roughly 7 people (from the website), perhaps we can have you over at some point, we can bring in some sandwiches etc to nibble for lunch and do a tour and presentation here. Happy to something at your end as well whether it's science, business or a bit of both. I think the last one I did some years ago was about the considerations of starting a business (for Fraser Hof at the time) in the biotech arena, but that was probably around 2018 or so!

From: Andra Li <ali@ipatherapeutics.com>

Date: Thursday, September 18, 2025 at 4:12 PM

To: Shawn Shortill <sshortill@ipatherapeutics.com>, Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: RE: Biotechnology MSc Endorsement

Hi Jen,

Echoing Shawn. Thanks for the chat today!

Please see my endorsement blurb below.

"I am excited to learn about the development of UVic's new Professional MSc in Biotechnology and Molecular Life Sciences. This program fills a critical gap by equipping graduates with not only strong fundamental training in biochemistry and microbiology but also the complementary skills in project management, business, and commercialization.

From an industry perspective, this combination is invaluable. Students who gain exposure to both the scientific and business aspects of biotechnology will be better prepared to transition into the workforce, understand the commercial and regulatory realities of the sector, and bridge the gap between academic research and industry application. These additional skillsets will help graduates stand out in a competitive job market and accelerate their ability to contribute meaningfully in biotech, pharma, and related fields.

I strongly support the development of this program and believe it will play an important role in preparing the next generation of highly skilled professionals for Canada's rapidly growing life sciences sector."

Thank you!

Andra

From: Shawn Shortill <sshortill@ipatherapeutics.com>

Sent: September 18, 2025 4:06 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>; Andra Li <ali@ipatherapeutics.com>

Subject: Biotechnology MSc Endorsement

Hi Jennifer,

Thanks for giving Andra and I an opportunity to share our excitement about this program, it was great to chat today.

As for the program itself, here are my thoughts for your application to the university:

"The proposed Biotechnology Master's degree offered jointly between the Department of Biochemistry and Microbiology and the Gustavson School of Business is an important and timely idea for a new program that will address a critical need in educating the next

generation of science students. In the modern landscape of biotechnology and industrial life sciences, a strong foundation in the concepts of leadership, finance, and business is a powerful competitive advantage for job seekers at all career levels. By supporting the develop of such a program, the University of Victoria will demonstrate its continued commitment to remaining a leader in innovative and translational education. I wholeheartedly endorse this new program and am excited to follow its evolution."

Cheers,

Shawn

Shawn P. Shortill, PhD | Director of Client Relations



IPA (ImmunoPrecise Antibodies)

IPA and its subsidiaries are now unified under one brand: MindWalk™. Full launch coming soon. Visit mindwalkAI.com.

p. +1 (250) 896-8778 | e. sshortill@ipatherapeutics.com

[Website](#) | [LinkedIn](#) | [X/Twitter](#) | [YouTube](#)

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error, please notify the sender. This message contains confidential information and is intended only for the individual named. If you are not the named addressee, you should not disseminate, distribute, or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

Thursday, September 25, 2025 at 10:48:06 AM Pacific Daylight Time

Subject: RE: MSc Life Sciences program follow-up
Date: Thursday, September 25, 2025 at 8:43:42 AM Pacific Daylight Time
From: William Burrows
To: Chair of Biochemistry & Microbiology
CC: William Burrows

You don't often get email from wburrows@lifesciencesbc.ca. [Learn why this is important](#)

Hello, Jennifer –

Please find below some information/statements consolidated by my colleague Lisa Carver (cc'd – thanks [@Lisa Carver](#)). Hopefully from the below bullets there is sufficient info for a sentence or two to support your initiative (the one I highlighted in yellow seems appropriate).

Please let us know if we can assist further.

Thanks, WB

Evidence & Rationale from the LSBC Study

- *The labour market gap in B.C.'s life sciences sector is projected to **grow ten-fold** by 2027—from ~500 missing skilled workers to **5,500**. [Life Sciences British Columbia+1](#)*
- *Key skills identified as currently under-supplied include **leadership and management** skills needed to scale biotech companies, and specialized knowledge in **clinical trials, regulatory affairs, quality control, and biomanufacturing**. [Life Sciences British Columbia+2](#)[Life Sciences British Columbia+2](#)*
- *Employers foresee need not only for lab/technical roles (lab technicians, production/manufacturing) but also for roles that bridge science with operations, commercialization, project management, and strategic oversight. [Life Sciences British Columbia](#)*
- *Current training programs, while good for technical and hands-on lab skills, are less able to supply graduates who are fluent in business processes, commercialization pathways, intellectual property, regulatory strategy, and management. The study points out a gap between theoretical knowledge and "real-world application" especially in scaling and commercializing innovation. [Life Sciences British Columbia+1](#)*

Why an MSc that Combines Science + Business Makes Sense

- *Such a program would produce graduates who **can both understand the science deeply and also lead biotech companies, clinical trials, regulatory approvals, and commercialization**.*

- It would help **accelerate growth** of the sector by reducing delays in scaling, commercialization, and market entry (because management/regulatory/commercial elements are better understood from the start).
- It would help fill mid-level and senior roles which the LSBC study identifies as harder to recruit: people who combine scientific credibility with leadership or business acumen.
- It would increase investor confidence: companies with leadership that understands both the science **and** the business side tend to be more “investor-ready,” de-risked in operations, regulatory planning, and scaling.

From: William Burrows <wburrows@lifesciencesbc.ca>

Sent: September 19, 2025 7:51 AM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Cc: Lisa Carver <lcarter@lifesciencesbc.ca>; William Burrows <wburrows@lifesciencesbc.ca>

Subject: RE: MSc Life Sciences program follow-up

Hello, Jennifer –

Thank you again for reaching out to LSBC and for your time last week to share more about program(s) development within UVic’s Dept of Biochemistry and Microbiology.

We’ll review our previously published materials and get back to you next week re: a quote around the demand for life sciences training that combines science and business.

Looking ahead, let’s continue discussions so that we can determine how best LSBC can support these developments and programs from UVic’s Dept of Biochemistry and Microbiology.

Enjoy the weekend.

WB

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Sent: September 18, 2025 4:48 PM

To: William Burrows <wburrows@lifesciencesbc.ca>

Subject: MSc Life Sciences program follow-up

Dear William,

Following up on our conversation a few weeks ago about UVic’s plans to create an MSc program

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to establish a Bachelor of Science degree in Molecular Life Sciences

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to establish a Bachelor of Science degree in Molecular Life Sciences.

An External Program Review conducted in 2024 highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. In response, the Department of Biochemistry and Microbiology is proposing to merge both Biochemistry and Microbiology into a single, integrated Bachelor of Science in Molecular Life Sciences, reflecting both the research focus and the unifying theme of molecular approaches across life sciences.

The proposed degree will offer two formal options – Biochemistry and Microbiology that enable students to pursue focused disciplinary study and maintain recognition of their specialized training.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Science degree in Molecular Life Sciences, as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

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



Stage 1 Review Template for BC Public Institutions

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

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

Program Overview

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

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

The University of Victoria (UVic) received degree granting status in 1963, although its origin dates back to 1903 with the establishment of Victoria College, our predecessor institution. UVic is one of Canada's leading research-intensive universities, recognized for its commitment to academic excellence, experiential learning, sustainability, and reconciliation with Indigenous peoples. UVic's Aspiration 2030 strategic plan emphasizes research-inspired, hands-on education, social and economic impact, and a deep commitment to Indigenous engagement and sustainability. The Faculty of Science contributes to these goals by delivering high-quality, research-based programs that prepare graduates for diverse career pathways.

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

Bachelor of Science (BSc) in Molecular Life Sciences

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

University of Victoria, Victoria Campus

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

Faculty of Science

- e) Anticipated program start date;

The program is anticipated to start in Fall 2026.

- f) Anticipated completion time in years and semesters;

The anticipated completion time for BSc in Molecular Life Sciences is 4 years, which equates to 8 semesters (2 academic semesters per year).

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

Expected enrolment: 70–80 students at launch; 80–90 new entrants at steady state; overall enrolment 220–250 students

h) A summary of the proposed program, including:

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

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) has been developed to meet the growing provincial and national demand for graduates with interdisciplinary expertise at the interface of biochemistry, microbiology, molecular biology, and bioinformatics. The program unites two long-standing degrees, Biochemistry and Microbiology, into a single, modernized curriculum that reflects the convergence of molecular methods, data-driven discovery, and biotechnology innovation shaping today's life-sciences sector. While all students share a unified molecular core, the program will offer two formal options—Biochemistry (BIOC) and Microbiology (MICR)—that appear on student transcripts. These options enable students to pursue focused disciplinary study and maintain recognition of their specialized training within the integrated MLSC framework.

The overarching aim of the program is to provide students with a rigorous, research-enriched education that integrates molecular, cellular, and microbial perspectives with emerging computational and applied technologies. The program is designed to prepare graduates who can translate molecular insight into real-world solutions, whether by advancing biomedical research, developing sustainable bioproducts, or improving diagnostic and therapeutic strategies. Through a unified curriculum, students gain conceptual and technical continuity from first-year foundations to advanced laboratory research, replacing disciplinary silos with integrated learning outcomes across DNA, RNA, protein, and cellular systems. Courses such as MLSC 302 (Bioinformatics for Molecular Life Sciences) and MLSC 406 (Applied Research Laboratory) build advanced laboratory and computational competencies, ensuring graduates can manage and interpret complex genomic, proteomic, and systems-biology data.

Experiential and research-based learning are embedded throughout the degree, connecting classroom instruction to UVic's active research environment and to co-operative-education placements with industry, government, and health partners. The program also emphasizes inclusive and accessible scientific practice by applying Universal Design for Learning (UDL) principles and fostering equity, diversity, and belonging in all learning environments. Students can tailor their academic trajectory through the Biochemistry or Microbiology option, each of which allows for in-depth disciplinary specialization while preserving the flexibility of the broader molecular life-sciences curriculum. Graduates who complete an option will have it formally noted on their transcript, providing recognition of their area of expertise.

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

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) directly advances the University of Victoria's institutional mandate to foster excellence in research-inspired education, reconciliation, sustainability, and community engagement. It contributes meaningfully to UVic's *Aspiration 2030 Strategic Plan, Academic Plan 2023–2028*, and *Indigenous Plan 2023–2028*, each of which underscores the university's commitment to integrating teaching, discovery, and societal impact.

From an academic perspective, the MLSC program embodies the *Academic Plan's* call to provide students with transformative, research-inspired learning experiences that bridge disciplinary boundaries. By consolidating UVic's long-standing Biochemistry and Microbiology programs into a single, integrated degree, MLSC enhances curricular coherence, improves resource sustainability. The program's design encourages early engagement with authentic research problems through laboratory-based and data-driven learning. The program ensures that undergraduate students benefit from the same inquiry-based approaches that characterize UVic's research excellence.

The MLSC program also contributes directly to UVic's *Indigenous Plan*, which emphasizes relationships, reciprocity, and respect in curriculum design. This commitment is embedded through two new courses that have been developed, *MLSC 103 (Foundations in Molecular Life Sciences)* and *MLSC 302 (Bioinformatics for Molecular Life Sciences)*, which were designed in consultation with UVic's Indigenous Academic and Community

Engagement (IACE) office. *MLSC 103* introduces students to the ethical, social, and cultural contexts of molecular science, including Indigenous approaches to knowledge creation and data stewardship. *MLSC 302* extends this framework into computational science by addressing Indigenous data sovereignty and responsible genomic data management, reflecting OCAP® principles and reinforcing reconciliation through practice. In doing so, the program goes beyond rhetorical inclusion to embed Indigenous perspectives into the very fabric of scientific literacy and inquiry.

The program further supports UVic's *Aspiration 2030* goals of sustainability, innovation, and health security. By integrating molecular, microbial, and computational sciences with applied biotechnology, the MLSC degree prepares graduates to contribute to critical areas such as infectious-disease and vaccine development, environmental DNA (eDNA) monitoring, and microbial approaches to ecosystem and public-health resilience. These focus areas align closely with UVic's institutional sustainability priorities and reflect the university's leadership in research that bridges human and environmental health. Through courses emphasizing genomic analysis, microbial ecology, and molecular diagnostics, students gain the ability to apply molecular science to emerging global challenges—ranging from tracking pathogens in the environment to informing vaccine design and monitoring biodiversity change in the context of a warming planet. Equity, diversity, and inclusion are central to UVic's mission, and the MLSC program operationalizes these values by adopting Universal Design for Learning (UDL) principles, offering flexible pathways, and providing accessible laboratory experiences that lower barriers to participation for students from diverse backgrounds. Through co-operative education, community-engaged research, and partnerships with local biotechnology and health organizations, students gain hands-on, socially relevant experience that connects the classroom to regional and provincial priorities.

Collectively, the MLSC program reinforces UVic's identity as a university committed to innovative teaching, reconciliation, sustainability, and student success. It embodies UVic's strategic vision to create an educational environment that is hands-on, inclusive, and impact-driven. Our program prepares graduates not only to contribute to BC's growing life-sciences economy but also to lead in advancing equity, reconciliation, and environmental stewardship within the molecular sciences.

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

The BSc in Molecular Life Sciences (MLSC) has been designed to ensure that program learning outcomes are deeply integrated into the curriculum structure, providing students with the conceptual, technical, and analytical skills needed for success in the molecular life-sciences and biotechnology sectors. The curriculum follows a developmental progression—from foundational molecular principles, to computational analysis, to advanced applied laboratory research—allowing students to build and demonstrate competencies in experimental design, data interpretation, and ethical scientific practice.

The learning outcomes of the program align with three overarching domains: (1) conceptual understanding of molecular and cellular systems, (2) technical and analytical proficiency in laboratory and computational settings, and (3) professional and ethical practice within diverse scientific and societal contexts. These outcomes are achieved through a scaffolded curriculum in which each course contributes to the development of knowledge and skills articulated in the program outcomes. *MLSC 103 (Foundations in Molecular Life Sciences)* introduces students to the molecular principles and experimental approaches that underpin all later coursework, while also situating molecular science within ethical, social, and Indigenous frameworks. *MLSC 302 (Bioinformatics for Molecular Life Sciences)* develops data-driven competencies using authentic genomic and proteomic datasets, equipping students with computational literacy essential to modern molecular research. *MLSC 406 (Applied Research Laboratory)* provides advanced experimental techniques, project design, and data analysis, mirroring research and industry environments.

Experiential learning is embedded throughout the curriculum, reinforcing the connection between theoretical learning and professional practice. Students gain hands-on experience through laboratory-intensive courses, inquiry-based assignments, and participation in UVic's vibrant research community. In addition, the program offers multiple optional forms of work-integrated learning (WIL), including co-operative education placements, honours theses, and research experience in UVic Lab, allowing students to apply their learning in real-world contexts. Historically, approximately 45–50 percent of students in our programs participate in co-op during their degree, reflecting the strong institutional culture of experiential learning and the close ties between UVic and regional biotechnology, health, and environmental sectors.

While participation in co-op is not required for degree completion, it is strongly encouraged and fully supported by UVic's award-winning Co-operative Education Program, which provides access to placements in research laboratories, government agencies, and private-sector biotechnology firms across British Columbia and beyond. Together, these curricular and experiential components ensure that graduates of the MLSC program possess the knowledge, skills, and professional experience necessary to succeed in graduate study or employment within BC's expanding life-sciences ecosystem.

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

The program will be delivered primarily in-person. Selected assessments and learning resources will be supported by UVic's online platforms, but there is no planned hybrid or online-only delivery at this time.

- Program strengths; and,

The Bachelor of Science in Molecular Life Sciences (BSc MLSC) program offers several strengths that will contribute to its success in meeting the growing demand for professionals in the life sciences. It provides a unique and timely integration of biochemistry, molecular biology, and microbiology within a single, coherent degree framework. This consolidation of UVic's two long-standing programs into one unified structure reflects both disciplinary evolution and institutional foresight. By embedding shared molecular foundations and emphasizing the interplay between genetic, biochemical, and microbial systems, the program offers students a comprehensive understanding of molecular life processes and their applications in health, biotechnology, and environmental science. This interdisciplinary structure mirrors the realities of modern research and industry, where the boundaries between biological sub-disciplines are increasingly fluid and integrated problem-solving is essential.

A central strength of the MLSC program lies in its alignment with British Columbia's expanding life-sciences workforce. Reports from *LifeSciences BC (2024)* and *BioTalent Canada (2023)* identify a strong provincial demand for graduates skilled in molecular diagnostics, bioinformatics, biotechnology, and environmental genomics, fields directly linked with the MLSC curriculum. The program's integrated training model produces graduates who are prepared to contribute to BC's innovation ecosystem, including companies engaged in vaccine development, molecular diagnostics, and environmental DNA (eDNA) monitoring. In doing so, the program supports BC's strategic objective of growing its bioeconomy workforce while strengthening UVic's role as a provincial leader in life-sciences education.

Another key strength of the program is its early exposure to discipline-specific content, which supports student recruitment, retention, and engagement. By introducing molecular concepts and laboratory practice in the first year, students quickly gain confidence in their analytical and technical abilities. This early disciplinary immersion encourages persistence in the program and better prepares students for upper-level coursework, research experiences, and professional opportunities.

The program also distinguishes itself through its strong experiential and work-integrated learning opportunities. As described above, students have access to co-operative education placements, Honours research projects, and hands-on research experiences in departmental laboratories, all of which connect classroom learning to real-world applications. Students benefit from UVic's well-established co-operative education infrastructure and long-standing partnerships with regional employers, including biotechnology firms, government laboratories, and

healthcare organizations. This network ensures that graduates leave UVic with both theoretical knowledge and practical experience—attributes highly valued by BC's life-sciences workforce.

Taken together, these strengths position the MLSC program as a forward-looking, inclusive, and professionally relevant degree that prepares graduates to contribute to innovation in health, environmental, and biotechnological sectors. Its integration of interdisciplinary science, experiential learning, and reconciliation-focused education reflects UVic's distinctive strengths as a university committed to research-inspired, hands-on, and socially engaged learning and directly responds to BC's need for a new generation of molecular life-science professionals capable of driving innovation across the province's expanding bioeconomy.

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

26.0204 – Molecular Biology

26.0202 – Biochemistry

26.1103 – Bioinformatics

26.0503 – Medical Microbiology and Bacteriology

26.0502 – Microbiology and Immunology

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

Dr. Elizabeth Adjin-Tettey, AVP Academic Programs

(250) 853-3761

avpap@uvic.ca

Standard 1 Benefits to Students

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

Criterion Question	Institution Response
Who is the targeted student population?	The program targets students seeking a comprehensive understanding of molecular approaches across biological systems and their applications in health, biotechnology, and the environment. It will particularly appeal to students interested in exploring the molecular mechanisms that underlie life processes, disease, and environmental interactions. The program is also designed for learners pursuing careers in biotechnology, diagnostics, or biomanufacturing, as well as for those intending to enter professional programs in medicine, dentistry, or public health, or to continue to graduate studies in the life sciences.
What specific need is there for the proposed program and how will it benefit the targeted student population?	By merging two overlapping majors into one interdisciplinary degree, the BSc in Molecular Life Sciences (MLSC) offers students a clearer, more flexible academic pathway while reducing administrative redundancy. Students benefit from early disciplinary exposure through <i>MLSC 103 (Foundations in Molecular Life Sciences)</i> , a first-year course that helps build program identity and supports student retention. The required course <i>MLSC 302 (Bioinformatics for Molecular Life Sciences)</i> develops computational literacy, addressing the growing demand for data-driven biology skills, while <i>MLSC 406 (Applied Research Laboratory)</i> provides advanced technical training and authentic research experience. The curriculum also promotes equitable access through Universal Design for Learning (UDL) practices, multiple assessment modes, and accessible course materials that accommodate diverse learning needs. Collectively, these features ensure that graduates possess a strong combination of conceptual understanding, analytical ability, and laboratory proficiency, competencies that meet employer expectations across British Columbia's biotechnology, health, and life-sciences sectors.
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	The program aligns with UVic's commitment to redressing historical barriers and creating a culture of belonging for Indigenous students, as outlined in our strategic plan. The program incorporates Indigenous perspectives on molecular science, ethical research, and data stewardship throughout the curriculum. Foundational courses such as <i>MLSC 103 (Foundations in Molecular Life Sciences)</i> introduce ethical and social dimensions of scientific inquiry through case studies that honour Indigenous knowledge systems and emphasize the cultural contexts of molecular research. <i>MLSC 302 (Bioinformatics for Molecular Life Sciences)</i> extends these principles into data-driven science by including modules on Indigenous data sovereignty and responsible genomic data management guided by OCAP® principles. Through these elements, the program fosters culturally relevant, respectful

	learning environments and provides Indigenous students with pathways to participate fully in molecular, environmental, and health-related research in ways that reflect their communities' values and priorities.
Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.	Our program is designed to be more flexible and accessible than traditional laboratory-based science programs, addressing the needs of students who have been historically underserved or underrepresented in post-secondary education. By integrating biochemistry, microbiology, and molecular biology within an interdisciplinary framework, the program offers multiple entry points and adaptable learning pathways that support diverse experiences and learning styles. Its emphasis on hands-on, inquiry-based learning and accessible laboratory environments helps reduce barriers to participation. Through this inclusive design, the MLSC program diversifies the talent pipeline in the life sciences and creates new opportunities for Indigenous students, racialized students, first-generation learners, and students with disabilities to succeed in high-demand careers across British Columbia's growing biotechnology, healthcare, and environmental sectors.
What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.	Graduates of the BSc in Molecular Life Sciences (MLSC) will be well prepared to pursue advanced studies in molecular biology, biochemistry, microbiology, and biotechnology at UVic or other leading Canadian and international universities. The program provides a strong academic foundation for students interested in research-based MSc and PhD programs, as well as for those planning to enter professional fields such as medicine, dentistry, pharmacy, or public health. By integrating interdisciplinary scientific training with extensive laboratory and analytical experience, the MLSC degree equips graduates with the depth of knowledge and practical competencies required to excel in competitive graduate and professional programs.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	The tuition fee for the proposed BSc in Molecular Life Sciences (MLSC) will follow the standard Faculty of Science tuition rate for both domestic and international students. Tuition for this degree will be consistent with other Bachelor of Science programs offered at UVic. For domestic students, tuition is approximately \$6,958 for two terms of full-time study, while international students pay approximately \$30,857 to \$34,775 for two terms, depending on course load and program-specific costs.
What are the tuition fees for similar programs at this degree level at other post-secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?	Tuition for the BSc in Molecular Life Sciences (MLSC) will be set at the standard Faculty of Science rate and is comparable to existing life-science programs across British Columbia. At the University of British Columbia, undergraduate tuition in the Faculty of Science is approximately \$6,300 per year for domestic students and \$45,000 per year for international students. At Simon Fraser University, tuition for similar degrees in Molecular Biology and Biochemistry is approximately \$6,200

	per year for domestic students and \$33,000 per year for international students. The proposed MLSC tuition at UVic—approximately \$6,958 per year for domestic students and \$30,857 to \$34,775 per year for international students—is therefore comparable programs in the province.
--	--

Standard 2 System Coordination and Program Duplication

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

A. System Context

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

Institution offering similar program	Name of degree program	How the proposed program differs
UBC (Vancouver)	BSc in Biochemistry and Molecular Biology; BSc in Microbiology & Immunology	UBC currently separate majors; limited early interdisciplinary integration. This program unites overlapping curricula under one molecular framework with mandatory computational and applied research components
UBC (Okanagan)	BSc in Biochemistry & Molecular Biology	MLSC introduces required Bioinformatics course (MLSC 302) and integrated applied research lab, UBCO has a focus on molecular and cellular processes but no embedded bioinformatics training
SFU	BSc in Molecular Biology & Biochemistry; BSc in Microbiology	MLSC merges these disciplinary areas into one coherent program, emphasizing research integration and flexibility through options. The SFU programs offer parallel, distinct majors.
UNBC	BSc in Biochemistry & Molecular Biology; BSc in Biotechnology	UNBC offers smaller programs with regional focus. Our program situates molecular life sciences within UVic's larger research ecosystem, linked to the Genome BC Proteomics Centre and BC Cancer Deeley Research Centre affiliations

B. Consultation with Other BC Post-Secondary Institutions

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

Name, position, and institution of person consulted	Method of consultation and materials used	Feedback and applicant's response
Dr. Jörg Gsponer Chair Dept. of Biochemistry & Molecular Biology, UBC		

Dr. Michael E. P. Murphy Professor & Department Head, Microbiology & Immunology, UBC	Email (memo for consultation)	Received no responses
Dr. Jehannine Austin Head, Dept. of Medical Genetics, UBC		
Dr. Martin Hirst Director & Professor, Michael Smith Laboratories, UBC		
Dr. Lisa Craig Chair & Professor, Molecular Biology & Biochemistry, SFU		

In 2025, the chair of the department contacted counterpart departments at UBC (Vancouver and Okanagan), SFU, and UNBC to solicit feedback on the proposal. Formal letters and memos were shared. No concerns regarding duplication were raised.

C. Rationale for Duplication

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

Educational benchmarking shows similar curricular changes at UBC, SFU, and other Canadian universities to modernize microbiology and molecular biology programs, suggesting a national trend toward early discipline-specific engagement and mandatory computational training. While other universities in British Columbia offer degrees in Biochemistry, Microbiology, or related life-science disciplines, the BSc in Molecular Life Sciences (MLSC) provides a distinct and forward-looking alternative that reflects the evolution of the life sciences toward interdisciplinary integration. Our program consolidates two long-standing majors, Biochemistry and Microbiology, into a single, modernized degree that reduces internal duplication while offering students greater flexibility and academic coherence. Unlike traditional programs that maintain separate disciplinary streams, this program emphasizes the molecular and computational principles common to all biological systems, preparing graduates to work across emerging fields such as biotechnology, genomics, and molecular medicine.

At the same time, our program maintains opportunities for disciplinary specialization through optional Biochemistry and Microbiology “options,” allowing students to focus their upper-level coursework within areas of individual interest or career relevance. This structure preserves the depth and identity of the legacy programs while enabling students to gain broader interdisciplinary competencies.

A key differentiator of the program is the incorporation of required training in bioinformatics and data science, ensuring that students gain the computational and analytical skills increasingly demanded in the life-sciences workforce. The curriculum also embeds applied research training and interdisciplinary competencies throughout, integrating laboratory, computational, and ethical dimensions of molecular science. Students benefit from experiential opportunities through UVic’s affiliated research centres, including the *Genome BC Proteomics Centre*, *The Metabolomics Innovation Centre*, and the *BC Cancer Deeley Research Centre*, which provide access to state-of-the-art technologies and real-world research environments.

By combining foundational molecular education with opportunities for specialization, applied research, and professional skill development, the MLSC program at UVic will fill a clear gap in BC's post-secondary system. It offers a flexible, research-inspired degree while aligning with provincial priorities for program efficiency, innovation, and responsiveness to labour-market needs in the growing biotechnology and health sectors.

D. Collaboration

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

Students can transfer into the program through the BCCAT system. UVic will continue to maintain articulation and laddering agreements with partner institutions and to share co-op and employer networks. This ensures that while the program is distinctive, it remains well-coordinated with the broader BC post-secondary system.

Standard 3 Social and Economic Benefits

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

A. Social and Economic Benefits

Criterion Question	Institution Response
What social and economic benefits would the program offer the community, region, or province?	<p>The program will deliver significant social and economic benefits to the community, region, and province by addressing the growing demand for professionals trained in molecular biology, microbiology, and biotechnology. The program advances health, sustainability, and reconciliation by equipping graduates with the molecular and computational literacy needed to tackle challenges in human and environmental health. By integrating Indigenous perspectives on ethical research and data stewardship, it fosters inclusive and culturally informed approaches to science, ensuring that innovation reflects the values and needs of BC communities. Graduates will contribute to health equity through diagnostic, therapeutic, and vaccine development, and support environmental resilience through expertise in microbial ecology, clean technology, and molecular sustainability. Co-operative education and research placements with partners such as Island Health, the BC Cancer – Deeley Research Centre, and local biotechnology firms strengthen ties between UVic and the regional innovation ecosystem.</p> <p>Labour-market data from <i>Employment and Social Development Canada (ESDC)</i> and <i>WorkBC</i> forecast stable to above-average growth in life-sciences and biotechnology occupations, particularly in public health, biomedical research, biotechnology manufacturing, and bioinformatics. The MLSC program aligns with these workforce needs by integrating computational biology, applied laboratory training, and interdisciplinary skill development.</p>

	<p>Economically, the program supports BC's <i>Life Sciences and Biomanufacturing Strategy</i> and <i>CleanBC</i> goals by supplying graduates prepared for roles in biotechnology, molecular diagnostics, and environmental genomics—fields critical to innovation, job creation, and sustainable growth across British Columbia's expanding life-sciences sector.</p>
<p>Reference specific government and community initiatives, plans, and priorities that the proposed program supports.</p>	<p>The program aligns with several key government and community priorities that guide British Columbia's economic, educational, and sustainability agendas. The program supports the <i>StrongerBC Economic Plan</i>, which emphasizes inclusive growth, innovation, and investment in people and skills. By preparing graduates with advanced molecular, microbiological, and computational competencies, the MLSC program contributes directly to StrongerBC's goal of creating high-value, knowledge-based employment and expanding the province's biotechnology and health innovation sectors.</p> <p>The program also supports the <i>BC Life Sciences and Biomanufacturing Strategy (2022)</i>, which identifies workforce development as a cornerstone of provincial competitiveness in biotechnology, health innovation, and sustainable biomanufacturing. Through its integration of bioinformatics, applied laboratory research, and interdisciplinary training, the MLSC program helps supply the skilled professionals needed to sustain BC's growing life-sciences ecosystem and attract global investment to the province.</p>
<p>What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.</p>	<p>Graduates are most likely to pursue careers in the biotechnology, biomedical research, and environmental life-sciences sectors, filling roles that require interdisciplinary molecular and computational skills. Based on <i>Classification of Instructional Programs (CIP) code 26.1201 – Molecular Biology</i>, graduates are expected to qualify for positions such as Biological Technologists and Laboratory Technicians (NOC 22110), Biochemists and Molecular Biologists (NOC 21100), and Bioinformatics Technicians or Analysts (NOC 21211). These occupations correspond to areas identified by <i>Employment and Social Development Canada (ESDC)</i> and <i>WorkBC</i> as experiencing stable to above-average growth over the next decade, driven by expansion in biotechnology manufacturing, molecular diagnostics, environmental genomics, and public-health research. Graduates will be prepared to work in research laboratories, biotechnology and pharmaceutical companies, government and academic institutions, and environmental monitoring organizations. Letters of support from potential employers—including biotechnology firms, health-research organizations, and regional innovation partners—are included in the appendix and confirm demand for graduates with molecular, microbiological, and bioinformatics training aligned with these occupational categories.</p>

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The faculty delivering this program commit to integrating Indigenous perspectives. This commitment reflects the university's ongoing efforts to embed Indigenous knowledge, cultural relevance, and inclusivity into all academic programs. Within the curriculum, Indigenous perspectives are incorporated through case studies and discussions that will explore the ethical, social, and cultural contexts of molecular science. Students learn about Indigenous data sovereignty, ethical research practices, and community consent in relation to molecular and genomic data, fostering an understanding of how science and Indigenous knowledge systems can work together respectfully. Our faculty will continue to engage Indigenous educators and knowledge holders in course and curriculum development. Through these efforts, our program ensures that Indigenous students will see their perspectives reflected in the curriculum and that all graduates are prepared to contribute to reconciliation through culturally informed, ethical scientific practice.
How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?	We have consulted with our Office of Indigenous Academic and Community Engagement (IACE) throughout the development of this proposal. IACE has an Elders program and provides a bridge between UVic and local Indigenous nations.

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

Criterion Question	Institution Response
Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	Life sciences employers and community partners were consulted (letters attached). Feedback highlighted the value of combined laboratory and computational skill sets.

<p>If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.</p>	<p>The program aligns closely with the BC Ministry of Jobs, Economic Development and Innovation's priority sectors, particularly in biotechnology, health innovation, and sustainable biomanufacturing. It also complements the province's <i>Life Sciences and Biomanufacturing Strategy (2022)</i>, which emphasizes building a skilled workforce to support BC's rapidly expanding life-sciences ecosystem. The program received support from research organizations including BC Cancer and Genome BC (letters included in the Appendix). Industry highlighted the need for graduates with a blend of bench and computational skills. These partners emphasized that future scientists must be proficient in molecular methods, data analytics, and interdisciplinary collaboration to contribute effectively to public-sector research and innovation. Feedback from these consultations informed the program's design, particularly its emphasis on applied laboratory training, and bioinformatics. This alignment ensures that the MLSC program produces graduates who can contribute immediately to public-sector health, research, and environmental initiatives across British Columbia.</p>
<p>If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".</p>	<p>Not applicable. This will be a non-accredited program.</p>

Standard 4 Institutional Resources

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

Criterion Question	Institution Response
<p>Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.</p>	<p>The proposed program is closely aligned with the overall academic plan and mandate of the University of Victoria, which emphasizes research-inspired teaching, interdisciplinary collaboration, and community engagement. For more than six decades, UVic has been dedicated to advancing knowledge that addresses global challenges and contributes to the well-being of people and the planet. The program embodies this mission by uniting the fields of biochemistry, microbiology, and molecular biology into a single interdisciplinary framework that prepares students to address complex issues in health, biotechnology, and environmental sustainability.</p> <p>UVic's academic and strategic plans highlight innovation, experiential learning, and reconciliation as institutional priorities—all of which are embedded within the MLSC curriculum. The program integrates hands-on laboratory and computational training with ethical and societal dimensions of molecular science, providing students with the skills and perspectives needed to succeed in a knowledge-based and inclusive economy. It also supports UVic's commitment to equity</p>

	<p>and Indigenous engagement by embedding Indigenous perspectives on data stewardship and ethical research practices into foundational courses.</p> <p>By fostering interdisciplinary learning, promoting collaboration with research centres such as the <i>Genome BC Proteomics Centre</i> and the <i>BC Cancer Deeley Research Centre</i>, and preparing graduates to meet the demands of BC's growing life-sciences sector, the program advances UVic's institutional goals of innovation, sustainability, and community impact.</p>
<p>Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.</p>	<p>UVic has demonstrated strong and sustained performance in academic areas directly related to the proposed BSc in Molecular Life Sciences (MLSC). The existing Biochemistry (BIOC) and Microbiology (MICR) programs have long been recognized for their rigorous academic standards, strong integration of research-led teaching, and extensive participation in co-operative education. Student satisfaction remains consistently high, with course evaluations regularly exceeding Faculty of Science averages and strong engagement in Honours and undergraduate research projects.</p> <p>Over the past four years, total enrolments across the Biochemistry and Microbiology majors have remained steady, averaging between 260 and 300 declared majors per year, with individual course enrolments ranging from 60 to 200 students at the 200- and 300-levels. However, modest declines in upper-level enrolments in some specialized courses have indicated the need to modernize and streamline program delivery—an objective directly addressed through the proposed program. The integrated structure will reduce duplication while providing clearer academic pathways and enhanced flexibility for students pursuing careers or graduate study in molecular sciences.</p> <p>Graduate outcomes from related UVic science programs are strong. According to the 2024 BC Student Outcomes Survey for the Faculty of Science, 93 percent of graduates were employed or pursuing further education within one year of graduation, with 87 percent reporting that their work was related to their field of study and an average annual salary of approximately \$66,000 for full-time positions. Graduates from Biochemistry and Microbiology are regularly employed in biotechnology, health research, environmental testing, and government laboratories, or continue into MSc and PhD programs at UVic and other leading universities.</p> <p>Success in these related program areas has been measured through sustained student satisfaction, stable enrolment, graduate employment outcomes, and strong industry and research engagement. These performance indicators</p>

	<p>demonstrate that UVic's existing Biochemistry and Microbiology programs have provided an excellent foundation for the integrated program. The proposed program builds upon this success by modernizing curriculum content, embedding computational and bioinformatics training, and aligning with provincial workforce priorities in biotechnology, health innovation, and sustainable biomanufacturing.</p>
<p>If the proposed program builds on existing programs, how will the existing programs be affected?</p>	<p>Biochemistry and Microbiology programs, integrating these closely related disciplines into a single, modernized degree. While the existing programs have served students well, substantial curricular overlap and limited faculty capacity make it increasingly difficult to sustain them as independent majors. The MLSC program provides a coherent and forward-looking alternative that combines molecular biology, biochemistry, microbiology, and bioinformatics within one unified framework.</p> <p>This consolidation reduces administrative redundancy and enhances curricular efficiency while maintaining opportunities for disciplinary specialization through optional Biochemistry and Microbiology "options." The MLSC degree remains distinct from the legacy programs by emphasizing interdisciplinary integration, computational literacy, and applied research experience—elements that reflect the evolving nature of molecular life sciences.</p> <p>Students currently enrolled in the Biochemistry and Microbiology majors will be fully supported through detailed transition planning to ensure degree completion. Faculty expertise, laboratory infrastructure, and course offerings from both programs will continue to be utilized within MLSC, ensuring continuity of quality and access while positioning UVic's life-sciences curriculum for long-term sustainability and growth.</p>
<p>Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget.</p>	<p>The BSc in Molecular Life Sciences (MLSC) will be launched and maintained using existing university resources within the Department. The program will be delivered by the current complement of research and teaching faculty in Biochemistry and Microbiology, supported by experienced laboratory instructors, co-operative education staff, and student services already in place. No capital investments are required for program implementation.</p> <p>Instructional laboratories and teaching spaces currently used by the Biochemistry and Microbiology programs will continue to support MLSC courses. These include research-grade facilities within the Elliott and Petch Buildings, which provide sufficient capacity for laboratory-intensive undergraduate instruction. UVic's existing shared instrumentation facilities and affiliate research centres—such as the Genome BC Proteomics Centre and BC Cancer – Deeley Research Centre—will further enhance</p>

	<p>experiential learning opportunities for students in the program without additional infrastructure costs.</p> <p>Student advising, co-op placements, and library services will be supported through existing UVic systems, which have the capacity to absorb the anticipated MLSC enrolments. The program's consolidation of two existing majors into one unified degree creates administrative and operational efficiencies, freeing instructional and laboratory resources that can be redirected to sustain and strengthen the new program.</p> <p>The program is therefore expected to operate within existing budget allocations, with potential tuition revenue growth contributing to future instructional and laboratory enhancements as enrolment expands.</p>
<p>Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.</p>	<p>The proposed BSc in Molecular Life Sciences (MLSC) is a 60-unit degree program that can be completed in four years of full-time study, with two academic terms per year. The program is expected to launch in Fall 2026 with an initial intake of 70 to 80 students, drawn primarily from domestic applicants in British Columbia and across Canada, along with a small number of international students.</p> <p>Enrolment is projected to grow gradually as awareness of the program increases, reaching a steady state of approximately 80 to 90 new entrants per year by 2028–29, for a total program size of 220 to 250 students across all years of study. The minimum viable annual intake is estimated at 50 students, based on current course offerings, faculty capacity, and available laboratory space.</p> <p>Given the program's interdisciplinary focus and the consolidation of existing Biochemistry and Microbiology majors, interest is expected to remain strong among students seeking molecular, biomedical, and biotechnological training. Upon reaching steady state, it is anticipated that approximately 70 to 80 degrees will be awarded annually, with a mix of domestic and international graduates contributing to British Columbia's growing life-sciences workforce.</p>

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

[MOLECULAR LIFE SCIENCES]

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Laura Cowen	sciedean@uvic.ca
Academic unit, department, or school	Biochemistry and Microbiology Jennifer Cobb, Chair	bcmb@uvic.ca
Name, title, and email of contact person	Kimberley Ladret, BCMB Administrative Officer	kiris@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		Sept 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Aug 12, 2025
Departmental/School approval	May 14, 2025 Sept 9, 2025 (formal vote)
Resource requirements approval (by Dean)	August 12, 2025
Faculty Curriculum Committee approval	Oct 10, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept 24, 2025

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

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

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jackie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Aug 30, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025 Aug 30, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	Y
External and Internal Consultation (letters of support as per section F)	Ongoing	Y appendices
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition	N/A	

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

*If you answered yes, complete the UVic Non-standard Tuition Template		
--	--	--

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

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

This program is designed to enhance the undergraduate experience while maintaining national competitiveness. It ensures our students receive a rigorous, relevant, and forward-looking education grounded in our strengths. Maintaining separate Biochemistry and Microbiology majors is no longer sustainable with a unit our size. We are therefore consolidating these two programs into a single, integrated BSc in ***Molecular Life Sciences***, reflecting both our research focus and the unifying theme of molecular approaches across life sciences—from microbes to environmental systems.

What are the admission requirements for the proposed undergraduate program?

This will remain the same as the Biochemistry and Microbiology programs, which is set by the Faculty of Science.

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

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

This is a new program, but it essentially merges two programs, Biochemistry and Microbiology, both of which will be discontinued after the new program is approved. Details for: 1) courses that already existing at UVic and 2) new courses to be developed for the proposed program are in the attached Appendix ([Appendix 1: Molecular Life Sciences Curriculum](#)). The unified MLSC program provides a flexible and efficient structure. Students complete a shared core curriculum and **may** choose to pursue an *option* in Biochemistry or an *option* in Microbiology by completing additional advanced courses in their chosen area. The program is compatible with a Coop distinction. A BSc minor is available. The BSc major is compatible with double majors and honours. The BSc major with a Biochemistry or Microbiology *option* is also compatible with honours. Compared to the legacy programs, the new Molecular Life Sciences program includes the following components.

1. A new required course (100-level): MLSC103: *Foundations in Molecular Life Sciences*. This foundational course introduces learners to the molecular basis of life. It explores the structure, function, and interactions of DNA, RNA, and proteins, with a focus on the central dogma of molecular biology—the reliable transmission of genetic information from DNA to RNA to protein, and from one generation to the next.

2. A new required course introducing computational skills (300-level): MLSC 302: *Bioinformatics for Molecular Life Sciences*. This course meets growing student and research demand for data-driven biology. Aligns with our strengths in systems biology, omics, and computational analysis. Curriculum includes an introduction of key bioinformatics tools for the

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

analysis of gene expression and genomic sequencing datasets. Execution of basic scripts in Python and R to refine, visualize, and interpret biological data.

3. A redesigned lab course (400-level): MLSC 406: *Applied Research Laboratory*

This lab course will redesign and combine the most essential components of what was previously a two-lab course program requirement, BCMB 406A and BCMB 406B, for both Microbiology and Biochemistry.

4. The following have been removed as requirements in the combined program (but are still encouraged as electives).

3 units Physics (100-level) were required for both Biochemistry and Microbiology

4.5 units Chemistry (200 and 300-level) were required for Biochemistry

CHEM 225 Introduction to Inorganic Chemistry

CHEM 245 Introduction to Thermodynamics (maintained in Biochem *option*)

CHEM 337 Bio-organic Chemistry

1.5 units Biology were required for Microbiology

BIOL361 Molecular Genetics and Genomics (maintained in Micro *option*)

The majority of comparable programs across Canada offer first year courses in their discipline program and do not require first-year Physics as a core program component. With these changes, we focus on discipline-specific training. This brings us into alignment with 13/16 peer institutions having Microbiology, Molecular Biology, and Biochemistry programs without a Physics requirement (U Alberta, U Calgary, U Manitoba, U Toronto, McMaster, Western, Queen's, McGill, U Montréal, U Laval, U Sherbrooke, Dalhousie, Memorial U). UBC's Microbiology and Biochemistry programs require one and two Physics courses, respectively. SFU's Microbiology, Molecular Biology, and Biochemistry programs all require one Physics course while the same programs at U Saskatchewan require two Physics courses.

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details. Does the program include opportunities for experiential learning (e.g., practica, co-op, work terms) or other forms of community- engaged or research-enriched learning? If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.

The program is designed to integrate teaching and research throughout the curriculum while expanding opportunities for experiential learning. From first year, the new *Foundations in Molecular Biology* course introduces students to areas of research through case studies drawn from faculty expertise. The required *Bioinformatics* course builds computational and analytical skills using authentic datasets from microbiology, genomics, and systems biology research. Advanced technical competencies are developed in the consolidated *Applied Research Laboratory Techniques* course, which mirrors the workflows of active research laboratories. Beyond the classroom, students engage in co-op placements, Honours theses, and research

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

assistantships, often contributing to conference presentations or publications. Many of these research activities address global and local challenges—such as health and therapeutics, environmental sustainability, and provide meaningful community and industry engagement. These opportunities are supported by existing infrastructure and faculty expertise, with no additional resource commitments required.

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

No, not at this time.

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

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

Introducing *Foundations in Molecular Biology* at the first-year level will create space to integrate Indigenous perspectives on molecular sciences, data stewardship, and ethical considerations. Course content will integrate discipline-relevant case studies that reflect Indigenous knowledge systems, ethical frameworks, and global contexts, fostering cultural awareness and inclusivity in scientific practice.

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

The addition of a *Bioinformatics* course will equip students with in-demand computational and analytical skills that have broad application in global health, environmental, and agricultural contexts, thereby strengthening career readiness and international perspectives.

- How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details. How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment. Please share specific examples.

The program builds on our strong commitment to accessible and inclusive teaching by embedding universal design principles, varied assessment modes, and multiple avenues for student engagement. All required courses incorporate Universal Design for Learning (UDL) practices, offering multiple means of representation, engagement, and expression to ensure that students with diverse learning needs can access and demonstrate their understanding of the material. The new *Foundations in Molecular Biology* and *Bioinformatics* courses blend modes of assessment including online quizzes, in-class problem-solving activities, creative assignments, and project-based assessments, accommodating different learning styles and reducing barriers posed by high-stakes, single-format evaluations.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Early disciplinary content in the first year provides an accessible entry point—particularly for students from equity-deserving groups—while progressively building skills toward the advanced *Applied Research Laboratory Techniques* course, which incorporates flexible project work and opportunities for self-directed inquiry. Lecture materials, lab manuals, and datasets are provided in accessible digital formats, and course delivery leverages UVic’s accessibility tools, such as captioning and screen-reader compatibility. Collectively, these design elements ensure a rigorous, equitable, and supportive learning environment that reflects the diversity of our student body.

C. Describe the learning outcomes of the proposed program.

The new combined program (Molecular Life Sciences) has not removed any learning outcomes present in the existing programs (Biochemistry and Microbiology) our unit delivers, but rather it expands the learning outcomes in two areas (*in italics*) indicated below.

1. *Foundational knowledge of molecular biology principles—including DNA, RNA, protein structure and function, and genome organization—by applying microbiology-relevant case studies from first year onward.*
2. *Training in computational and analytical methods to biological problems by selecting and using appropriate bioinformatics tools, managing large datasets, and interpreting genomic, proteomic, and systems biology data.*
3. Learners will be able to integrate theoretical concepts with advanced laboratory practice by designing, conducting, and analyzing microbiology and molecular biology experiments using contemporary research techniques.
4. Learners will be able to evaluate and apply emerging research in areas such as immunology, host–pathogen interactions, synthetic biology, and global health to address scientific and societal challenges.
5. Upon completion of the program learners will have skills to communicate scientific concepts and results effectively to diverse audiences through written, oral, and visual formats, employing inclusive and accessible approaches.
6. Learners will have preparedness for diverse career pathways in research, industry, health, and graduate studies by integrating computational, laboratory, and conceptual skill sets.
7. Exposure to diverse perspectives—including Indigenous knowledge systems, ethical considerations, and global contexts—into scientific inquiry and professional practices.

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

We anticipate that enrolment in the program will be stable at launch, with modest growth over the following three to five years as the curriculum changes improve accessibility, student experience, and alignment with national trends. In the first year of implementation (2026–27

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

academic year) as current students transition into the new structure, we will implement a transition plan. Our transition plan to the new BSc in Molecular Life Sciences in Fall 2026 ensures continuity, flexibility, and modernization. Current students would retain full credit toward graduation, and those wishing to transition can do so seamlessly ([Appendix 2: New Program Summary and Transition Plan](#)).

We expect approximately 70–80 new program entrants, comparable to recent numbers in both the Biochemistry Program and the Microbiology Program cohorts. By steady state (2028–29 onward), we project 80–90 new entrants per year, supported by increased recruitment through early exposure in the new *Foundations in Molecular Biology* course, reduced entry barriers through removal of first-year Physics and selected Chemistry requirements, and enhanced career readiness via the inclusion of the new *Bioinformatics* course and streamlined laboratory training. The program reflects contemporary national and international trends by integrating computational biology, applied research skills, and inclusive pedagogical practices, ensuring that graduates are prepared for emerging opportunities in research, industry, and graduate studies. Overall program enrolment, including all years, is expected to remain in the range of 220–250 students, consistent with resource allocations.

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

Consultation with internal and external partners for the proposed unit Name change (this proposal) and the new undergraduate program in Molecular Life Sciences (MLSC) was undertaken together, thus the consultation sections and appendices of the two proposals are identical. These consultations were extensive and included engagement with university stakeholders, research affiliates, industry representatives, and post-secondary institutions across British Columbia.

1. Undergraduate Program Design

Undergraduate student survey results indicated that maintaining opportunities for “specialization” would be an important feature of the new program ([Appendix 3_ UG Survey Results](#)). To reflect this priority, the design of *options* in Biochemistry (BIOC) and Microbiology (MICR) within the consolidated Molecular Life Sciences (MLSC) program were integrated in the final proposal. These *options* will appear on their transcript and enable students to pursue focused disciplinary study within a unified degree framework while preserving recognition of their specialization.

2. Course Code Realignment and Curriculum Integration

Following consultation with the Office of the Registrar and Enrolment Management (OREM) ([Appendix 5: SCP_OREM Consult](#)), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life

Sciences. At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC ([Appendix 4: New Course Codes](#)), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

To maintain clarity, the BIOC and MICR course codes will be retained to support the respective *options* in Biochemistry and Microbiology, with one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM ([Appendix 5: SCP_OREM Consult](#)) has been incorporated, and a Transition Plan for Current Students ([Appendix 2: New Program Summary and Transition Plan](#)) and Student FAQ Guide ([Appendix 6: Student FAQ Guide](#)) have been developed to ensure a smooth and transparent implementation process.

3. Internal Consultation (University of Victoria)

Consultation with OREM ([Appendix 5: SCP_OREM Consult](#)) involved sharing draft proposals for review. Their feedback on the transition plan and curriculum was fully incorporated into the final name-change and undergraduate program proposals. We also consulted with representatives from Co-operative Education and Career Services ([Appendix 9: SCP_Coop consult](#)), UVic Libraries ([Appendix 10: SCP_Libraries consult](#)), and Indigenous Academic and Community Engagement (IACE) ([Appendix 11: SCP_IACE consult](#)). All received a draft proposal followed by Zoom or in-person (Rob Hancock) discussions.

Within the University of Victoria, consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats ([Appendix 7: Internal Consultation](#)) and all Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura Cowen, Dean of Science. Internal consultation also included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health ([Appendix 7: Internal Consultation](#)), with support received from Dr. Tammy Hopper, Dean of Health ([Appendix 8: SCP_Dean of Health](#)). Feedback from these groups has been constructive and supportive, and we also received support from the Dean of the Faculty of Graduate Studies (Dr. Robin Hicks) and the Vice-President Research (Dr. Lisa Kalynchuk) ([Appendix 12: Additional University feedback](#)).

Support was also obtained from our unit's research affiliates, including the BC Cancer Deeley Research Centre (Dr. Brad Nelson, Director) and Genome BC Proteomics Centre (Dr. David Goodlett, Director). Both affiliates are invaluable receptors with multiple labs offering

experiential training for UVic undergraduates wanting research experience and to conduct their honours thesis project through our programs ([Appendix 13: Research Affiliates](#)).

4. External Consultation (Post-Secondary Institutions and Industry)

External consultations extended to other BC post-secondary institutions and professional bodies. In recognition of the scope of changes, including the consolidation of undergraduate programs and the development of a new non-thesis master's program, a Memo of all proposed changes was distributed to institutional counterparts and sectoral organizations ([Appendix 14: External consultation](#)). No formal responses were received from academic counterparts at the University of British Columbia, Simon Fraser University, or other BC institutions. Through Co-operative Education and Career Services contacts we engaged industry (companies that had provided approval for contact). We received limited, but positive, feedback for a few Biotech companies in BC ([Appendix 15: Industrial Feedback](#)) expressing strong support, especially for a non-thesis master's program we are developing (submitted under a separate proposal).

These consultations, together with broad industry engagement, for example with Life Science BC Director, William Burrows, confirm that the proposed changes are well aligned with provincial labour-market needs and government priorities to expand advanced training and workforce readiness in the life sciences and biotechnology sectors. *LifeSciences BC 2024 Labour Market Outlook* and *Stronger BC Reports* forecast over 5,500 new positions in BC's life sciences sector by 2027 ([Appendix 16: LSBC feedback and LSBC and Stronger BC Reports](#)). These findings are also consistent with the national strategies in the life sciences sector ([Appendix 17: National Strategies in Life Sciences](#)).

List of appendices:

- Appendix 1 _ Molecular Life Sciences Curriculum.xlsx
- Appendix 2 _ New Program Summary and Transition Plan.pdf
- Appendix 3 _ UG Survey Results .pdf
- Appendix 4 _ New Course Codes.pdf
- Appendix 5 _ SCP_OREM consult.pdf
- Appendix 6 _ Student FAQ guide.pdf
- Appendix 7 _ Internal Consultation .pdf
- Appendix 8 _ SCP_Dean of Health.pdf
- Appendix 9 _ SCP_Coop consult .pdf
- Appendix 10 _ SCP Libraries consult .pdf
- Appendix 11 _ SCP_IACE consult.pdf
- Appendix 12 _ Additional University feedback.pdf
- Appendix 13 _ Research Affiliates.pdf
- Appendix 14 _ External Consultation .pdf
- Appendix 15 _ Industrial Feedback .pdf
- Appendix 16 _ LBSC feedback and LSBC and Stronger BC Reports.pdf
- Appendix 17 _ National Strategies in Life Sciences.pdf

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.
--	--	--

Signature: W. Zayli
Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

Subject: RE: BCMB Proposal Consultation
Date: Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From: Wendy Taylor
To: Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burrige de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC: Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments: image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
 - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the [Academic Calendar for Major Programs in Science](#) to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of “introducing students to molecular principles” and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
 - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
 - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135

wtaylor@uvic.ca | uvic.ca/registrar

Together, we transform students' lives.



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

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Sent: September 18, 2025 7:49 PM

To: Wendy Taylor <wtaylor@uvic.ca>; Amanda Hawkins <ahawkins@uvic.ca>; Asia Longphee <alongph9@uvic.ca>; Ashley Burrige de Moscoso <ashleydm@uvic.ca>; Janine Mayers <jmayers@uvic.ca>; Kelly Colby <kcolby@uvic.ca>; Devin Stark, Records Officer, Undergraduate Records <uro6@uvic.ca>; Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>

Cc: Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>; Caren Helbing <chelbing@uvic.ca>; Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: Re: BCMB Proposal Consultation

Hello - prior to our consultation with OREM of the changes BCMB is making - I have attached the most updated documents

1. Unit name change from Biochemistry and Microbiology to Molecular Life Sciences (proposal attached) I have also attached questions about course codes (more to start the conversation and let you know what our department was hoping to do.
2. New program : UG program in Molecular Life Science- AVPAP office heard back from Ministry and this will be considered a new program- we had already made some changes in Kuali for FOS curriculum committee after consulting with other department impacted by changes in the curriculum -coinciding with the new program. this is where we need the most help because I think we need to enter things differently than perhaps we have.

3. Discussion how to move forward with:

New Dept name, new course codes

New program and new courses

If we can't get the new MLS program (combined program of Biochem and Micro) approved for 2026, we still want the curriculum changes with new courses to take effect in the current biochem and micro programs

Best, Jen

--

Dr. Jennifer Cobb
<https://www.cobblab.com/>

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: wtaylor@uvic.ca
When: 3:00 PM - 3:45 PM September 25, 2025
Subject: BCMB Proposal Consultation
Location: Microsoft Teams Meeting

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 211 410 887 284 9

Passcode: iC6Rv79a

Dial in by phone

[+1 647-794-1629](tel:+16477941629), [482088951](tel:+1482088951)# Canada, Toronto

[Find a local number](#)

Phone conference ID: 482 088 951#

For organizers: [Meeting options](#) | [Reset dial-in PIN](#)



This meeting is being hosted by the University of Victoria's Microsoft 365 service. For more information and help with Microsoft 365 at UVic, please visit oac.uvic.ca/o365.

[Org help](#) | [Privacy and security](#)

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>

Date: Friday, September 19, 2025 at 8:55 AM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

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

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

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

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science.	Anticipated start date:
and	Sept. 2026
2. New undergraduate program: Molecular Life Sciences	
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20 th 2025 Proposal: Oct 10 th , 2025	

Signature:  _____

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie



Debbie Wildy

Assistant to the Dean
Faculty of Health
250-721-8050

New Email Contact: dwildy@uvic.ca

Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək'wəḡən (Songhees and X'wsep̓əm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁŋNEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>

Sent: October 10, 2025 3:44 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>

Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Senate Committee on Planning
Required Internal Consultations

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

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


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

Name of program: BSc Molecular Life Sciences	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdisciplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: 

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc ...

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

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

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

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

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences

Name of Program: BSc in Molecular Life Sciences

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

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

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

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

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation. **Part III:**

Proposal Information

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

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

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

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

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No

Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

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

Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

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

Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

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

☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

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

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Summary of Program Changes

1. Program Consolidation

The BSc in Biochemistry and BSc in Microbiology will effectively be merged into a single BSc in Molecular Life Sciences (MLSC), starting Fall 2026.

The new program offers a general Molecular Life Sciences major with optional Biochemistry (BIOC) and Microbiology (MICR) concentrations, allowing specialization within a unified structure. This is similar to the concentration model used in the Biology Department, offering concentrations in Forest Biology, Marine Biology, and Neurobiology

Graduate programs (MSc and PhD in Biochemistry or Microbiology) will remain unchanged.

2. Discontinued Programs

The BSc in Biochemistry and BSc in Microbiology will be discontinued once the MLSC degree is approved and launched.

No current courses will be discontinued, ensuring continuity for students completing legacy degrees.

3. Course Code and Curriculum Updates

The MLSC course code was provided to us by OREM after consultation and reviewing a draft of our proposal. All BCMB course codes will change to MLSC, keeping the same numbers (e.g., BCMB 301A → MLSC 301A) and all BIOC and MICR course code will remain unchanged to aid students in course selection for concentrations in Biochemistry and Microbiology.

Three new or revised courses are introduced:

1. MLSC 103 – Foundations in Molecular Life Sciences (new required course)
2. MLSC 302 – Bioinformatics for Molecular Life Sciences (new required course introducing computational skills)
3. MLSC 406 – Applied Research Laboratory, replacing BCMB 406A/B and consolidating lab requirements.

Transition Plan for Current and Future Students

1. Students Remaining in Original Programs (Biochemistry or Microbiology)

- May complete their current degree requirements; all courses will continue to be offered with identical content and credit value.
- Course equivalencies will be clearly stated (e.g., MLSC 301A = BCMB 301A).
- BCMB 406A (1.5 unit) and BCMB 406B (1.5 unit) lab courses will remain available through Summer 2026. Students who have not completed them may substitute MLSC 406 lab course (1.5 unit) and an additional 400-level (BIOC or MICR) course (1.5 unit) to satisfy degree requirements.

2. Students Transitioning to the New MLSC Program

- All previously completed courses (BIOC, MICR, or BCMB) will count toward the new MLSC degree as requirements or electives.
- Students who have taken BCMB 406B will have MLSC 406 deemed satisfied.
- Students who completed both BCMB 406A and 406B will receive equivalent credit for MLSC 406 plus one 400-level course (BIOC or MICR).
- Students entering Years 2–3 in 2026–27 must complete MLSC 302; those entering Year 4 will be waived from the requirement (but are encouraged to take it as an elective).
- Students entering Year 2 who wish to graduate under MLSC must complete MLSC 103; those entering Year 3–4 are waived.

3. New Students Entering in Fall 2026 and Beyond

- Will enroll exclusively in the MLSC program.
- Must complete the full suite of new core courses, including MLSC 103, MLSC 302, and MLSC 406.
- May pursue optional concentrations in Biochemistry or Microbiology by completing additional 400-level electives.

400-level lab requirement: Transition Plan for students in Biochemistry and Microbiology Programs (2026 Implementation)

Student Pathway	Course Completion status (406A and 406B)	Requirement Under Discontinued Programs	Equivalent Requirement Under New Molecular Life Sciences (MLSC) Program	Notes / Credit Recognition
Students remaining in Biochemistry or Microbiology programs	BCMB 406A and BCMB 406B	Satisfies required 400-level laboratory sequence	400-level lab requirement deemed satisfied	Will not register for MLSC 406. Full credit retained.
	BCMB 406A only	Partial completion of 400-level lab sequence	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	Will register for MLSC 406. Full credit for BCMB 406A retained.
	BCMB 406B only	Partial completion of 400-level lab sequence	400-level lab requirement deemed satisfied	Will not register for MLSC 406. Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
	Have not completed either BCMB 406A or BCMB 406B	Must complete both 400-level lab course equivalents	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	Will register for MLSC 406 Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
Students transitioning to the new MLSC program	BCMB 406A and BCMB 406B	Former lab sequence	MLSC 406 requirement deemed satisfied . Full credit retained.	Will not register for MLSC 406. Avoids duplication and preserves full credit value.
	BCMB 406A only	Partial completion of lab sequence	MLSC 406 requirement deemed satisfied	Will not register for MLSC 406
	BCMB 406B only	Partial completion of lab sequence	MLSC 406 requirement deemed satisfied	Will not register for MLSC 406
	Have not completed either BCMB 406A or BCMB 406B	Required to complete both lab courses	Must complete MLSC 406 to satisfy new program lab requirement.	Will register for MLSC 406.

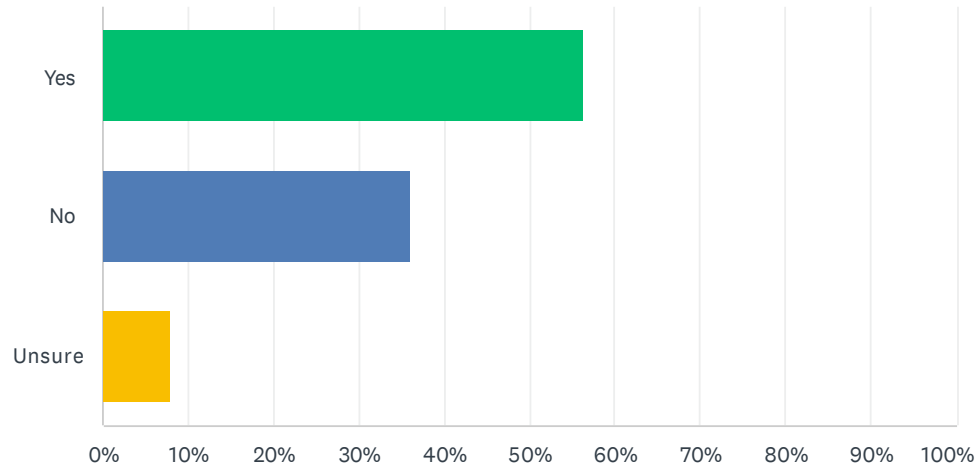
Summary notes for 400-level labs (next page)

- BCMB406A and BCMB406B are independent and do not have to be taken in order. BCMB 406A is not a prerequisite for BCMB 406B.
- MLSC 406 integrates key experimental components of BCMB 406A (techniques and design) and BCMB 406B (independent project and data analysis), but is most like BCMB406B.
- Students who have already completed BCMB 406A or 406B receive full credit equivalency for MLSC 406 if entering new program.
- Summer 2026 will be the final offering for BCMB 406A and 406B.
- Fall 2026 will not be offering BCMB 406A.
- MLSC 406 will be offered in Spring 2027 and Summer 2027

This structure ensures no duplication of coursework, protects academic progress, and provides equitable treatment for all students regardless of pathway. The structure supports efficient use of instructional resources while maintaining program integrity and laboratory skill development.

Q1 Does the proposed name 'Molecular Life Sciences' reflect your perception of the department's research and teaching strengths?

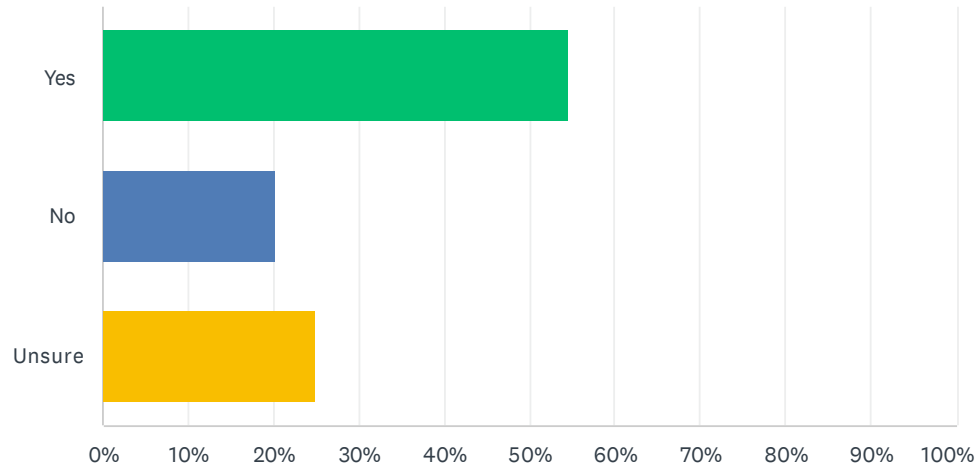
Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56.25%	36
No	35.94%	23
Unsure	7.81%	5
TOTAL		64

Q5 Would it be beneficial/advantageous to have a degree-required course at the first-year level, such as 'Foundations in Molecular Life Sciences'?

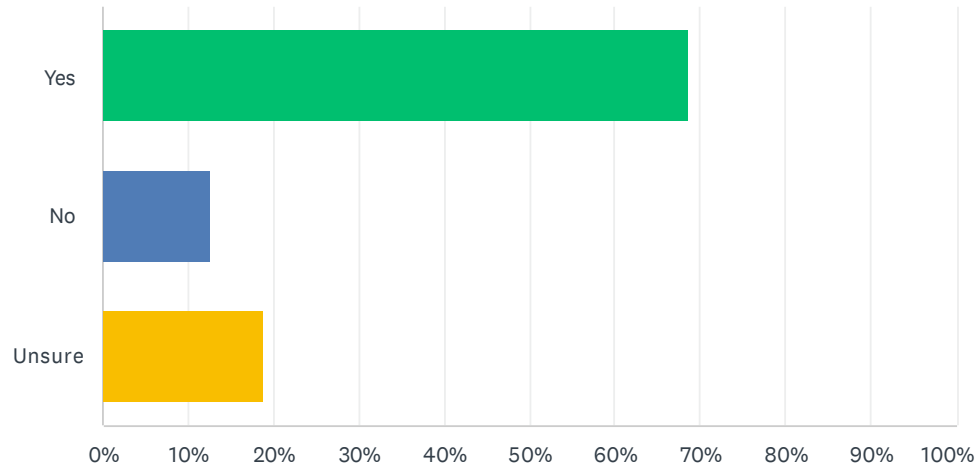
Answered: 64 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		54.69%	35
No		20.31%	13
Unsure		25.00%	16
TOTAL			64

Q6 Would it be beneficial/advantageous to have a data science course with a bioinformatics focus at the third-year level?

Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	68.75%	44
No	12.50%	8
Unsure	18.75%	12
TOTAL		64

Q10 Which aspects of the current Biochemistry or Microbiology degree programs would you like to be preserved in a combined Molecular Life Sciences program?

Answered: 44 Skipped: 20

#	RESPONSES	DATE
1	Specific courses dedicated for just biochemistry and microbiology within the program.	9/19/2025 12:13 PM
2	the difference between the two	9/19/2025 9:03 AM
3	Lab work	9/19/2025 9:03 AM
4	the labs.	9/19/2025 8:59 AM
5	I would like it if the words "Biochemistry" or "Microbiology" were included in the title, even as specializations.	9/18/2025 6:51 PM
6	still having the two streams with different required courses (not all micro focused students want to take thermodynamics!!!!)	9/18/2025 6:29 PM
7	The importance of the chemistry in biological systems. Conserving the biochemistry portion, and not making a more technical version of a microbiology degree. I feel that the current biochemistry program is exceptional in the education i have learned and skills that have been taught, and it does not need to be significantly changed to be improved.	9/18/2025 3:40 PM
8	I love the variety of the 400-level BIOC/MICR electives, and I hope a combined program would not reduce the choices for prospective students. I also think that the teaching labs are well thought-out and useful, and current general required courses (CHEM 231/234, MICR 200AB, BIOC 300AB, etc.) are quite useful for the rest of the degree.	9/18/2025 2:35 PM
9	As much as possible - less physics/math heavy perhaps	9/18/2025 1:54 PM
10	Most of the course planning is quite solid and gives good fundamentals.	9/18/2025 9:59 AM
11	As I am a biochemical student, the multitude of 400 level courses that dig deep into biochemical concepts would be crucial.	9/18/2025 9:35 AM
12	I don't know if I know enough about the programs to know, but I would think preserving as much as possible while adding more courses would be great	9/18/2025 9:32 AM
13	I would like to see the Microbiology major preserved as a distinct academic stream, not fully merged into a general program. Specifically, please retain: • MICR-specific lab courses (e.g., MICR 200, MICR 300+ series) • Infection & immunology-related electives • Applied and clinical microbiology content • Research-based microbiology co-op placements These elements are part of what makes UVic's Microbiology program attractive and career-relevant. Merging everything under one general umbrella risks losing that clarity and depth.	9/18/2025 9:19 AM
14	The BCMB labs in fourth and third year were extremely important in developing my understanding of lab techniques.	9/18/2025 8:24 AM
15	The lab courses are amazing and I like the diversity of fourth-year course options. I also think the micro 200 level courses were very foundational and got a lot of people very excited about the discipline.	9/17/2025 11:05 PM
16	Research experience, dedicated microbiology, immunology and biochemistry courses. The electives offered in fourth year are also great. Bioc300 level courses were also well done and provided just the right amount of information!	9/17/2025 10:10 PM
17	not sure	9/17/2025 9:19 PM
18	I would like to see the option for students to pursue a more focused, specialized track within the combined degree. Since students already choose between biochemistry and microbiology	9/17/2025 9:13 PM

based on a preference for a more chemistry-based or biology-based curriculum, it's important to preserve that choice. Offering a dedicated track would allow students to major in 'Molecular Life Sciences' while still gaining the in-depth knowledge and skills needed for their chosen field.

19	I would prefer them to be separate.	9/17/2025 8:51 PM
20	The required courses seem to be good so far.	9/17/2025 8:11 PM
21	All of them, as they are. The proposed change is excessively bureaucratic and illogical.	9/17/2025 7:15 PM
22	All of them. This is a terrible idea.	9/17/2025 7:06 PM
23	Having Biochemistry and Microbiology in program title...	9/17/2025 7:05 PM
24	All of them. It is nice to have a choice in the path of courses I am taking for this degree. Please do not combine.	9/17/2025 6:54 PM
25	The lab requirements but with a larger focus on microbiology past second year	9/17/2025 6:48 PM
26	Upper year microbiology courses	9/17/2025 6:35 PM
27	The labs are amazing and very helpful I loved them. The co-op program is also a must!	9/17/2025 6:04 PM
28	The bcmb labs.	9/17/2025 6:03 PM
29	Keep the Co-op program as it is, there are many great opportunities there. I also liked the second year courses, they were enjoyable and relatively easy. The labs with dedicated instructors is also a great and under-emphasized part of the program.	9/17/2025 5:39 PM
30	The option to do either one should remain for those who only want to major in biochem or vice versa.	9/17/2025 5:31 PM
31	immunology	9/17/2025 5:21 PM
32	The programs should not be combined.	9/17/2025 5:20 PM
33	still allow separate majors but allow the option to combine it	9/17/2025 5:11 PM
34	I like courses like immunology and the fact that there is a choice of courses in 4th year.	9/17/2025 5:04 PM
35	If it is implemented, at least do it in few years, or so that it won't affect any current students	9/17/2025 5:04 PM
36	BCMB - although it can be rough, the 300 and 400 labs are very well taught, organized and useful.	9/17/2025 5:03 PM
37	The BCMB labs! People say they are tough, but they have been the best way to learn all the laboratory techniques we are taught in class! I love all the microbiology classes offered.	9/17/2025 5:01 PM
38	I think that the labs from micr 200 and bcmb are so important and should not change at all. I think co op is a great way to experience this in a real world setting.	9/17/2025 4:58 PM
39	BCMB labs obviously	9/17/2025 4:54 PM
40	The co-op program (could make it mandatory), the well-structured lab sections in MICR and BCMB, opportunities for research	9/17/2025 4:54 PM
41	I would say immunology! There is so much more to learn about the immune system!	9/17/2025 4:51 PM
42	all the BCMB labs. The Micr200 labs, aswell as the BCMB301 and 406. also the orgochem! and the current microbiology classes, please dont take them away.	9/17/2025 4:49 PM
43	Not sure	9/17/2025 4:45 PM
44	The microbiology courses and biochemistry courses (4th year level)	9/17/2025 4:44 PM

Q11 What would make a new program more appealing to you and your peers?

Answered: 32 Skipped: 32

#	RESPONSES	DATE
1	a serious-name other than "molecular life science." "Biochemistry and Microbiology" is a fine name and should not be changed.	9/19/2025 10:03 AM
2	More course options	9/18/2025 6:51 PM
3	Something new that isn't offered in other faculties. More lab experience, more antibiotic/medication education.	9/18/2025 3:40 PM
4	As a 17-year-old applying to university, I probably would not have picked a program called "Molecular Life Sciences" because it sounds like it would be very signalling and organic chemistry-focused. I think if this will be the name of the future program, there needs to be a detailed description of what the program actually entails.	9/18/2025 2:35 PM
5	The masters!	9/18/2025 1:54 PM
6	Career assistance! It's confusing and a tad bit scary to know what to do with a biochemistry degree.	9/18/2025 9:35 AM
7	A new program would be more appealing if it: • Allows students to choose a clear stream or concentration (e.g., Microbiology, Biochemistry, Bioinformatics) • Maintains strong discipline-specific lab training (not just general wet labs) • Offers flexibility for career planning in research, clinical, or biotech fields • Includes more data science, regulatory science, and science communication electives Most importantly, don't remove choices in the name of integration — instead, let students build focus areas that reflect their real academic and professional goals.	9/18/2025 9:19 AM
8	Focus away from human health and diseases and more on environmental and other animal health.	9/18/2025 8:24 AM
9	More immunology, less thermodynamics, increased microbiology applications that are not health related. Maybe spacing out the rapid-paced two semesters of BIOC 300A/B to have some content moved to an additional 2nd year course so that we can better learn/deep dive in third year.	9/17/2025 11:05 PM
10	Getting rid of some of the non essential classes, while maintaining the overall feel of the degree. A course like thermodynamics should realistically be taught departmentally, if taught at all. It felt like there was absolutely minimal life science focus in the thermo chem course, and it certainly not tailored to my needs as a biochemist. Perhaps it may be suitable for pure chemists, but did not offer appropriate information for life science oriented students. The way thermodynamics is taught in the biochemistry 300 courses is great, perhaps redistributing this content to its own dedicated course, then filling the gaps with other more relevant content would be good!	9/17/2025 10:10 PM
11	Options to differentiate in 3rd/4th year into either Microbio vs Biochem focuses, or allowing even more differentiation. Different upper level courses, even if it leads to the same degree.	9/17/2025 8:51 PM
12	A descriptive and clear title so we know what we're signing up for.	9/17/2025 8:11 PM
13	Make it a third option.	9/17/2025 7:06 PM
14	Keeping Biochemistry and Microbiology in the name. Losing the "life" and just having it be "Molecular Sciences", but ideally keeping the name	9/17/2025 7:05 PM
15	If nothing is cut.	9/17/2025 6:54 PM
16	More course options for new students/people who are unsure about if micro interests them! There needs to be a course that draws first years to look into the program.	9/17/2025 6:48 PM

17	A variety of course options to allow for specializing	9/17/2025 6:04 PM
18	More advertising about the possible career paths after taking this course. Could be through bringing people in to talk about their jobs who have taken the degree at Uvic.	9/17/2025 6:03 PM
19	No more stupid upper year chem courses that don't relate to a molecular biology field!! Those things sucked and took so much time away from actually learning things I thought were relevant. A huuuuuge thing would be combining the honours and masters into a single program. So many universities have this and UVic not offering it is a serious reason for many people to not choose this university, if they had the foresight to understand what any of that means. Also make Petch cuter. Even just like paint the walls or bring some air freshener in there or something that place is a dungeon and I get unhappy just walking in the doors. How about a mural or LED accent lighting? I also felt like there was little to no effort to nurture interactions between peers. There isn't a meaningful communal space for undergraduates to interact, and courses are often cold and distant. It made me sad to see the effort that, say, the Business program put into developing a "Cohort" of its students while I didn't know the names of half the people in my program.	9/17/2025 5:39 PM
20	If combining the two degrees, having optional courses in the 2nd year to reflect the discrepancy in course requirements between Micro and Bioc. Some people choose their degree to avoid certain courses, like inorganic chemistry.	9/17/2025 5:21 PM
21	If a student is uncertain about what they'll do with their degree they can do a general BSc. There's no need to devalue either the biochemistry nor microbiology programs by smashing them into a degree with an ambiguous name and purpose.	9/17/2025 5:20 PM
22	Emphasis on the lab courses, these are a huge strength of the program I think	9/17/2025 5:16 PM
23	I would like to see more 4th year electives being offered, since there are just 3 in micro currently I think. Also, I would like to see a flexible program in which there are more choice of courses requirements electives instead of just a bunch of 100% required courses, especially in 3rd and 4th years. This would allow students to still choose the path they want to pursue, within such a broad field.	9/17/2025 5:04 PM
24	Keeping it the same	9/17/2025 5:04 PM
25	For me, not having to take 2nd year and 3rd year cell biology and genetics. Started feeling redundant in what I was learning.	9/17/2025 5:01 PM
26	not sure	9/17/2025 4:58 PM
27	Further integrating research opportunities into the program (for example, more visibility for the directed studies and honours program), more courses in pathogenesis	9/17/2025 4:54 PM
28	A showcase of different research that the labs within our department are doing all over the university! I see other programs in the library, and would like to see Molecular Life Science there too!	9/17/2025 4:51 PM
29	the ability to have some more electives so that you could actually minor in something past first year - what i mean is, most people don't think of minors in first year, you use 2-3 electives, and then for the next 3 years all you get is 2 electives per year, and you don't have enough room to do most minors	9/17/2025 4:49 PM
30	More supportive social engagement, large classes	9/17/2025 4:46 PM
31	Not having biochem combined with microbiology	9/17/2025 4:45 PM
32	Combine biochem and micro	9/17/2025 4:44 PM

Course codes

MICR and BIOC course codes will remain unchanged (with the exception of one course BIOC 103, which will change to MLSC 102)

BCMB course code will change to MLSC

Microbiology (MICR)

MICR200A - Introductory Microbiology I
MICR200B - Introductory Microbiology II
MICR302 - Molecular Microbiology
MICR303 - Immunology
MICR402 - Virology
MICR405 - Biotechnology and Synthetic Biology
MICR408 - Microbial Pathogenesis
MICR410 - Microbiota and Human Health
MICR470 - Directed Studies in Microbiology
MICR570 - Directed Studies in Microbiology
MICR599 - MSc Thesis
MICR699 - PhD Dissertation

Biochemistry (BIOC)

BIOC102 - Biochemistry and Human Health (change to MLSC102)
BIOC299 - Biochemistry for Non-Majors
BIOC300A - General Biochemistry I
BIOC300B - General Biochemistry II
BIOC401 - Gene Expression in Eukaryotes
BIOC403 - Biochemistry of Signal Transduction
BIOC404 - Proteins
BIOC408 - Epigenetic Regulation of Chromatin
BIOC409 - Proteomics and Metabolomics
BIOC470 - Directed Studies in Biochemistry
BIOC570 - Directed Studies in Biochemistry
BIOC599 - MSc Thesis
BIOC699 - PhD Dissertation

Biochemistry and Microbiology (BCMB) – change to MLSC

MLSC103 - Foundations in Molecular Life Sciences (new course)

BCMB 298 - Research Experience

BCMB 301A - Lab Techniques & Projects I

BCMB 301B - Lab Techniques & Projects II

MLSC 302 - Bioinformatics for Molecular Life Sciences (new course)

BCMB 398 - Research Experience

~~BCMB 406A - Applied Research Laboratory Techniques I~~

~~BCMB 406B - Applied Research Laboratory Techniques II~~

MLSC 406 – Applied Research Laboratory Skills (new course)

BCMB 489 - Special Topics in Biochemistry or Microbiology

BCMB 498 - Research Experience

BCMB 499A - Undergraduate Thesis I

BCMB 499B - Undergraduate Thesis II

Grad level BCMB will change to MLSC

BCMB500 - Critical Thinking in Biochemistry and Microbiology

BCMB501 - Essentials of Scientific Writing

BCMB502 - Journal Club I

BCMB580 - Research Seminar

BCMB589 - Special Topics in Biochemistry or Microbiology

BCMB602 - Journal Club II

BCMB680 - Advanced Research Seminar

BCMB693 - PhD Candidacy Examination

Appendix X: Student Frequently Asked Questions (FAQ)

Transition from BSc in Biochemistry and BSc in Microbiology to the BSc in Molecular Life Sciences (MLSC)

1. General Questions about the Program Change

- **Q: Why is the Department making this change?**

A: The Biochemistry and Microbiology programs have long shared overlapping curricula and research strengths. Combining them into a single, modern BSc in Molecular Life Sciences (MLSC) reduces administrative duplication and expands student flexibility while maintaining strong disciplinary options through concentrations in Biochemistry or Microbiology.

- **Q: Is this a name change or a completely new program?**

A: Both. The department will first change its name to Molecular Life Sciences (MLSC), and all course codes will change from BCMB to MLSC. The new BSc in Molecular Life Sciences will then formally replace the existing Biochemistry and Microbiology BSc degrees beginning Fall 2026.

- **Q: Will the new program affect the department's graduate programs?**

A: No. Graduate programs remain unchanged. The MSc and PhD degrees in Biochemistry and Microbiology will continue as they are.

2. Impact on Current Students

Q: I'm currently enrolled in Biochemistry or Microbiology. What happens to me?

A: You will not lose any progress toward your degree. You can either stay in your current Biochemistry or Microbiology program or transition into the new Molecular Life Sciences program. All completed BIOC/MICR courses will count toward the new MLSC degree either as core requirements or electives.

Q: Will I have to take any new courses if I switch?

A: If you switch to the MLSC degree:

- Students entering Year 2 (as of Fall 2026) must take MLSC 103.
- Students entering Year 2 and 3 (as of Fall 2026) must take MLSC 302.
- Students entering Year 4 (as of Fall 2026) will be waived from these new course requirements.

Q: What if I stay in my current program?

A: You can complete your Biochemistry or Microbiology degree as planned. The only difference is that your BCMB course codes will now appear as MLSC (e.g., MLSC 301A = BCMB 301A). Advisors and CAPP audits will automatically recognize these as equivalent.

Q: Will my degree parchment say 'Molecular Life Sciences'?

A: If you stay in your current program, your parchment will say Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. If you transition to the new program, it will say Bachelor of Science – Molecular Life Sciences, with an optional notation of Concentration in Biochemistry or Concentration in Microbiology.

3. Courses, Codes, and Credits

All BCMB courses will be renamed MLSC while keeping the same course numbers and credit values. Example: BCMB 301A → MLSC 301A; BCMB 406A → MLSC 406 (integrated lab). Your transcript will show the new codes, which will be recognized as equivalent for graduation purposes

Lab Course Equivalencies During the Transition

Your Current Status	What You Need to Complete
Have not completed BCMB 406A or 406B	Take MLSC 406 (1.5 unit)
Completed BCMB 406A only	You meet the MLSC 406 (1.5 unit) requirement
Completed both BCMB 406A and 406B	You meet the MLSC 406 requirement. You will also receive credit (1.5 units) for one 400-level (BIOC or MICR) course.

4. Concentrations and Specialization

Q: What is a 'concentration' in the MLSC program?

A: A concentration allows you to specialize in Biochemistry or Microbiology while earning the unified MLSC degree. The general MLSC major requires 15 units at the 300–400 level. The

concentration option requires 19.5 units at the 300–400 level, with additional advanced courses in the chosen area.

Q: Can I still do Honours or a double major?

A: Yes. Students may pursue Honours within the MLSC program, with or without a concentration, or complete double majors within the Faculty of Science (e.g., MLSC + Biology, MLSC + Chemistry).

5. New Students (Starting Fall 2026)

Q: I plan to apply for Fall 2026. Which program do I apply to?

A: You will apply directly to the BSc in Molecular Life Sciences. The Biochemistry and Microbiology BSc programs will no longer accept new admissions after the 2025–26 academic year.

Q: What courses will new students take?

A: All first-year MLSC students will take MLSC 103: Foundations in Molecular Life Sciences, along with shared core courses in Chemistry, Biology, and Mathematics.

6. Advising and Support

Q: Who can I talk to about how this change affects me?

A: Departmental advisors will provide one-on-one support and publish a detailed transition guide. Information sessions (in-person and virtual) will be held throughout 2026.

Q: How will I know which version of the program I'm in?

A: Your CAPP audit (available through UVic Online Tools) will automatically show your correct program version and requirements.

7. Reassurance and Key Takeaways

- No student will lose credit or be delayed in graduation.
- All Biochemistry and Microbiology courses remain valid and countable.
- The change enhances program coherence, flexibility, and career readiness.
- Faculty and advising staff are committed to a smooth, transparent transition.

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to discontinue the Bachelor of Science programs in Biochemistry
And Microbiology

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology.

The proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology coincides with the launch of a single integrated Bachelor of Science in Molecular Life Sciences which consolidates the strengths of both legacy programs under one unified and interdisciplinary framework.

This restructuring responds directly to recommendations from the 2024 External Program Review, which highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. Moreover, maintaining two separate programs is no longer sustainable and students frequently request cross-registration for courses at the 300–400 level, for credit towards one degree or another. The Bachelor of Science in Molecular Life Sciences will offer two formal options – Biochemistry and Microbiology enabling students to pursue focused disciplinary study and maintain recognition of their specialized training.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology, as described in the document “Discontinuation of the BSc Programs in Biochemistry and Microbiology”.

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

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



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

[Discontinuation of the BSc Programs in Biochemistry and Microbiology]

(Template must be submitted as a Word document)

Submitted by:	Name and title	Email
Dean or designate	Dr. Laura Cowen, Dean, Faculty of Science	sciedean@uvic.ca
Academic unit, department, or school	Department of Biochemistry and Microbiology (to become the School of Molecular Life Sciences)	bcmb@uvic.ca
Name, title, and email of contact person	Jennifer Cobb, Chair	bcmb@uvic.ca / jencobb@uvic.ca
Anticipated implementation date of discontinuation		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 12, 2025
Departmental/School approval	May 14, 2025; Sept 9, 2025 (formal vote)
Faculty Curriculum Committee approval	October 10, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	September 24, 2025

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

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

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	Aug 26, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 8, 2025	Y
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca	Aug 15, 2025 Sept 25, 2025	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Aug 30, 2025	Y
Consultation with related academic units/programs		

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

impacted by the discontinuation – (see Section D)	
---	--

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Summary Description of Proposed Discontinuation

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

The Department of Biochemistry and Microbiology (BCMB) proposes the formal discontinuation of its two existing undergraduate programs—the Bachelor of Science (BSc) in Biochemistry and the Bachelor of Science (BSc) in Microbiology—effective September 2026 (and only after the new MLSC program has been approved at UVic and Ministry). This discontinuation coincides with the launch of a single integrated BSc in Molecular Life Sciences (MLSC), which consolidates the strengths of both legacy programs under one unified and interdisciplinary framework.

This restructuring responds directly to recommendations from the 2024 External Program Review, which highlighted the need to modernize curriculum, streamline program administration, and enhance visibility and student recruitment. Moreover, maintaining two separate programs is no longer sustainable and students frequently request cross-registration for courses at the 300–400 level, for credit towards one degree or another. From an administration perspective the new consolidated program deals with these issues and, in name, better reflects the unit’s research and teaching strengths in molecular biology, genomics, proteomics, microbiology, and biotechnology, while also aligning with institutional priorities for interdisciplinary education and workforce readiness in BC’s growing life sciences sector.

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

A comprehensive transition plan has been developed after consultation with the Office of the Registrar and Enrolment Management (OREM) to ensure continuity and flexibility for students at all stages of study:

Course Continuity: All required courses will continue to be offered, with existing BCMB-coded courses redesignated as MLSC (Molecular Life Sciences) while retaining the same course numbers and learning outcomes. For example, *BCMB 301A* will become *MLSC 301A*. Students will receive full credit equivalency toward their declared degree.

Student Options: Students starting Year 2 will have the option to enter into the new BSc in Molecular Life Sciences and all previously completed coursework will count toward the new degree as either core requirements or electives, but the following will apply:

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

New Course Requirements: Two new courses, MLSC103: *Foundations in Molecular Life Sciences* and MLSC 302: *Bioinformatics for Molecular Life Sciences*—are required for students entering the new program.

Students entering Years 3 and 4 have the option to remain in their current Biochemistry or Microbiology programs until completion. Those students choosing to transfer to the new MLSC program will be waived from these course requirements to prevent any delay in graduation.

Laboratory Integration:

The new *MLSC 406: Applied Research Laboratory* course will replace *BCMB 406A/406B*. With regards to curriculum content, MLSC 406 will share extensive overlap with the current lab BCMB 406B.

Students wanting to transition to the new Molecular Life Sciences Program who have completed one or both of the BCMB 406 courses, will have the new MLSC 406 requirement deemed satisfied according to the equivalency chart in the transition plan. ([Appendix 2_New Program Summary and Transition Plan](#)).

If students have received credit for BCMB406B, then they will not be able to take MLSC 406 for credit.

Advising and Communication:

A detailed Student FAQ Guide and equivalency chart have been prepared to assist students and advisors ([Appendix 2_New Program Summary and Transition Plan](#) and [Appendix 6_ Student FAQ guide](#)). All affected students will receive direct communication outlining their options, timelines, and support resources.

Through these measures, the department ensures that every student can either complete their original program as planned or transition without academic penalty into the new BSc in Molecular Life Sciences effective September 2026.

Undergraduate Program Design and Options:

Students who remain in the current programs will graduate with a parchment stating Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. Students who choose to transition to the new program will receive a parchment stating Bachelor of Science – Molecular Life Sciences, and if they complete an *option*, then their transcript will state Molecular Life Sciences – Biochemistry *option* or Molecular Life Sciences – Microbiology *option*.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

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

Our transition plan ensures that all students currently enrolled in the Biochemistry and Microbiology programs can complete their degrees without disruption or may transition seamlessly into the new BSc in Molecular Life Sciences. All courses will continue to be offered, with existing BCMB-coded courses converted to the new MLSC designation while retaining the same course numbers and learning outcomes (e.g., BCMB 301A becomes MLSC 301A).

Students entering their final years (Years 3 and 4) will be able to complete their original program requirements as planned. Students in earlier years may elect to move into the new program, with all previously completed coursework counting toward the MLSC degree either as core requirements or electives. Waivers will apply to new required courses (MLSC 103, MLSC 302) for advanced students transitioning from the legacy programs.

The discontinuation of the separate Biochemistry and Microbiology programs will not impact any courses delivered by our unit for programs administered through other academic units. As no existing courses are being discontinued, only BCMB will be re-coded under the new MLSC designation. Courses required in other programs and service courses, including MICR 200A (Introductory Microbiology I) BIOC 299 (Biochemistry for non-majors) will not be impacted. Accordingly, students enrolled in programs such as Biology, Chemistry, Neuroscience, and Health Information Science should not notice any change and will continue to have full access to required and elective courses taught by our unit. There will be uninterrupted delivery of all existing course content and preservation of all interdepartmental teaching commitments. Taken together, our unit will maintain seamless academic pathways for students across other units, the Faculty of Science and other units at UVic.

The discontinuation of BCMB406A and BCMB406B, will free resources (instructional resources and teaching lab space) which will be reallocated to delivering MLSC406 and a new professional, non-thesis MSc program, which emphasizes advanced, hands-on laboratory training, ultimately enhancing both academic sustainability and economic viability. This approach maximizes the unit's existing investment in personnel and infrastructure, yielding a higher return on resources (already in place) while expanding graduate-level offerings in collaboration with the Gustavson School of Business, and without the need for new funding or space.

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

The discontinuance of these programs is actually a merging of these programs into a single, integrated BSc in *Molecular Life Sciences*. Therefore, consultation for the development of the

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

new program and discontinuance of Biochemistry and Microbiology coincided. Consultations included UVic academic units, administrative offices, and Indigenous partners, and no objections were received.

Evidence of Consultation

Following consultation with the Office of the Registrar and Enrolment Management (OREM) ([Appendix 5: SCP_OREM Consult](#)), the MLSC course code was assigned to align with both the proposed departmental name change and the new program structure, Molecular Life Sciences.

At present, the unit has three course codes—BCMB, BIOC, and MICR. All courses currently carrying the BCMB code will transition to MLSC ([Appendix 4: New Course Codes](#)), including: Research Experience courses (BCMB 298, BCMB 398, BCMB 498); Co-op Work Terms (BCMB 001–BCMB 007); and Special Topics (BCMB 489).

To maintain clarity, the BIOC and MICR course codes will be retained to support service to other units and the respective concentrations in Biochemistry and Microbiology in our unit. There will be one exception: BIOC 102 (Biochemistry and Human Health), which will be redesignated as MLSC 102. The redesignation aligns with the existing course description. BIOC 102 has been, and upon redesignation as MLSC 102 will remain, a general education course open to non-majors and will not be a program requirement. However, listing MLSC 102 prior to the new MLSC 103 (Foundations in Molecular Life Sciences) in the course calendar will provide additional early exposure to the program for students across UVic.

All feedback from OREM ([Appendix 5: SCP_OREM Consult](#)) has been incorporated, and a Transition Plan for Current Students ([Appendix 2: New Program Summary and Transition Plan](#)) and Student FAQ Guide ([Appendix 6: Student FAQ Guide](#)) have been developed to ensure a smooth and transparent implementation process.

We also consulted with representatives from Co-operative Education and Career Services ([Appendix 9: SCP_Coop consult](#)), UVic Libraries ([Appendix 10: SCP_Libraries consult](#)), and Indigenous Academic and Community Engagement (IACE) ([Appendix 11: SCP_IACE consult](#)). All received a draft proposal of the new Molecular life Sciences program clearly stating the discontinuance of these programs. The chair of BCMB, Jennifer Cobb, had follow-up meeting by Zoom or in-person (Rob Hancock), no objections were received.

Consultation was carried out with all Department Chairs in the Faculty of Science. We received email support from the Chair of Math and Stats ([Appendix 7: Internal Consultation](#)). Chairs/Directors in the Faculty of Science indicated support for our initiatives in a Faculty of Science Council Meeting (Sept 24, 2025), chaired by Dr. Laura

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Cowen, Dean of Science. The Faculty of Science Curriculum Committee also ratified these curriculum changes (Oct 10, 2025), chaired by Dr. Chris Eagle, Associate Dean, Academic.

Internal consultation included an email to the Chair of Medical Sciences, the Directors of Biomedical Engineering and EPHE, and the Dean of Health ([Appendix 7: Internal Consultation](#)), with support received from Dr. Tammy Hopper, Dean of Health ([Appendix 8: SCP_Dean of Health](#)).

List of appendices:

Appendix 1 _ Molecular Life Sciences Curriculum.xlsx
Appendix 2 _ New Program Summary and Transition Plan.pdf
Appendix 3 _ UG Survey Results .pdf
Appendix 4 _ New Course Codes.pdf
Appendix 5 _ SCP_OREM consult.pdf
Appendix 6 _ Student FAQ guide.pdf
Appendix 7 _ Internal Consultation .pdf
Appendix 8 _ SCP_Dean of Health.pdf
Appendix 9 _ SCP_Coop consult .pdf
Appendix 10 _ SCP Libraries consult .pdf
Appendix 11 _ SCP_IACE consult.pdf
Appendix 12 _ Additional University feedback.pdf
Appendix 13 _ Research Affiliates.pdf
Appendix 14 _ External Consultation .pdf
Appendix 15 _ Industrial Feedback .pdf
Appendix 16 _ LBSC feedback and LSBC and Stronger BC Reports.pdf
Appendix 17 _ National Strategies in Life Sciences.pdf

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: 1. Unit name change and 2. New undergraduate program. Molecular Life Sciences	Anticipated start date: Sep 2026 unit name change to Molecular Life Sciences After name change- undergraduate program: Molecular Life Sciences
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: Jennifer Cobb (bcmb@uvic.ca)	
Dean (or designate) or administrative authority: Faculty of Science – Laura Cowan	
Consultation date: Aug 15, 2025 (Wendy Taylor) and Sept 25, 2025 (OREM Team)	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor (Registrar), Amanda Hawkins (Director, Registrar Information Systems), Asia Longphee (Manager, Curriculum and Calendar), Ashley Burrridge de Moscoso (Assoc. Registrar), Janine Mayers (Associate Registrar), Kelly Colby (Academic Advising Consultant), Devin Stark (Senior Records Officer)	Proposal – zoom call with Registrar and all listed.	Feedback was provided by W. Taylor to J Cobb on behalf of the team. They provided feedback on the units new name and the proposed new program. As two separate proposals are required, the feedback concerning the unit name change was incorporated into that proposal and the feedback on a new program is being incorporated into that

		proposal. All documentation will be attached.
--	--	--

Signature: W. Zayli
Date: OCTOBER 8, 2025

Friday, September 26, 2025 at 5:58:38 AM Pacific Daylight Time

Subject: RE: BCMB Proposal Consultation
Date: Thursday, September 25, 2025 at 2:56:09 PM Pacific Daylight Time
From: Wendy Taylor
To: Chair of Biochemistry & Microbiology, Amanda Hawkins, Asia Longphee, Ashley Burrige de Moscoso, Janine Mayers, Kelly Colby, Devin Stark, Records Officer, Undergraduate Records, Kimberley Ladret
CC: Kimberley Ladret, Caren Helbing, Chair Assistant and Dept Secretary Biochemistry & Microbiology
Attachments: image001.png

Hi Jen,

Thanks for sharing all these documents with us. My team provided feedback on the earlier version of the proposal documents so I wanted to share this feedback via email. I imagine we will also discuss some of it in the meeting.

OREM feedback:

- Kelly and Devin agree that generally, they are very supportive of the proposed changes. They feel having two separate programs (Biochemistry and Microbiology) that were largely the same, replaced by one program in Molecular Life Sciences could be clearer and less confusing to students and reflects both the current trends across other institutions as well as what material is actually covered by the course offerings.
 - The addition of a required 100-level course will allow interested students to get started on the program in their first year rather than waiting until second year to take MICR 200A/B. Also, the reduction of co-requisite PHYS, BIOL and CHEM courses (particularly in the current Biochemistry program) may make the program more accessible to students and give additional space for electives.
- The outline on the Excel document requires 10.5u of upper-level BIOC/MICR/BCMB (or new MOLS) courses in the third year, which is fine. However, if we understand the document correctly, the fourth year would require an additional 7.5 units of upper-level BIOC/MICR/BCMB (or new MOLS) courses. This would bring the upper-level total to 18.0 units, which is 3.0 units over the 15.0 units required for major programs in Science. I have included the link to the [Academic Calendar for Major Programs in Science](#) to support the 15 unit upper level requirement for reference
- Kelly C noted: There are a lot of required upper-level courses in Year 3 and relatively few in Year 4 (assuming a reduction of 7.5 to 4.5u). Is there a way to balance this a bit more? Or perhaps some flexibility around current prerequisites and sequencing? I know this can pose problems for students looking to switch into this program or for those wishing to pursue a co-op work term or an exchange term in their third year.
- Devin S noted: If the department is using BIOC 103 as a means of “introducing students to molecular principles” and, in turn introducing them to the Molecular Life Science department, then why has it been labelled as a BIOC 103 course instead of a MLSC course? Does the course only touch on Biochem and not on Microbiology or any of the other

disciplines under the MLSC department umbrella?

- There are a few combined programs with Biochemistry and Microbiology currently in the calendar. We would like to know what their plans are for those programs as well. Particularly, around changes to program names and required courses. We didn't see the department address their intentions for revisions to these programs in the proposal documents.

New unit name

- Section E (Impact on current students, page 6) of the "new unit name change" document states that the change "will have no negative impact on current students. Degree requirements and faculty expertise will remain unchanged; current students will graduate under the program name in which they enrolled unless they opt to have the new name appear on their transcript."
 - This wording is quite misleading and we should ensure that the unit understands how this will need to work. Students who wish to have the new name appear on their transcript will need to declare the new program and follow those degree requirements – it's not as simple as opting-in to the name itself.
 - A communication plan for students will be important.
- As noted, there is no mention of the combined majors or honours. Will these programs also be renamed/recoded? In addition, the minors are not mentioned. Will minors be impacted, and if so, how?
- Graduate-level programs are listed in the new unit name proposal document, but there is no reference to BCMB 500- and 600-level courses. Is the intention to maintain the BCMB course code at the graduate level but replace with a new course code at the UG level, or were these courses perhaps missed?
- There are two separate references to this being effective January 2026 –this is not feasible from a governance or operational/implementation standpoint.
- Note that the Co-op code will also need to be updated.
- For the course code change, we would recommend either MLS or MLSC.

See you all shortly for our meeting,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135

wtaylor@uvic.ca | uvic.ca/registrar

Together, we transform students' lives.



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

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Sent: September 18, 2025 7:49 PM

To: Wendy Taylor <wtaylor@uvic.ca>; Amanda Hawkins <ahawkins@uvic.ca>; Asia Longphee <alongph9@uvic.ca>; Ashley Burrige de Moscoso <ashleydm@uvic.ca>; Janine Mayers <jmayers@uvic.ca>; Kelly Colby <kcolby@uvic.ca>; Devin Stark, Records Officer, Undergraduate Records <uro6@uvic.ca>; Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>

Cc: Admin Officer Biochemistry & Microbiology <bcmbadmn@uvic.ca>; Caren Helbing <chelbing@uvic.ca>; Chair Assistant and Dept Secretary Biochemistry & Microbiology <biocmicr@uvic.ca>

Subject: Re: BCMB Proposal Consultation

Hello - prior to our consultation with OREM of the changes BCMB is making - I have attached the most updated documents

1. Unit name change from Biochemistry and Microbiology to Molecular Life Sciences (proposal attached) I have also attached questions about course codes (more to start the conversation and let you know what our department was hoping to do.
2. New program : UG program in Molecular Life Science- AVPAP office heard back from Ministry and this will be considered a new program- we had already made some changes in Kuali for FOS curriculum committee after consulting with other department impacted by changes in the curriculum -coinciding with the new program. this is where we need the most help because I think we need to enter things differently than perhaps we have.

3. Discussion how to move forward with:

New Dept name, new course codes

New program and new courses

If we can't get the new MLS program (combined program of Biochem and Micro) approved for 2026, we still want the curriculum changes with new courses to take effect in the current biochem and micro programs

Best, Jen

--

Dr. Jennifer Cobb
<https://www.cobblab.com/>

Professor and Chair, Dept. of Biochemistry and Microbiology
University of Victoria
Petch Bldg Rm 190
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

From: wtaylor@uvic.ca
When: 3:00 PM - 3:45 PM September 25, 2025
Subject: BCMB Proposal Consultation
Location: Microsoft Teams Meeting

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 211 410 887 284 9

Passcode: iC6Rv79a

Dial in by phone

[+1 647-794-1629](tel:+16477941629), [482088951](tel:+1482088951) Canada, Toronto

[Find a local number](#)

Phone conference ID: 482 088 951#

For organizers: [Meeting options](#) | [Reset dial-in PIN](#)



This meeting is being hosted by the University of Victoria's Microsoft 365 service. For more information and help with Microsoft 365 at UVic, please visit oac.uvic.ca/o365.

[Org help](#) | [Privacy and security](#)

In addition to endorsement by Chairs in the Faculty of Science (Sept 24, chaired by Dean of the Faculty of Science, Lauren Cowen), the following Chairs/Directors/Deans were sent an email consultation memo August 20th (attached here):

Physics and Astronomy Chair
Chemistry Chair
Biology Chair
Math & Stats Chair
SEOS Director
Biomedical Engineering Director
School of Medical Sciences, Chair Hector Caruncho
Nevin Harper – EPHE Director
Dean, Faculty of Health
Science – Dean

Responses:

The Chair of Math and Stats was the only respondent to this email request for feedback:

From: Math & Stats Chair <chairms@uvic.ca>

Date: Friday, September 19, 2025 at 8:55 AM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>

Subject: Re: Consultation memo: BCMB departmental initiatives and proposed programs

Hello Jen,

From MATH's perspective, it sounds great. We look forward to working with you on these initiatives, especially in places like bio-statistics or bio-informatics, where our interests intersect.

Gary MacGillivray, Chair
Mathematics and Statistics

Senate Committee on Planning
Required Internal Consultations

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

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

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

1. Dept name change from Biochemistry and Microbiology to Molecular Life Science.	Anticipated start date:
and	Sept. 2026
2. New undergraduate program: Molecular Life Sciences	
Proposal type (new, revise or discontinue program): new program Molecular Life Sciences and discontinue of Biochemistry and Microbiology programs	
Academic unit, department, or school: BCMB	
Name, title, and email of contact person: bcmb@uvic.ca (Jennifer Cobb, Chair)	
Dean (or designate) or administrative authority: Laura Cowen, Dean	
Consultation date: email memo sent: Aug 20 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Dr. Tammy Hopper, Dean of Health	Memo: Aug 20 th 2025 Proposal: Oct 10 th , 2025	

Signature:  _____

Date: October 15, 2025

Hi Jennifer

The attached UVic scp consultation form has been signed and is attached for you.

If there's anything else, please let me know.

Thank you,

Debbie



Debbie Wildy

Assistant to the Dean
Faculty of Health
250-721-8050

New Email Contact: dwildy@uvic.ca

Please note that my role-based email (hsddeanasst@uvic.ca) is no longer active.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̷sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁŋNEĆ Peoples whose historical relationships with the land continue to this day.

From: Tammy Hopper <tammyhopper@uvic.ca>

Sent: October 10, 2025 3:44 PM

To: Chair of Biochemistry & Microbiology <bcmb@uvic.ca>; Dean, Faculty of Health <hlthdean@uvic.ca>; Debbie Page Wildy <dwildy@uvic.ca>

Subject: Re: SCP - Dean of Health signature.

Hi Jennifer,

Happy to sign - Debbie will send it back with my signature on Tuesday.

Have a great long weekend,
Tammy

Tammy Hopper, PhD, R-SLP (AB) (she/her)
Professor and Dean
Faculty of Health
University of Victoria

tammyhopper@uvic.ca

Senate Committee on Planning
Required Internal Consultations

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

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


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

Name of program: BSc Molecular Life Sciences	Anticipated start date: Sept 2026 (or earlier)
Proposal type (new, revise or discontinue program): 1. New Program (Undergraduate BSc in Molecular Life Sciences) and 2. Academic Unit Name Change (to Molecular Life Sciences)	
Academic unit, department, or school: Biochemistry and Microbiology	
Name, title, and email of contact person: Jennifer Cobb, Chair BCMB@UVic.ca	
Dean (or designate) or administrative authority: Laura Cowen, Dean, Faculty of Science	
Consultation date: Sept. 9, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles Heather Croft	Proposal and meeting Sept. 9, 2025	See below

Thank you for forwarding your proposals to me for consultation. Having read through your attached documents, I have no concerns with respect to the Co-op program. As noted in our comprehensive meeting, I agreed that the proposed name change to Molecular Life Sciences is a timely change to reflect the breadth, depth and interdisciplinarity of your program. I anticipate that your new program change to a BSc in Molecular Life Sciences will have no negative impact on Co-op and will offer an opportunity for new employer and student engagement.

Please consider this feedback as my confirmation of consultation and of support of your proposals.

Signature: 

Date: September 9-2025

From: Heather Croft <oppadirector@uvic.ca>
Date: Wednesday, August 20, 2025 at 4:39 PM
To: Jennifer Cobb <jencobb@uvic.ca>
Subject: RE: Master's program that includes co-op discussion

Hi Jen,

I love this initiative! I didn't know about the departmental renewal plan, and I think that this is fantastic idea.

I have almost 3,000 contacts, and I have been puzzling away on how to get this down to a useful list that I could share. I can filter this in different ways to come up with a list that I think might be useful to you – UVic alumni, geographic location, active involvement with Co-op etc ...

That said, It looks like you already have the industry partners you would like to message in that word doc. How about I fill in some of the names and emails for companies that it looks like you need a personal contact for? I should be able to get this back to you by Friday.

Heather

--

Heather Croft, MSc (she/her)
Acting Associate Director, Optional and Professional Programs
Co-operative Education Program and Career Services
Bob Wright Centre, Room A237
T 250-721-8813 | C 250-580-9413

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

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

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

Part I: Background Information

Department/School/Faculty: Department of Biochemistry and Microbiology (proposed renaming to Department of Molecular Life Sciences)

Unit name change: Department of Molecular Life Sciences

Name of Program: BSc in Molecular Life Sciences

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Department of Biochemistry and Microbiology is proposing the consolidation of its two long-standing majors—Biochemistry and Microbiology—into a single, integrated Bachelor of Science in Molecular Life Sciences. This renewal reflects contemporary approaches to the life sciences, where molecular methods and computational tools span disciplines from microbiology to immunology to environmental systems. The program introduces two new courses: Foundations in Molecular Life Sciences (first year) and Bioinformatics for Molecular Life Sciences (third year). It also streamlines advanced laboratory training into a single Applied Research Laboratory Techniques course. Together, these innovations strengthen early disciplinary engagement, emphasize data-driven biology, and sustain the department's tradition of intensive, hands-on laboratory learning.

In parallel, the department will be renamed the Department of Molecular Life Sciences to more clearly reflect its faculty expertise and interdisciplinary research scope.

Rationale for the proposal (approximately 200 words)

Maintaining separate Biochemistry and Microbiology programs is no longer sustainable given faculty complement and enrolment trends. The new Molecular Life Sciences program aligns with the external program review recommendations (2024) of our department and national benchmarking. Our aim is to strengthen recruitment and retention by offering early disciplinary exposure and career-relevant skills (bioinformatics, applied research) and by removing some mandatory first year course requirement such as physics, and streamlining labs. The Department will prioritize new courses: a first-year course called Foundations in Molecular Biology and a third-year course in Bioinformatics for Life Sciences. The Foundations course creates intentional curricular space for Indigenous perspectives on molecular sciences and data stewardship.

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

Currently, Indigenous student enrolment in Biochemistry and Microbiology is modest (estimates range 3–5 students per cohort).

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

With targeted supports, curricular integration of Indigenous knowledge systems, we envision enrolment of 8–10 Indigenous students per cohort within five years of implementation. **Part III:**

Proposal Information

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

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

The program will embed Indigenous perspectives at the introductory and advanced levels. Our Pedagogy Committee reviews all course outlines to evaluate indigenization efforts. For example, BIOC 102 Biochemistry and Human Health incorporated the Scientific Method: Western and Indigenous, and MICR 408 notably addressed the impact of infectious diseases on Indigenous populations and incorporated Indigenous perspectives in microbiology. By creating space for Indigenous knowledge systems within courses, we aim to foster a welcoming environment that affirms identity and supports persistence and success for Indigenous learners.

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

Through course case studies, research partnerships, and co-op opportunities, the program will seek respectful collaborations with Indigenous communities and organizations. We will explore co-designed modules in areas such as environmental molecular sciences, data stewardship, and community-driven research priorities.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No

Please provide details (approximately 100 words)

Future faculty recruitment in Molecular Life Sciences will be attentive to UVic's Indigenous hiring initiatives. We are committed to attracting and retaining Indigenous scholars whose expertise bridges molecular sciences with Indigenous knowledge, ethics, or health/environmental priorities. The recent Indigenous faculty cluster hire across the Faculty of Science did not benefit BCMB due to the expertise of the applicants. BCMB involvement in these kinds of Faculty- and University-level initiatives will help ensure that the unit continues to advance these shared goals and benefit from these institutional investments.

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

Please provide details (approximately 100 words)

The Foundations in Molecular Life Sciences course will intentionally include Indigenous approaches to understanding molecular processes, data sovereignty, and ethical frameworks for research. Faculty will collaborate with IACE, Elders, and Knowledge Holders to ensure respectful integration.

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

Please provide details (approximately 100 words)

Experiential learning opportunities already exist within the department. Dr. Caren Helbing's group trains many undergraduate learners, and her work incorporates land- and water-based examples relevant to Coast Salish territories and beyond. Research highlights Indigenous stewardship of biodiversity and the ethical implications of molecular research connected to ecosystems.

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

☒ Yes ☐ No

We envision collaborating with IACE to engage Elders, Knowledge Keepers, and community liaisons to co-develop curriculum modules and provide mentorship for students.

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

The proposed Molecular Life Sciences program directly supports UVic's Indigenous Plan 2023–2028, which emphasizes Indigenous student success, embedding Indigenous knowledges, and

advancing reconciliation through academic programming including:

Goal 1: Student Success, the program will foster culturally safe and welcoming environments through inclusive pedagogy, early exposure to discipline-specific content, and intentional integration of Indigenous perspectives.

Goal 2: Respectful Engagement with Indigenous communities and Elders will guide curriculum development by the department in areas of ethical research, genomics, and environmental stewardship.

Goal 3: Indigenous Knowledges, courses such as Foundations in Molecular Life Sciences will incorporate Indigenous ethical frameworks, data sovereignty principles, and case studies co-developed with Indigenous partners.

Goal 4: Institutional Responsibility, the renaming to the Department of Molecular Life Sciences represents not only disciplinary renewal, but it also affirms our responsibility to academic structures that integrate Indigenous perspectives, shaping our teaching and research.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Summary of Program Changes

1. Program Consolidation

The BSc in Biochemistry and BSc in Microbiology will effectively be merged into a single BSc in Molecular Life Sciences (MLSC), starting Fall 2026.

The new program offers a general Molecular Life Sciences major with optional Biochemistry (BIOC) and Microbiology (MICR) concentrations, allowing specialization within a unified structure. This is similar to the concentration model used in the Biology Department, offering concentrations in Forest Biology, Marine Biology, and Neurobiology

Graduate programs (MSc and PhD in Biochemistry or Microbiology) will remain unchanged.

2. Discontinued Programs

The BSc in Biochemistry and BSc in Microbiology will be discontinued once the MLSC degree is approved and launched.

No current courses will be discontinued, ensuring continuity for students completing legacy degrees.

3. Course Code and Curriculum Updates

The MLSC course code was provided to us by OREM after consultation and reviewing a draft of our proposal. All BCMB course codes will change to MLSC, keeping the same numbers (e.g., BCMB 301A → MLSC 301A) and all BIOC and MICR course code will remain unchanged to aid students in course selection for concentrations in Biochemistry and Microbiology.

Three new or revised courses are introduced:

1. MLSC 103 – Foundations in Molecular Life Sciences (new required course)
2. MLSC 302 – Bioinformatics for Molecular Life Sciences (new required course introducing computational skills)
3. MLSC 406 – Applied Research Laboratory, replacing BCMB 406A/B and consolidating lab requirements.

Transition Plan for Current and Future Students

1. Students Remaining in Original Programs (Biochemistry or Microbiology)

- May complete their current degree requirements; all courses will continue to be offered with identical content and credit value.
- Course equivalencies will be clearly stated (e.g., MLSC 301A = BCMB 301A).
- BCMB 406A (1.5 unit) and BCMB 406B (1.5 unit) lab courses will remain available through Summer 2026. Students who have not completed them may substitute MLSC 406 lab course (1.5 unit) and an additional 400-level (BIOC or MICR) course (1.5 unit) to satisfy degree requirements.

2. Students Transitioning to the New MLSC Program

- All previously completed courses (BIOC, MICR, or BCMB) will count toward the new MLSC degree as requirements or electives.
- Students who have taken BCMB 406B will have MLSC 406 deemed satisfied.
- Students who completed both BCMB 406A and 406B will receive equivalent credit for MLSC 406 plus one 400-level course (BIOC or MICR).
- Students entering Years 2–3 in 2026–27 must complete MLSC 302; those entering Year 4 will be waived from the requirement (but are encouraged to take it as an elective).
- Students entering Year 2 who wish to graduate under MLSC must complete MLSC 103; those entering Year 3–4 are waived.

3. New Students Entering in Fall 2026 and Beyond

- Will enroll exclusively in the MLSC program.
- Must complete the full suite of new core courses, including MLSC 103, MLSC 302, and MLSC 406.
- May pursue optional concentrations in Biochemistry or Microbiology by completing additional 400-level electives.

400-level lab requirement: Transition Plan for students in Biochemistry and Microbiology Programs (2026 Implementation)

Student Pathway	Course Completion status (406A and 406B)	Requirement Under Discontinued Programs	Equivalent Requirement Under New Molecular Life Sciences (MLSC) Program	Notes / Credit Recognition
Students remaining in Biochemistry or Microbiology programs	BCMB 406A and BCMB 406B	Satisfies required 400-level laboratory sequence	400-level lab requirement deemed satisfied	Will not register for MLSC 406. Full credit retained.
	BCMB 406A only	Partial completion of 400-level lab sequence	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	Will register for MLSC 406. Full credit for BCMB 406A retained.
	BCMB 406B only	Partial completion of 400-level lab sequence	400-level lab requirement deemed satisfied	Will not register for MLSC 406. Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
	Have not completed either BCMB 406A or BCMB 406B	Must complete both 400-level lab course equivalents	Must complete MLSC 406 to satisfy current program 400-level lab requirement.	Will register for MLSC 406 Must register for one 400-level course in MICR or BIOC- credit applied toward original program completion.
Students transitioning to the new MLSC program	BCMB 406A and BCMB 406B	Former lab sequence	MLSC 406 requirement deemed satisfied . Full credit retained.	Will not register for MLSC 406. Avoids duplication and preserves full credit value.
	BCMB 406A only	Partial completion of lab sequence	MLSC 406 requirement deemed satisfied	Will not register for MLSC 406
	BCMB 406B only	Partial completion of lab sequence	MLSC 406 requirement deemed satisfied	Will not register for MLSC 406
	Have not completed either BCMB 406A or BCMB 406B	Required to complete both lab courses	Must complete MLSC 406 to satisfy new program lab requirement.	Will register for MLSC 406.

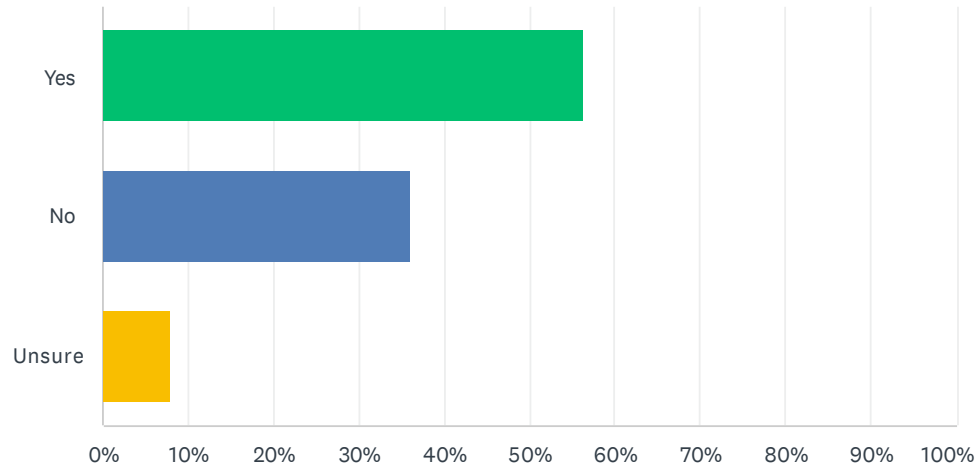
Summary notes for 400-level labs (next page)

- BCMB406A and BCMB406B are independent and do not have to be taken in order. BCMB 406A is not a prerequisite for BCMB 406B.
- MLSC 406 integrates key experimental components of BCMB 406A (techniques and design) and BCMB 406B (independent project and data analysis), but is most like BCMB406B.
- Students who have already completed BCMB 406A or 406B receive full credit equivalency for MLSC 406 if entering new program.
- Summer 2026 will be the final offering for BCMB 406A and 406B.
- Fall 2026 will not be offering BCMB 406A.
- MLSC 406 will be offered in Spring 2027 and Summer 2027

This structure ensures no duplication of coursework, protects academic progress, and provides equitable treatment for all students regardless of pathway. The structure supports efficient use of instructional resources while maintaining program integrity and laboratory skill development.

Q1 Does the proposed name 'Molecular Life Sciences' reflect your perception of the department's research and teaching strengths?

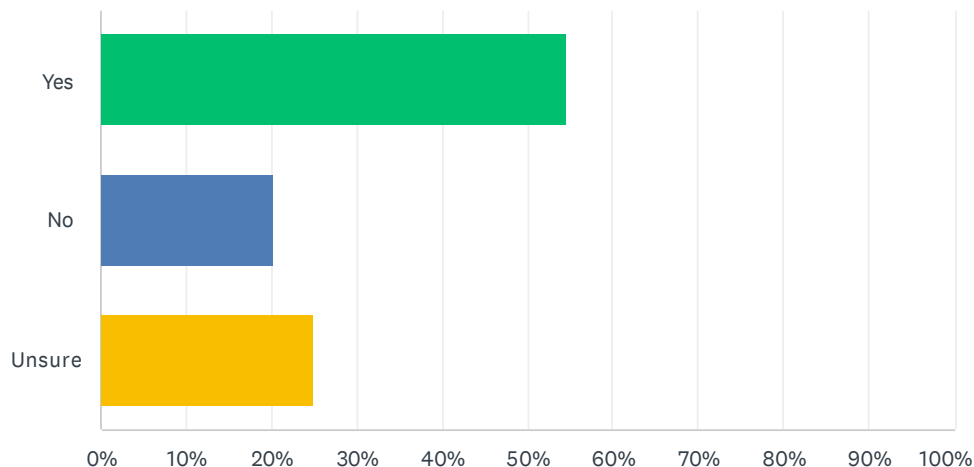
Answered: 64 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		56.25%	36
No		35.94%	23
Unsure		7.81%	5
TOTAL			64

Q5 Would it be beneficial/advantageous to have a degree-required course at the first-year level, such as 'Foundations in Molecular Life Sciences'?

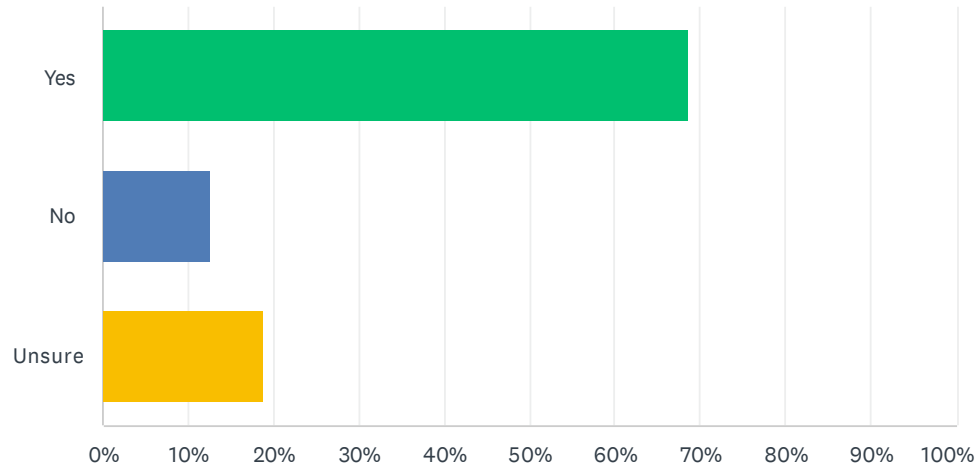
Answered: 64 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		54.69%	35
No		20.31%	13
Unsure		25.00%	16
TOTAL			64

Q6 Would it be beneficial/advantageous to have a data science course with a bioinformatics focus at the third-year level?

Answered: 64 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	68.75%	44
No	12.50%	8
Unsure	18.75%	12
TOTAL		64

Q10 Which aspects of the current Biochemistry or Microbiology degree programs would you like to be preserved in a combined Molecular Life Sciences program?

Answered: 44 Skipped: 20

#	RESPONSES	DATE
1	Specific courses dedicated for just biochemistry and microbiology within the program.	9/19/2025 12:13 PM
2	the difference between the two	9/19/2025 9:03 AM
3	Lab work	9/19/2025 9:03 AM
4	the labs.	9/19/2025 8:59 AM
5	I would like it if the words "Biochemistry" or "Microbiology" were included in the title, even as specializations.	9/18/2025 6:51 PM
6	still having the two streams with different required courses (not all micro focused students want to take thermodynamics!!!!)	9/18/2025 6:29 PM
7	The importance of the chemistry in biological systems. Conserving the biochemistry portion, and not making a more technical version of a microbiology degree. I feel that the current biochemistry program is exceptional in the education i have learned and skills that have been taught, and it does not need to be significantly changed to be improved.	9/18/2025 3:40 PM
8	I love the variety of the 400-level BIOC/MICR electives, and I hope a combined program would not reduce the choices for prospective students. I also think that the teaching labs are well thought-out and useful, and current general required courses (CHEM 231/234, MICR 200AB, BIOC 300AB, etc.) are quite useful for the rest of the degree.	9/18/2025 2:35 PM
9	As much as possible - less physics/math heavy perhaps	9/18/2025 1:54 PM
10	Most of the course planning is quite solid and gives good fundamentals.	9/18/2025 9:59 AM
11	As I am a biochemical student, the multitude of 400 level courses that dig deep into biochemical concepts would be crucial.	9/18/2025 9:35 AM
12	I don't know if I know enough about the programs to know, but I would think preserving as much as possible while adding more courses would be great	9/18/2025 9:32 AM
13	I would like to see the Microbiology major preserved as a distinct academic stream, not fully merged into a general program. Specifically, please retain: • MICR-specific lab courses (e.g., MICR 200, MICR 300+ series) • Infection & immunology-related electives • Applied and clinical microbiology content • Research-based microbiology co-op placements These elements are part of what makes UVic's Microbiology program attractive and career-relevant. Merging everything under one general umbrella risks losing that clarity and depth.	9/18/2025 9:19 AM
14	The BCMB labs in fourth and third year were extremely important in developing my understanding of lab techniques.	9/18/2025 8:24 AM
15	The lab courses are amazing and I like the diversity of fourth-year course options. I also think the micro 200 level courses were very foundational and got a lot of people very excited about the discipline.	9/17/2025 11:05 PM
16	Research experience, dedicated microbiology, immunology and biochemistry courses. The electives offered in fourth year are also great. Bioc300 level courses were also well done and provided just the right amount of information!	9/17/2025 10:10 PM
17	not sure	9/17/2025 9:19 PM
18	I would like to see the option for students to pursue a more focused, specialized track within the combined degree. Since students already choose between biochemistry and microbiology	9/17/2025 9:13 PM

based on a preference for a more chemistry-based or biology-based curriculum, it's important to preserve that choice. Offering a dedicated track would allow students to major in 'Molecular Life Sciences' while still gaining the in-depth knowledge and skills needed for their chosen field.

19	I would prefer them to be separate.	9/17/2025 8:51 PM
20	The required courses seem to be good so far.	9/17/2025 8:11 PM
21	All of them, as they are. The proposed change is excessively bureaucratic and illogical.	9/17/2025 7:15 PM
22	All of them. This is a terrible idea.	9/17/2025 7:06 PM
23	Having Biochemistry and Microbiology in program title...	9/17/2025 7:05 PM
24	All of them. It is nice to have a choice in the path of courses I am taking for this degree. Please do not combine.	9/17/2025 6:54 PM
25	The lab requirements but with a larger focus on microbiology past second year	9/17/2025 6:48 PM
26	Upper year microbiology courses	9/17/2025 6:35 PM
27	The labs are amazing and very helpful I loved them. The co-op program is also a must!	9/17/2025 6:04 PM
28	The bcmb labs.	9/17/2025 6:03 PM
29	Keep the Co-op program as it is, there are many great opportunities there. I also liked the second year courses, they were enjoyable and relatively easy. The labs with dedicated instructors is also a great and under-emphasized part of the program.	9/17/2025 5:39 PM
30	The option to do either one should remain for those who only want to major in biochem or vice versa.	9/17/2025 5:31 PM
31	immunology	9/17/2025 5:21 PM
32	The programs should not be combined.	9/17/2025 5:20 PM
33	still allow separate majors but allow the option to combine it	9/17/2025 5:11 PM
34	I like courses like immunology and the fact that there is a choice of courses in 4th year.	9/17/2025 5:04 PM
35	If it is implemented, at least do it in few years, or so that it won't affect any current students	9/17/2025 5:04 PM
36	BCMB - although it can be rough, the 300 and 400 labs are very well taught, organized and useful.	9/17/2025 5:03 PM
37	The BCMB labs! People say they are tough, but they have been the best way to learn all the laboratory techniques we are taught in class! I love all the microbiology classes offered.	9/17/2025 5:01 PM
38	I think that the labs from micr 200 and bcmb are so important and should not change at all. I think co op is a great way to experience this in a real world setting.	9/17/2025 4:58 PM
39	BCMB labs obviously	9/17/2025 4:54 PM
40	The co-op program (could make it mandatory), the well-structured lab sections in MICR and BCMB, opportunities for research	9/17/2025 4:54 PM
41	I would say immunology! There is so much more to learn about the immune system!	9/17/2025 4:51 PM
42	all the BCMB labs. The Micr200 labs, aswell as the BCMB301 and 406. also the orgochem! and the current microbiology classes, please dont take them away.	9/17/2025 4:49 PM
43	Not sure	9/17/2025 4:45 PM
44	The microbiology courses and biochemistry courses (4th year level)	9/17/2025 4:44 PM

Q11 What would make a new program more appealing to you and your peers?

Answered: 32 Skipped: 32

#	RESPONSES	DATE
1	a serious-name other than "molecular life science." "Biochemistry and Microbiology" is a fine name and should not be changed.	9/19/2025 10:03 AM
2	More course options	9/18/2025 6:51 PM
3	Something new that isn't offered in other faculties. More lab experience, more antibiotic/medication education.	9/18/2025 3:40 PM
4	As a 17-year-old applying to university, I probably would not have picked a program called "Molecular Life Sciences" because it sounds like it would be very signalling and organic chemistry-focused. I think if this will be the name of the future program, there needs to be a detailed description of what the program actually entails.	9/18/2025 2:35 PM
5	The masters!	9/18/2025 1:54 PM
6	Career assistance! It's confusing and a tad bit scary to know what to do with a biochemistry degree.	9/18/2025 9:35 AM
7	A new program would be more appealing if it: • Allows students to choose a clear stream or concentration (e.g., Microbiology, Biochemistry, Bioinformatics) • Maintains strong discipline-specific lab training (not just general wet labs) • Offers flexibility for career planning in research, clinical, or biotech fields • Includes more data science, regulatory science, and science communication electives Most importantly, don't remove choices in the name of integration — instead, let students build focus areas that reflect their real academic and professional goals.	9/18/2025 9:19 AM
8	Focus away from human health and diseases and more on environmental and other animal health.	9/18/2025 8:24 AM
9	More immunology, less thermodynamics, increased microbiology applications that are not health related. Maybe spacing out the rapid-paced two semesters of BIOC 300A/B to have some content moved to an additional 2nd year course so that we can better learn/deep dive in third year.	9/17/2025 11:05 PM
10	Getting rid of some of the non essential classes, while maintaining the overall feel of the degree. A course like thermodynamics should realistically be taught departmentally, if taught at all. It felt like there was absolutely minimal life science focus in the thermo chem course, and it certainly not tailored to my needs as a biochemist. Perhaps it may be suitable for pure chemists, but did not offer appropriate information for life science oriented students. The way thermodynamics is taught in the biochemistry 300 courses is great, perhaps redistributing this content to its own dedicated course, then filling the gaps with other more relevant content would be good!	9/17/2025 10:10 PM
11	Options to differentiate in 3rd/4th year into either Microbio vs Biochem focuses, or allowing even more differentiation. Different upper level courses, even if it leads to the same degree.	9/17/2025 8:51 PM
12	A descriptive and clear title so we know what we're signing up for.	9/17/2025 8:11 PM
13	Make it a third option.	9/17/2025 7:06 PM
14	Keeping Biochemistry and Microbiology in the name. Losing the "life" and just having it be "Molecular Sciences", but ideally keeping the name	9/17/2025 7:05 PM
15	If nothing is cut.	9/17/2025 6:54 PM
16	More course options for new students/people who are unsure about if micro interests them! There needs to be a course that draws first years to look into the program.	9/17/2025 6:48 PM

17	A variety of course options to allow for specializing	9/17/2025 6:04 PM
18	More advertising about the possible career paths after taking this course. Could be through bringing people in to talk about their jobs who have taken the degree at Uvic.	9/17/2025 6:03 PM
19	No more stupid upper year chem courses that don't relate to a molecular biology field!! Those things sucked and took so much time away from actually learning things I thought were relevant. A huuuuuge thing would be combining the honours and masters into a single program. So many universities have this and UVic not offering it is a serious reason for many people to not choose this university, if they had the foresight to understand what any of that means. Also make Petch cuter. Even just like paint the walls or bring some air freshener in there or something that place is a dungeon and I get unhappy just walking in the doors. How about a mural or LED accent lighting? I also felt like there was little to no effort to nurture interactions between peers. There isn't a meaningful communal space for undergraduates to interact, and courses are often cold and distant. It made me sad to see the effort that, say, the Business program put into developing a "Cohort" of its students while I didn't know the names of half the people in my program.	9/17/2025 5:39 PM
20	If combining the two degrees, having optional courses in the 2nd year to reflect the discrepancy in course requirements between Micro and Bioc. Some people choose their degree to avoid certain courses, like inorganic chemistry.	9/17/2025 5:21 PM
21	If a student is uncertain about what they'll do with their degree they can do a general BSc. There's no need to devalue either the biochemistry nor microbiology programs by smashing them into a degree with an ambiguous name and purpose.	9/17/2025 5:20 PM
22	Emphasis on the lab courses, these are a huge strength of the program I think	9/17/2025 5:16 PM
23	I would like to see more 4th year electives being offered, since there are just 3 in micro currently I think. Also, I would like to see a flexible program in which there are more choice of courses requirements electives instead of just a bunch of 100% required courses, especially in 3rd and 4th years. This would allow students to still choose the path they want to pursue, within such a broad field.	9/17/2025 5:04 PM
24	Keeping it the same	9/17/2025 5:04 PM
25	For me, not having to take 2nd year and 3rd year cell biology and genetics. Started feeling redundant in what I was learning.	9/17/2025 5:01 PM
26	not sure	9/17/2025 4:58 PM
27	Further integrating research opportunities into the program (for example, more visibility for the directed studies and honours program), more courses in pathogenesis	9/17/2025 4:54 PM
28	A showcase of different research that the labs within our department are doing all over the university! I see other programs in the library, and would like to see Molecular Life Science there too!	9/17/2025 4:51 PM
29	the ability to have some more electives so that you could actually minor in something past first year - what i mean is, most people don't think of minors in first year, you use 2-3 electives, and then for the next 3 years all you get is 2 electives per year, and you don't have enough room to do most minors	9/17/2025 4:49 PM
30	More supportive social engagement, large classes	9/17/2025 4:46 PM
31	Not having biochem combined with microbiology	9/17/2025 4:45 PM
32	Combine biochem and micro	9/17/2025 4:44 PM

Course codes

MICR and BIOC course codes will remain unchanged (with the exception of one course BIOC 103, which will change to MLSC 102)

BCMB course code will change to MLSC

Microbiology (MICR)

MICR200A - Introductory Microbiology I
MICR200B - Introductory Microbiology II
MICR302 - Molecular Microbiology
MICR303 - Immunology
MICR402 - Virology
MICR405 - Biotechnology and Synthetic Biology
MICR408 - Microbial Pathogenesis
MICR410 - Microbiota and Human Health
MICR470 - Directed Studies in Microbiology
MICR570 - Directed Studies in Microbiology
MICR599 - MSc Thesis
MICR699 - PhD Dissertation

Biochemistry (BIOC)

BIOC102 - Biochemistry and Human Health (change to MLSC102)
BIOC299 - Biochemistry for Non-Majors
BIOC300A - General Biochemistry I
BIOC300B - General Biochemistry II
BIOC401 - Gene Expression in Eukaryotes
BIOC403 - Biochemistry of Signal Transduction
BIOC404 - Proteins
BIOC408 - Epigenetic Regulation of Chromatin
BIOC409 - Proteomics and Metabolomics
BIOC470 - Directed Studies in Biochemistry
BIOC570 - Directed Studies in Biochemistry
BIOC599 - MSc Thesis
BIOC699 - PhD Dissertation

Biochemistry and Microbiology (BCMB) – change to MLSC

MLSC103 - Foundations in Molecular Life Sciences (new course)

BCMB 298 - Research Experience

BCMB 301A - Lab Techniques & Projects I

BCMB 301B - Lab Techniques & Projects II

MLSC 302 - Bioinformatics for Molecular Life Sciences (new course)

BCMB 398 - Research Experience

~~BCMB 406A - Applied Research Laboratory Techniques I~~

~~BCMB 406B - Applied Research Laboratory Techniques II~~

MLSC 406 – Applied Research Laboratory Skills (new course)

BCMB 489 - Special Topics in Biochemistry or Microbiology

BCMB 498 - Research Experience

BCMB 499A - Undergraduate Thesis I

BCMB 499B - Undergraduate Thesis II

Grad level BCMB will change to MLSC

BCMB500 - Critical Thinking in Biochemistry and Microbiology

BCMB501 - Essentials of Scientific Writing

BCMB502 - Journal Club I

BCMB580 - Research Seminar

BCMB589 - Special Topics in Biochemistry or Microbiology

BCMB602 - Journal Club II

BCMB680 - Advanced Research Seminar

BCMB693 - PhD Candidacy Examination

Appendix X: Student Frequently Asked Questions (FAQ)

Transition from BSc in Biochemistry and BSc in Microbiology to the BSc in Molecular Life Sciences (MLSC)

1. General Questions about the Program Change

- **Q: Why is the Department making this change?**

A: The Biochemistry and Microbiology programs have long shared overlapping curricula and research strengths. Combining them into a single, modern BSc in Molecular Life Sciences (MLSC) reduces administrative duplication and expands student flexibility while maintaining strong disciplinary options through concentrations in Biochemistry or Microbiology.

- **Q: Is this a name change or a completely new program?**

A: Both. The department will first change its name to Molecular Life Sciences (MLSC), and all course codes will change from BCMB to MLSC. The new BSc in Molecular Life Sciences will then formally replace the existing Biochemistry and Microbiology BSc degrees beginning Fall 2026.

- **Q: Will the new program affect the department's graduate programs?**

A: No. Graduate programs remain unchanged. The MSc and PhD degrees in Biochemistry and Microbiology will continue as they are.

2. Impact on Current Students

Q: I'm currently enrolled in Biochemistry or Microbiology. What happens to me?

A: You will not lose any progress toward your degree. You can either stay in your current Biochemistry or Microbiology program or transition into the new Molecular Life Sciences program. All completed BIOC/MICR courses will count toward the new MLSC degree either as core requirements or electives.

Q: Will I have to take any new courses if I switch?

A: If you switch to the MLSC degree:

- Students entering Year 2 (as of Fall 2026) must take MLSC 103.
- Students entering Year 2 and 3 (as of Fall 2026) must take MLSC 302.
- Students entering Year 4 (as of Fall 2026) will be waived from these new course requirements.

Q: What if I stay in my current program?

A: You can complete your Biochemistry or Microbiology degree as planned. The only difference is that your BCMB course codes will now appear as MLSC (e.g., MLSC 301A = BCMB 301A). Advisors and CAPP audits will automatically recognize these as equivalent.

Q: Will my degree parchment say 'Molecular Life Sciences'?

A: If you stay in your current program, your parchment will say Bachelor of Science – Biochemistry or Bachelor of Science – Microbiology. If you transition to the new program, it will say Bachelor of Science – Molecular Life Sciences, with an optional notation of Concentration in Biochemistry or Concentration in Microbiology.

3. Courses, Codes, and Credits

All BCMB courses will be renamed MLSC while keeping the same course numbers and credit values. Example: BCMB 301A → MLSC 301A; BCMB 406A → MLSC 406 (integrated lab). Your transcript will show the new codes, which will be recognized as equivalent for graduation purposes

Lab Course Equivalencies During the Transition

Your Current Status	What You Need to Complete
Have not completed BCMB 406A or 406B	Take MLSC 406 (1.5 unit)
Completed BCMB 406A only	You meet the MLSC 406 (1.5 unit) requirement
Completed both BCMB 406A and 406B	You meet the MLSC 406 requirement. You will also receive credit (1.5 units) for one 400-level (BIOC or MICR) course.

4. Concentrations and Specialization

Q: What is a 'concentration' in the MLSC program?

A: A concentration allows you to specialize in Biochemistry or Microbiology while earning the unified MLSC degree. The general MLSC major requires 15 units at the 300–400 level. The

concentration option requires 19.5 units at the 300–400 level, with additional advanced courses in the chosen area.

Q: Can I still do Honours or a double major?

A: Yes. Students may pursue Honours within the MLSC program, with or without a concentration, or complete double majors within the Faculty of Science (e.g., MLSC + Biology, MLSC + Chemistry).

5. New Students (Starting Fall 2026)

Q: I plan to apply for Fall 2026. Which program do I apply to?

A: You will apply directly to the BSc in Molecular Life Sciences. The Biochemistry and Microbiology BSc programs will no longer accept new admissions after the 2025–26 academic year.

Q: What courses will new students take?

A: All first-year MLSC students will take MLSC 103: Foundations in Molecular Life Sciences, along with shared core courses in Chemistry, Biology, and Mathematics.

6. Advising and Support

Q: Who can I talk to about how this change affects me?

A: Departmental advisors will provide one-on-one support and publish a detailed transition guide. Information sessions (in-person and virtual) will be held throughout 2026.

Q: How will I know which version of the program I'm in?

A: Your CAPP audit (available through UVic Online Tools) will automatically show your correct program version and requirements.

7. Reassurance and Key Takeaways

- No student will lose credit or be delayed in graduation.
- All Biochemistry and Microbiology courses remain valid and countable.
- The change enhances program coherence, flexibility, and career readiness.
- Faculty and advising staff are committed to a smooth, transparent transition.



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to offer UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PSB Academy

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to enter into a partnership (TNE) agreement with PSB Academy in Singapore to offer UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore.

The Faculty of Engineering and Computer Science is proposing a TNE Partnership agreement to offer the Bachelor of Engineering in Biomedical Engineering and Management in partnership with PSB Academy in Singapore.

TNE refers to the delivery of educational programs in a country other than that of the awarding institution. Unlike student mobility, which brings students to UVic, TNE emphasizes program mobility—bringing UVic's programs to where students are rather than the traditional model of student mobility, which brings students to the awarding institution. This approach expands access to quality education (SDG 4), enhances UVic's international profile, and supports global engagement priorities identified in Canada's Indo-Pacific Strategy.

Under this the proposed partnership model, UVic, as the awarding institution, retains full academic oversight, including curriculum design, learning outcomes, teaching standards, assessment, and credentialing. PSB Academy, as the host institution, will provide local infrastructure, operational support, and student services, while adhering to UVic's academic and quality assurance standards.

The proposal represents a strategic opportunity for UVic to extend its academic reach through sustainable, mutually beneficial partnerships that advance institutional goals around internationalization, access, and reputation.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to enter into a transnational education partnership agreement with PSB Academy in Singapore to offer the University of Victoria Bachelor of Engineering in Biomedical Engineering and Management program at PSB Academy through a transnational educational arrangement between the two institutions drafted according to the principles described in

the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

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



Proposal to offer Bachelor of Engineering in Biomedical Engineering and Management in Singapore in partnership with PSB Academy

Faculty of Engineering and Computer Science

Approved by FECS Faculty Council – September 23, 2025

01. Overview

This document provides an overview of the Faculty of Engineering and Computer Science's proposal to deliver its Bachelor of Engineering in Biomedical Engineering and Management (BEaM) program in Singapore through a transnational education partnership with PSB Academy. The anticipated start date for the proposed initiative is January 2027.

Transnational Education (TNE) refers to the practice of delivering educational programs in a country other than that of the awarding institution. As a type of international education, TNE represents program mobility—bringing the program to the students—rather than the traditional model of student mobility, which brings students to the awarding institution.

Under this the proposed partnership model, UVic, as the awarding institution, retains full academic oversight, including curriculum design, learning outcomes, teaching standards, assessment, and credentialing. PSB Academy, as the host institution, will provide local infrastructure, operational support, and student services, while adhering to UVic's academic and quality assurance standards.

This proposal outlines the context for TNE, the rationale for this program and partner selection, the proposed responsibilities of each institution, curriculum mapping, quality assurance mechanisms, and items that will be addressed in the final partnership agreement.

02. Context

Universities around the world have engaged in TNE more than three decades to meet a range of strategic objectives and to realize benefits for both the awarding and host institutions. For the awarding institution, TNE supports increased access to quality education (SDG 4), enhances visibility and reputation in regions of partnerships, expands opportunities for internationalization of the curriculum, provides access to new research sites and collaborators, grows international alumni networks, and contributes to revenue diversification. For the host institution, the advantages of TNE include the ability to expand program offerings, increase access for marginalized groups, enhance institutional reputation, internationalize both the curriculum and the university, generate revenue, build research capacity, and support regional economic and social development.

Although Canadian universities have only recently started exploring TNE opportunities (with a few exceptions), British, Australian, and American universities have implemented successful TNE operations for more than two decades. For Canadian universities, the

recent cap on international student enrolments, constrained public funding, and significant challenges related to affordable housing have amplified interest in TNE as a strategic complement to support institutional sustainability and global engagement. A more detailed overview of the Canadian TNE landscape is provided in [Appendix A](#).

Like other Canadian universities, UVic has been actively exploring strategic TNE opportunities that align with its academic strengths, faculty interests, and regional demand. The current proposal has been developed with strong support from the Faculty of Engineering and Computer Science Faculty Council, and has been informed by consultation with relevant academic units and administrative offices.

This proposal presents the key elements necessary to progress the TNE initiative and to enable further discussions and negotiations of a formal partnership agreement with PSB Academy. The key drivers of success for this TNE initiative are addressed collectively across the different sections of this proposal: (a) Country alignment; (b) Institutional fit; (c) Program alignment; (d) Faculty support; (e) Program promotion and recruitment operations; (f) Financial viability; (g) Effective quality assurance and academic oversight systems.

Rationale for proposed partner selection

Country alignment.

Singapore is a country of interest in Canada's Indo-Pacific strategy and collaborations with Singaporean universities are being encouraged by Global Affairs Canada, the Asia Pacific Foundation of Canada, and the BC government. The Singaporean government prioritizes higher-education and aims to cement Singapore's status as the primary education hub in the region. TNE partnerships are widely encouraged and seen as an essential mechanism for meeting national and regional educational needs.

Institutional fit.

PSB Academy demonstrates strong interest in collaboration, an institutional commitment to internationalization, and the operational capacity to support TNE delivery. Their strategic priorities align well with UVic's aspirations for global engagement, and the partnership would provide mutual benefit and sustained academic collaboration.

Program Alignment.

FECS's Bachelor of Engineering in Biomedical Engineering & Management program aligns with PSB's existing programs and faculty expertise. Market assessments indicate significant and growing demand for this program in the region.

03. Profile of PSB Academy

The proposed partner for our BEng BEaM TNE is [PSB Academy](#), one of Singapore's leading private education institutions, committed to become "Asia's Future Academy." PSB Academy delivers a variety of diplomas, undergraduate and postgraduate programs in partnership with universities from Europe and Oceania, making it a popular choice for top quality higher education in Singapore.

PSB Academy was founded in 1964 with the mission to upgrade the knowledge and skills of Singapore's workforce to meet the needs of the growing economy. Over the years its approach to education has focused on performance in the new digital economy.

Over six decades, it has contributed more than 200,000 graduates in many fields to Singapore's national work force as well as internationally.

Highlights

- 17,000 students
- 12 international partnerships (Europe, Oceania, Asia)
- Five schools:
 1. Foundation Studies
 2. Business and Management
 3. Engineering and Technology
 4. Health and Life Sciences
 5. Postgraduate Studies

Awards

- National Business Award Winner (Education SBRN Awards 2023, 2021, 2018, 2017)
- EC-Council Academia Circle of Excellence Award (EC-Council Global Awards 2020)
- Winner: School Institution (Mental Health Awards for Schools 2022, 2021, 2020)
- Best Educational Institute – Singapore (APAC I, Singapore Business Awards 2019)
- Accounting, Computer Sc., Engineering, Languages, Sciences & Hospitality (JobsCentral Learning T.E.D. Awards 2019)

Educational approach

All programs at PSB Academy, from certificates to diplomas and degrees, emphasize practical skills and industry knowledge with a focus on enabling students to enter the workforce and start their career sooner. Its three campuses have well-equipped labs and studios that provide hands-on learning experiences that prepare students for the real world. As part of its educational philosophy, PSB Academy leverages its strong industry partnerships to expose students to real-world issues, thus ensuring that theoretical knowledge translates into impactful solutions.

"Quality of education will never go out of fashion".

Viva Sinniah, Executive Chairman, PSB Academy

International scope

PSB Academy partners with international universities from the UK, Australia, and New Zealand, to offer students the opportunity to earn a degree from those universities in Singapore. Its [partners](#) include several highly ranked and reputable institutions such as the University of Newcastle, Australia (THE 251–300; QS 227), and La Trobe University, Australia (THE 251–300; QS 233), both of which rank higher than UVic (THE 301–350; QS 358). PSB also collaborates with Edith Cowan University (Australia), Coventry University (UK), the University of Hertfordshire (UK), and Massey University (New Zealand)—all of which are recognised for their academic credibility and global standing.

Sustainability approach

PSB Academy is committed to environmental sustainability and adopts clean and green initiatives, including the protection of the environment and prevention of pollution. It has also developed a strategic initiative to review its programs to emphasise sustainability, as part of its efforts to nurture a generation of socially responsible and innovative professionals capable of addressing global sustainability challenges.

PSB Academy follows a set of regulatory standards such as:

- EduTrust Guidance Document
- Environmental Management Systems (ISO 14001:2015)
- Quality Management (ISO 9001:2015)
- Occupational Health and Safety (ISO 45001:2018)
- Information Security Management (ISO 27001:2013)

PSB Academy was recognised in the Education category at the *SBR National Business Awards 2024*, for its efforts to integrate sustainability into Science, Technology, Engineering, and Mathematics.

04. Proposed partner responsibilities in TNE

TNE partnerships involve shared operational and academic responsibilities that are formally set out in a comprehensive partnership agreement. The final partnership agreement between UVic and PSB Academy will clarify the requirements and expectations of both parties with respect to student recruitment and marketing, admissions processes, program delivery, oversight of curriculum, hiring and evaluation of instructors, academic and non-academic regulations, student services, evaluation and grading standards, management of students' records, monitoring of student progression, and mechanisms for dispute resolution and terminations.

The responsibilities outlined in this section reflect the anticipated division of roles, which will be finalized through negotiations pending approval of this proposal.

Host institution responsibilities

PSB Academy is proposed to be responsible for:

- (a) Providing the infrastructure, facilities (i.e., campus) and systems necessary for offering the program
- (b) Marketing and promoting the program to recruit PSB Academy diploma students using UVic approved marketing materials
- (c) Pre-screening applicants to the program based on UVic's and BEng BEaM's admission criteria, including English language proficiency, and forwarding applications to UVic for review and final approval¹
- (d) Registering and guiding the students as they enroll into the program
- (e) Delivering the program as per UVic's curriculum, program objectives, expectations, guidance, and standards²
- (f) Providing ongoing student support and services for the duration of the program in accordance with UVic policies, procedures and regulations
- (g) Maintaining student records and monitoring and guiding student progression
- (h) Ensuring that the student experience meets UVic's standards and expectations³
- (i) Ensuring that all the academic regulations as well as non-academic regulations are followed as per UVic calendar and academic and non-academic policies and regulations

Awarding institution responsibilities

UVic is proposed to be responsible for:

- (a) Deciding on/designing the academic content of the program (curriculum)
- (b) Setting learning objectives, standards, and assessments for each course in the program
- (c) Guiding the development of the course outline and the course materials for each course in the program
- (d) Establishing grading standards and evaluation frameworks for student performance

¹ UVic reserves the right to reject pre-screened applicants that it determines as not meeting the admission criteria.

² TNE program will be delivered through partner campus facilities with oversight through a joint program committee.

³ UVic BEng BEaM TNE program will follow UVic policies and will be governed by a joint management committee with representation from PSB Academy and UVic.

- (e) Approving instructors to be hired to teach in the program at PSB Academy and evaluating their performance
- (f) Final admission of students into the program
- (g) Overseeing the delivery of the program at PSB Academy (to ensure consistency with the delivery of the program at UVic)
- (h) Measuring, tracking, and addressing the performance and progress in/of the program
- (i) Ensuring that all academic decisions abide by the standards, policies, and guidelines at UVic to ensure consistency between the on-campus delivery and TNE delivery of the program
- (j) Ensuring the overall quality of the program
- (k) Issuing UVic transcripts as required, and the UVic credential (degree) to the students upon successful completion of their program

Note: Students will typically complete their entire studies at PSB Academy and will receive the UVic BEng BEaM degree upon successful completion of all requirements for the degree.

Enrolment considerations & financial viability

The anticipated enrolment for the BEng BEaM program is 60+ students annually at launch, with enrolments expected to grow as the program gains traction and recognition. PSB Academy has a well-established promotion and student recruitment operation in place which will support the timely and effective recruitment of students into the program.

Based on projected enrolments, the MM TNE initiative is expected to be financially sustainable, with net-positive revenue for the duration of the initial five-year contract. Detailed financial and administrative arrangements, including a revenue sharing agreement, will be concluded by the partner institutions following approval of the proposed partnership agreement.

05. Curriculum Mapping

The BEng BEaM program will be delivered at PSB Academy, enabling qualified students to bridge to the full degree from PSB Academy diploma programs. Potential candidates for this program are PSB Academy students who have completed or currently completing Engineering Technology diplomas at PSB Academy who are looking for opportunities for undergraduate studies in biomedical engineering and management.

As defined in the curriculum submissions for the September 2025 academic calendar, the BEng BEaM program courses are:

Year 1

- Complete all of:
 - [ATWP135](#): Academic Reading and Writing (1.5)
 - [ENGR240](#): Technical Writing (1.5)
 - [MATH101](#): Calculus II (1.5)
 - [PHYS110](#): Introductory Physics I (1.5)
 - [PHYS111](#): Introductory Physics II (1.5)
- Complete 1 of:
 - [CHEM101](#): Fundamentals of Chemistry from Atoms to Materials (1.5)
 - [CHEM150](#): Engineering Chemistry (1.5)
- Complete 1 of:
 - [CSC110](#): Fundamentals of Programming I (1.5)
 - [CSC111](#): Fundamentals of Programming with Engineering Applications (1.5)
- Complete 1 of:
 - [MATH100](#): Calculus I (1.5)
 - [MATH109](#): Introduction to Calculus (1.5)
- Complete 1 of:
 - [MATH110](#): Matrix Algebra for Engineers (1.5)
 - [MATH211](#): Matrix Algebra I (1.5)
- Complete 1.5 units of electives.

Year 2

- Complete all of:
 - [BME200](#): Molecular and Cellular Physiology for Engineers (1.5)
 - [BME201](#): Quantitative Human Physiology (1.5)
 - [COM202](#): Financial Accounting I (1.5)
 - [COM250](#): Fundamentals of Marketing (1.5)
 - [CSC115](#): Fundamentals of Programming II (1.5)
 - [ECON180](#): Introduction to Economics and Financial Project Evaluation (1.5)
 - [ECE216](#): Electricity and Magnetism (1.5)
 - [ECE250](#): Linear Circuits I (1.5)
 - [MATH200](#): Calculus III (1.5)
- Complete 1.5 units of electives.

Years 3 and 4

- Complete all of:
 - [BME320](#): Engineering Materials with BME applications (1.5)
 - [BEM300](#): Biomedical Regulatory Affairs (1.5)
 - [BEM315](#): Healthcare Development Management (1.5)

- [BEM430](#): Project Management Biomedical Devices and Digital Health (3.0)
- Complete 1 of:
 - [MECH462](#): Small Business Startup and Organization (1.5)
 - [ENT402](#): Entrepreneurship and Small Business for the Non-Specialist (1.5)
- Complete 1 of:
 - [STAT254](#): Probability and Statistics for Engineers (1.5)
 - [STAT260](#): Introduction to Probability and Statistics I (1.5)
- Complete 10.5 units from:
 - [BME335](#): Biosensors and Instrumentation (1.5)
 - [BEM310](#): Digital Health (1.5)
 - [BEM311](#): Wearable Technology (1.5)
 - [BEM312](#): Telemedicine and Remote Patient Monitoring (1.5)
 - [COM317](#): Management Accounting I (1.5)
 - [ECON318](#): Health Economics (1.5)
 - [HINF485](#): Artificial Intelligence in Health Care (1.5)
 - [BEM412](#): Health Data Analytics (1.5)
 - [BEM415](#): Internet of Medical Things (IoMT) (1.5)
 - [BEM416](#): Clinical Engineering (1.5)
 - [BEM418](#): Clinical Trials and Research Methodologies (1.5)
 - [BEM317](#): Technology Commercialization (1.5)
- Complete 3.0 units of 300- and 400-level electives.
- Complete 6.0 units of electives.

Program notes

The Co-operative Work Experience is optional for students in the Biomedical Engineering and Management program.

The university assesses a Co-op Program Fee for each work term, which is non-refundable, that is due in the first month of each work term and is subject to the University's general fee regulations.

06. Quality assurance and academic oversight

The quality of the BEaM TNE program delivered through this partnership will be governed by UVic's established academic standards. These standards are applied consistently across all programs and include:

- **Curriculum approval and review:** All courses and program content will be approved and periodically reviewed in alignment with UVic's established processes.
- **Periodic program reviews:** The BEaM TNE program will undergo cyclical reviews consistent with UVic's quality assurance framework to ensure ongoing alignment with academic and learning objectives.

- **Assessment of faculty qualifications:** Instructors delivering the program at PSB Academy will be reviewed and approved by UVic to ensure they meet institutional standards.
- **Monitoring and intervention:** UVic retains the right to pause program delivery or adjust content as necessary to ensure that academic integrity, curriculum standards, teaching quality and student experience are protected.

Oversight of the BEaM TNE program will be situated within the Office of the Vice-President Academic and Provost (VPAC), consistent with UVic's current academic governance structures.

07. Subject-to items

The final *TNE Partnership Agreement* with PSB Academy for UVic's BEng BEaM degree will be subject to:

- (a) Discussion and agreement on the distribution of teaching assignments between the two institutions
- (b) Discussion and agreement on the financial arrangements (e.g., program tuition and fees, revenue sharing between the two institutions)
- (c) Discussion and agreement on enrolment targets and planned growth for the program
- (d) Discussion and agreement on proposed partner responsibilities in TNE (section 4)
- (e) Discussion and agreement on how any differences between UVic's and PSB Academy's policies will be reconciled so as to be consistent with UVic's values and principles while accommodating local laws, cultural norms and sensitivities, and societal traditions
- (f) Discussion and agreement on the Terms of Reference of the Joint Program Committee and the Joint Management Committee
- (g) Discussion and agreement on conflict resolution mechanisms to address differences that may arise between the two institutions
- (h) Discussion and agreement on accountability and program review metrics to regularly assess the performance and continuation/termination of the partnership

Appendix A: Context for the focus on TNE by Canadian universities

The 17 Sustainable Development Goals (SDGs) put forth by the United Nations focus on the major, urgent, and universal ‘wicked’ problems that the world faces. Of these, SDG 4 holds special relevance for the higher education sector: “access to quality education.” Transnational education as a concept speaks directly to SDG 4 as universities, through program mobility, endeavour to deliver high-quality education in regions of the world where demand vastly exceeds the supply of educational access and opportunities for local students. While some students in these regions have traditionally opted to go overseas (e.g., to Canada) to further their education, for a significant majority of the students (especially in the global south), it is not an option. Financial, family, and/or cultural reasons prevent most students from leaving their regions for studies overseas even though they value such quality education. TNE offers an opportunity for such students to receive a high-quality education in their own country or region, while those who are drawn to an overseas experience and can afford to do so, continue to travel to universities in North America and western Europe. As such, program mobility has emerged as a complementary approach to student mobility to impact a larger pool of students in terms of quality education.

While the Australian, British and American universities have been actively engaged in TNE for the last 20+ years, Canadian universities have just started to explore these options (e.g., [the UK](#) has almost the same numbers of international students in their TNE programs overseas as the number of international students studying in the UK; for Canada, the current TNE student numbers are extremely low when compared to the number of international students studying in Canada). The experiences of those universities that have engaged in TNE have highlighted the range of benefits that accrue to both partners involved in a TNE including increasing access to quality education, broadening and expanding their offerings to accommodate marginalized communities in that region, fostering research collaborations, increased awareness of the universities in the targeted regions, an expansion of the alumni base globally, internationalization of the curriculum at both institutions, community connections and engagements, increase in revenue that is shared by the two institutions, and a spill-over effect on direct recruitment (student mobility).

The nascent explorations by Canadian universities have acquired a sudden urgency and importance over the last 18 months as the higher education landscape in Canada went through a dramatic transformation in terms of international student recruitment and enrollment. The combined effect of a major housing crisis, a reduction in international student visas issued by the federal government, and changes to the post-graduation work permit regulations has forced Canadian universities to deal with a significant drop in international student enrollment at their campuses. Not only have these changes impacted universities’ international profiles (from a student background standpoint), but they have also affected the institutions’ revenues and budgets. This has prompted a shift in the strategies employed by Canadian universities for maintaining a presence on the

global stage. Attention has shifted from focusing solely on student mobility (i.e., attracting international students to Canadian campuses) to also exploring program mobility (i.e., TNE) as a complementary approach.

This focus on TNE is emerging at the same time as significant opportunities, needs, and challenges are becoming evident in the Indo-Pacific region. The Indo-Pacific region consists of 40 countries that account for 65% of the world's population, 60% of the global middle class, 67% of the world's indigenous population, 50% of the world's greenhouse gas emissions, and almost 50% of the global GDP. In other words, from a political, economic, environmental, and socio-cultural standpoint, the Indo-Pacific region is set to be one of critical importance for the next 25-30 years, and this is reflected in the fact that all the G7 countries, including Canada, have developed their respective Indo-Pacific strategies. Canada's Indo-Pacific strategy calls on all sectors of Canadian society and economy, including the higher-education sector, to play a role in contributing to addressing the needs, challenges, and opportunities in that region. For Canadian universities, TNE is increasingly being viewed as a potentially impactful approach to delivering high-quality education to meet the growing needs in the region, to alleviate the stress experienced by local universities due to limited capacity, fostering the people-to-people connection through education, building a critical mass of alumni in that region to bridge our countries well into the future, open up opportunities for research and community engagement, and jointly generate revenue for continued investment in better education and partnership.

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

Name of program: Bachelor of Engineering in Biomedical Engineering and Management Singapore	Anticipated start date: January 2027
Proposal type (new, revise or discontinue program):	
Academic unit, department, or school: Faculty of Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson	
Dean (or designate) or administrative authority: Mina Hoorfar	
Consultation date: October 20 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Marc Bavin, Associate Registrar, Janine Mayers, Associate Registrar	Proposal	<p>We have several questions about the next stages of the TNE agreement, including how the optional co-op will be handled with this program if the option is provided to the students; however, we understand these discussions will come at a later time.</p> <p>We look forward to learning more and working with you and our partners to implement this academic program while maintaining UVic's commitment to the student experience and high-quality education.</p>

--	--	--

Signature: _____ 

Date: _____ October 22, 2025

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: November 19, 2025
Re: Proposal to offer UVic's Master in Management degree in Bangkok, Thailand
in partnership with Siam University

At its meeting on November 5, 2025, the Senate Committee on Planning considered the proposal to enter into a transnational education (TNE) partnership agreement with Siam University in Thailand to offer UVic's Master in Management degree in Thailand.

The Peter B. Gustavson School of Business is proposing a TNE Partnership agreement to offer the Master in Management degree in Bangkok, Thailand in partnership with Siam University.

Transnational Education (TNE) refers to the practice of delivering educational programs in a country other than that of the awarding institution. As a type of international education, TNE represents program mobility—bringing the program to the students—rather than the traditional model of student mobility, which brings students to the awarding institution. This approach expands access to quality education (SDG 4), enhances UVic's international profile, and supports global engagement priorities identified in Canada's Indo-Pacific Strategy.

Under this the proposed partnership model, UVic, as the awarding institution, retains full academic oversight, including curriculum design, learning outcomes, teaching standards, assessment, and credentialing. Siam University, as the host institution, will provide local infrastructure, operational support, and student services, while adhering to UVic's academic and quality assurance standards.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to enter into a transnational education partnership agreement with Siam University in Bangkok, Thailand to offer the University of Victoria Master in Management program at Siam University through a transnational educational arrangement between the two institutions drafted according to the principles described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.



Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

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



Proposal to offer Master in Management in Bangkok, Thailand in partnership with Siam University

Peter B. Gustavson School of Business

Approved by GSB Faculty Council – September 11, 2025

01. Overview

This document provides an overview of the Peter B. Gustavson School of Business' proposal to deliver its Master in Management (MM) program in Bangkok, Thailand, through a transnational education partnership with Siam University. The anticipated start date for the proposed initiative is January 2027.

Transnational Education (TNE) refers to the practice of delivering educational programs in a country other than that of the awarding institution. As a type of international education, TNE represents program mobility—bringing the program to the students—rather than the traditional model of student mobility, which brings students to the awarding institution.

Under this the proposed partnership model, UVic, as the awarding institution, retains full academic oversight, including curriculum design, learning outcomes, teaching standards, assessment, and credentialing. Siam University, as the host institution, will provide local infrastructure, operational support, and student services, while adhering to UVic's academic and quality assurance standards.

This proposal outlines the context for TNE, the rationale for this program and partner selection, the proposed responsibilities of each institution, curriculum mapping, quality assurance mechanisms, and items that will be addressed in the final partnership agreement.

02. Context

Universities around the world have engaged in TNE for more than three decades to meet a range of strategic objectives and to realize benefits for both the awarding and host institutions. For the awarding institution, TNE supports increased access to quality education (SDG 4), enhances visibility and reputation in regions of partnership, expands opportunities for internationalization of the curriculum, provides access to new research sites and collaborators, grows international alumni networks, and contributes to revenue diversification. For the host institution, the advantages of TNE include the ability to expand program offerings, increase access for marginalized groups, enhance institutional reputation, internationalize both the curriculum and the university, generate revenue, build research capacity, and support regional economic and social development.

Although Canadian universities have only recently started exploring TNE opportunities (with a few exceptions), British, Australian, and American universities have implemented successful TNE operations for more than two decades. For Canadian universities, the recent cap on international student enrolments, constrained public funding, and

significant challenges related to affordable housing have amplified interest in TNE as a strategic complement to support institutional sustainability and global engagement. A more detailed overview of the Canadian TNE landscape is provided in [Appendix A](#).

Like other Canadian institutions, UVic has been actively exploring strategic TNE opportunities that align with its academic strengths, faculty interests, and regional demand. The current proposal has been developed with strong support from the Peter B. Gustavson School of Business Faculty Council and has been informed by consultation with relevant academic units and administrative offices.

This proposal presents the key elements necessary to progress the TNE initiative and to enable further discussions and negotiations of a formal partnership agreement with Siam University. The key drivers of success for this TNE initiative are addressed collectively across the different sections of this proposal: (a) Country alignment; (b) Institutional fit; (c) Program alignment; (d) Faculty support; (e) Program promotion and recruitment operations; (f) Financial viability; (g) Effective quality assurance and academic oversight systems.

Rationale for proposed partner selection

Country Alignment.

Thailand is a country of interest in Canada's Indo-Pacific strategy and collaborations with Thai universities are being encouraged by Global Affairs Canada, the Asia Pacific Foundation of Canada, and the BC government. The Thai government prioritizes expanding access to high-quality higher education and aims to establish Thailand as an emerging education hub in the region. TNE partnerships are widely encouraged and seen as an essential mechanism for meeting national and regional educational needs.

Institutional fit.

Siam University demonstrates strong interest in collaboration, an institutional commitment to internationalization, and the operational capacity to support TNE delivery. Their strategic priorities align well with UVic's aspirations for global engagement, and the partnership would provide mutual benefit and sustained academic collaboration.

Program alignment.

GSB's Master in Management program aligns with Siam University's existing programs and faculty expertise. Market assessments indicate significant and growing demand for this program in the region.

03. Profile of Siam University

The proposed partner for our MM TNE is Siam University in Bangkok, one of Thailand's leading comprehensive private universities focused on employability, diversity and sustainability. Siam University was founded in 1965 as the first 3-year private engineering school in Thailand, offering only one program (Mechanical Technical Power). It later

became the Siam Technical College, with the authorization to grant degrees in banking, finance, personnel management or marketing. In 1989, it became Siam University to be consistent with the diversity in fields of study.

Over nearly six decades, it has produced more than 80,000 graduates in various fields to Thailand's national work force as well as internationally.

Rankings

- #1 Most Sustainable private university ([UIGreenMetric](#) World University Ranking)
- Top Ten in Thailand's private universities (Thailand's Commission of Higher Education)
- #3 Thailand's private university for international students' population (TCHE)
- #7 in Thailand and #159 in the world ([UIGreenMetric](#) World University Ranking)
- #81 Eastern Asian University Rankings (QS)

Educational approach

Siam's curriculum emphasizes practical learning through internships, projects, and real-world applications in its approach to effectively preparing students for the job market. As an example, the newly reviewed and improved Nursing program, is currently taught in Thai but accepted as Bilingual (entry-level requirement to participate in English classes). The program is adapted both to the local and international market, having components on Indigenous health & nursing.

Intercultural environment

Siam University has a strong multicultural student body from many countries, fostering an international environment that enhances learning and networking opportunities.

International scope

Siam University partners with several international universities: the University of Western Australia (THE 153; QS 77) and La Trobe University, Australia (THE 251–300; QS 233), both of which rank higher than UVic (THE 301–350; QS 358). Siam University also collaborates with Sheffield Hallam University (UK) and Mykolas Romeris University (Lithuania). These partnerships are all facilitated by Global Academy and Nurture Higher Education, enabling students to access international degrees through TNE programs.

Sustainability

Siam University has a policy of Sustainable University, Sustainable District, integrating sustainability as a vision for all its schools and the surrounding communities. It has the following affiliations:

- Member of the Thailand Sustainable University Network

- Member of the International Sustainable Campus Network
- Leader of the Higher Education Sustainable Development cluster for the UN SDG 11 (Sustainable cities and communities).

Siam University implements multiple sustainability initiatives and ‘social living labs’ on and off-campus, in areas such as waste management, green energy, risk management, food security and water, health & aging, life-long-learning, community engagement.

“Universities should be the role models. We can be museums of good practice and laboratories of sustainable ideas.”

Pornchai Mongkhonvanit, President of Siam University

At Siam University, our unit of contact will be the Global Academy, which has been designated as the international education unit responsible for designing, developing, and managing different TNE partnerships for Siam University.

04. Proposed partner responsibilities in TNE

TNE partnerships involve shared operational and academic responsibilities that are formally set out in a comprehensive partnership agreement. The final partnership agreement between UVic and Siam University will clarify the requirements and expectations of both parties with respect to student recruitment and marketing, admissions processes, program delivery, oversight of curriculum, hiring and evaluation of instructors, academic and non-academic regulations, student services, evaluation and grading standards, management of students’ records, monitoring of student progression, and mechanisms for dispute resolution and terminations.

The responsibilities outlined in this section reflect the anticipated division of roles, which will be finalized through negotiations pending approval of this proposal.

Host institution responsibilities

Siam University is proposed to be responsible for:

- (a) Providing the infrastructure and facilities (i.e., campus) and systems necessary for offering the program
- (b) Marketing and promoting the program to recruit Siam University MBA students using UVic approved marketing materials
- (c) Pre-screening applicants to the program based on UVic’s admission criteria, including English language proficiency, and forwarding applications to UVic for review and final approval¹

¹ UVic reserves the right to reject pre-screened applicants that it determines as not meeting the admission criteria.

- (d) Registering and guiding the students as they enroll into the program
- (e) Delivering the program as per UVic's curriculum, program objectives, expectations, guidance, and standards²
- (f) Providing ongoing student support and services for the duration of the program in accordance with UVic policies, procedures and regulations
- (g) Maintaining student records and monitoring and guiding student progression
- (h) Ensuring that the student experience meets UVic's standards and expectations³
- (i) Ensuring that all the academic regulations as well as non-academic regulations are followed as per UVic graduate academic calendar and academic and non-academic policies and regulations

Awarding institution responsibilities

UVic is proposed to be responsible for:

- (a) Deciding on/designing the academic content of the program (curriculum)
- (b) Setting learning objectives, standards, and assessments for each course in the program
- (c) Guiding the development of the course outline and the course materials for each course in the program
- (d) Establishing grading standards and evaluation frameworks for student performance
- (e) Approving instructors to be hired to teach in the program at Siam University and evaluating their performance
- (f) Final admission of students into the program
- (g) Overseeing the delivery of the program at Siam University (to ensure consistency with the delivery of the program at UVic)
- (h) Measuring, tracking, and addressing the performance and progress in/of the program
- (i) Ensuring that all academic decisions abide by the standards, policies, and guidelines at UVic to ensure consistency between the on-campus delivery and TNE delivery of the program

² TNE program will be delivered through Siam University's Bangkok campus facilities with oversight through a joint program committee.

³ The UVic MM TNE program will follow UVic policies and will be governed by a joint management committee with representation from Siam University and UVic.

- (j) Ensuring the overall quality of the program
- (k) Issuing UVic transcripts as required, and the UVic credential (degree) to the students upon successful completion of their program

Note: Students will typically complete their entire studies at Siam University and will receive the UVic degree upon successful completion of all requirements for the degree.

Enrolment considerations & financial viability

The anticipated enrolment for the MM program is 75 students at launch with enrolments expected to increase to 100+ students annually from the second year onwards with enrolments expected to go even higher as the program gains traction and recognition in the region. Siam University has a well-established promotion and student recruitment operation through its Global Academy unit, which will support the timely and effective recruitment of students into the program.

Based on projected enrolments, the MM TNE initiative is expected to be financially sustainable, with net-positive revenue for the duration of the initial five-year contract. Detailed financial and administrative arrangements, including a revenue sharing agreement, will be concluded by the partner institutions following approval of the proposed partnership agreement.

05. Curriculum mapping

The MM program will be delivered at Siam University as a full degree. The potential candidates for the program are Siam University students currently completing their undergraduate degrees as well as students in that region looking for opportunities for graduate studies in business. Upon completing their undergraduate degrees and meeting UVic admission requirements, these students can enroll in the MM program.

The MM program, as outlined in the [graduate academic calendar](#), will be offered in its entirety at Siam University. The MM program courses are:

Business Fundamentals

- MM510A – Organizations in a Changing World I (1.5 units)
Explore how organizations operate within dynamic, global, and socially complex environments. Topics include the impact of globalization, ethics, sustainability, and stakeholder relations.
- MM510B – Organizations in a Changing World II (1.5 units)
Focus on organizational adaptation and leadership in the face of social, political, technological, and environmental change.
- MM530A – Applied Organizational Skills and Knowledge I (1.5 units)
Build foundational business skills in marketing, operations, and accounting. Apply models and simulations to real-world case studies.

- MM530B – Applied Organizational Skills and Knowledge II (1.5 units)
Advance your understanding of financial analysis, organizational decision-making, and core functional areas of business.

Leadership-centered skills

- MM520A – Collaborative Teamwork in Organizations I (*Face-to-face only*) (1.5 units)
Develop interpersonal effectiveness and team-building strategies. Emphasizes emotional intelligence, inclusive practices, and conflict resolution.
- MM520B – Collaborative Teamwork in Organizations II (*Face-to-face only*) (1.5 units)
Apply leadership skills in team settings through hands-on, experiential learning projects. Focus on feedback, reflection, and leading with empathy.
- MM540A – Organizational Analysis and Problem Solving I (1.5 units)
Learn diagnostic tools to identify and analyze organizational issues. Emphasis on systems thinking, stakeholder analysis, and structured inquiry.
- MM540B – Organizational Analysis and Problem Solving II (1.5 units)
Develop strategic, evidence-based solutions to complex organizational challenges through integrative problem-solving frameworks.

Concentration

Students select one from:

1. Business Analytics (6.0 units)
 - Open to students with a background in Computer Science, Software Engineering, or Computer Engineering.
 - *Example topic areas:* predictive analytics, data visualization, business intelligence tools (e.g., Python, R, Tableau), strategic data-driven decision-making
2. Software Projects (6.0 units)
 - Open to students with Computer Science, Software Engineering, or Computer Engineering degrees.
 - Example topic areas: project management for software development, agile methodologies, stakeholder engagement, bridging technical and managerial roles
3. Sustainable Finance (6.0 units)
 - Open to students from all academic backgrounds who have completed COM 240 or equivalent.

- Example topic areas: ESG and responsible investing, impact investing and sustainable financial tools, green bonds and climate finance, systems finance for sustainability
4. General Business (6.0 units)
- Open to students from all academic backgrounds.
 - Example topic areas: strategy, marketing, operations, and entrepreneurship, broad-based leadership and business management, cross-functional knowledge and workplace readiness

Integrated Major Project (1.5 units)

- MM596 – Capstone Reflections - Draws on learning from the MM program and prior academic experience. Through a series of reflection pieces, students demonstrate integrative thinking, self-awareness, and the ability to connect program concepts to personal and professional development.

Work Experience Option

- Students may choose to complete a supervised, full-time work term (12–16 weeks) aligned with their career goals.

Requirements

- MM504 – Workplace and Career Preparation (1.5 units) – must be completed prior to the work term
- MM801 – Co-op Work Term (4.5 units)

06. Quality assurance and academic oversight

The quality of the MM TNE program delivered through this partnership will be governed by UVic's established academic standards. These standards are applied consistently across all programs and include:

- **Curriculum approval and review:** All courses and program content will be approved and periodically reviewed in alignment with UVic's established processes.
- **Periodic program reviews:** The MM TNE program will undergo cyclical reviews consistent with UVic's quality assurance framework and accreditation requirements to ensure ongoing alignment with academic and learning objectives.
- **Assessment of faculty qualifications:** Instructors delivering the program at Siam University will be reviewed and approved by UVic to ensure they meet institutional standards.

- **Monitoring and intervention:** UVic retains the right to pause program delivery or adjust content as necessary to ensure that academic integrity, curriculum standards, teaching quality and student experience are protected.

Oversight of the MM TNE program will be situated within the Office of the Vice-President Academic and Provost (VPAC), consistent with UVic's current academic governance structures.

07. Subject-to items

The final partnership agreement with Siam University for UVic's MM degree will be subject to:

- (a) Discussion and agreement on the distribution of teaching assignments between the two institutions
- (b) Discussion and agreement on the financial arrangements (e.g., program tuition and fees; revenue sharing between the two institutions)
- (c) Discussion and agreement on enrolment targets and planned growth for the program
- (d) Discussion and agreement on proposed partner responsibilities in TNE (section 4)
- (e) Discussion and agreement on how any differences between UVic's and Siam University's policies will be reconciled so as to be consistent with UVic's values and principles while accommodating local laws, cultural norms and sensitivities, and societal traditions
- (f) Discussion and agreement on the Terms of Reference of the Joint Program Committee and the Joint Management Committee
- (g) Discussion and agreement on conflict resolution mechanisms to address differences that may arise between the two institutions
- (h) Discussion and agreement on accountability and program review metrics to regularly assess the performance and continuation/termination of the partnership

Appendix A: Context for the focus on TNE by Canadian universities

The 17 Sustainable Development Goals (SDGs) put forth by the United Nations focus on the major, urgent, and universal ‘wicked’ problems that the world faces. Of these, SDG 4 holds special relevance for the higher education sector: “access to quality education.” Transnational education as a concept speaks directly to SDG 4 as universities, through program mobility, endeavour to deliver high-quality education in regions of the world where demand vastly exceeds the supply of educational access and opportunities for local students. While some students in these regions have traditionally opted to go overseas (e.g., to Canada) to further their education, for a significant majority of the students (especially in the global south), it is not an option. Financial, family, and/or cultural reasons prevent most students from leaving their regions for studies overseas even though they value such quality education. TNE offers an opportunity for such students to receive a high-quality education in their own country or region, while those who are drawn to an overseas experience and can afford to do so, continue to travel to universities in North America and western Europe. As such, program mobility has emerged as a complementary approach to student mobility to impact a larger pool of students in terms of quality education.

While the Australian, British and American universities have been actively engaged in TNE for the last 20+ years, Canadian universities have just started to explore these options (e.g., [the UK](#) has almost the same numbers of international students in their TNE programs overseas as the number of international students studying in the UK; for Canada, the current TNE student numbers are extremely low when compared to the number of international students studying in Canada). The experiences of those universities that have engaged in TNE have highlighted the range of benefits that accrue to both partners involved in a TNE including increasing access to quality education, broadening and expanding their offerings to accommodate marginalized communities in that region, fostering research collaborations, increased awareness of the universities in the targeted regions, an expansion of the alumni base globally, internationalization of the curriculum at both institutions, community connections and engagements, increase in revenue that is shared by the two institutions, and a spill-over effect on direct recruitment (student mobility).

The nascent explorations by Canadian universities have acquired a sudden urgency and importance over the last 18 months as the higher education landscape in Canada went through a dramatic transformation in terms of international student recruitment and enrollment. The combined effect of a major housing crisis, a reduction in international student visas issued by the federal government, and changes to the post-graduation work permit regulations has forced Canadian universities to deal with a significant drop in international student enrollment at their campuses. Not only have these changes impacted universities’ international profiles (from a student background standpoint), but they have also affected the institutions’ revenues and budgets. This has prompted a shift in the strategies employed by Canadian universities for maintaining a presence on the

global stage. Attention has shifted from focusing solely on student mobility (i.e., attracting international students to Canadian campuses) to also exploring program mobility (i.e., TNE) as a complementary approach.

This focus on TNE is emerging at the same time as significant opportunities, needs, and challenges are becoming evident in the Indo-Pacific region. The Indo-Pacific region consists of 40 countries that account for 65% of the world's population, 60% of the global middle class, 67% of the world's indigenous population, 50% of the world's greenhouse gas emissions, and almost 50% of the global GDP. In other words, from a political, economic, environmental, and socio-cultural standpoint, the Indo-Pacific region is set to be one of critical importance for the next 25-30 years, and this is reflected in the fact that all the G7 countries, including Canada, have developed their respective Indo-Pacific strategies. Canada's Indo-Pacific strategy calls on all sectors of Canadian society and economy, including the higher-education sector, to play a role in contributing to addressing the needs, challenges, and opportunities in that region. For Canadian universities, TNE is increasingly being viewed as a potentially impactful approach to delivering high-quality education to meet the growing needs in the region, to alleviate the stress experienced by local universities due to limited capacity, fostering the people-to-people connection through education, building a critical mass of alumni in that region to bridge our countries well into the future, open up opportunities for research and community engagement, and jointly generate revenue for continued investment in better education and partnership.

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

Name of program: TNE Initiative Masters in Management	Anticipated start date: January 2027
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Peter B. Gustavson School of Business	
Name, title, and email of contact person: Kate Donovan	
Dean (or designate) or administrative authority: Graham Brown	
Consultation date: October 20 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Marc Bavin, Associate Registrar, Janine Mayers, Associate Registrar	Proposal	<p>We have several questions about the next stages of the TNE agreement and how the program will be implemented; however, we understand these discussions will come at a later time.</p> <p>We look forward to learning more and working with you and our partners to implement this academic program while maintaining UVic's commitment to the student experience and high-quality education.</p>

Signature: _____ 

Date: _____ October 22, 2025



Memorandum

To: Senate
From: Robin Hicks, Dean, Faculty of Graduate Studies
Date: November 18, 2025
Re: **Revisions to the Faculty of Graduate Studies Membership Policy**

This memo accompanies proposed revisions to the Faculty of Graduate Studies (FGS) Membership Policy for Senate's consideration and approval. This memo is accompanied by two versions of the revised Policy: (1) a "clean" version and (2) the previous version of the policy, with revisions noted as 'track changes'.

A number of editorial/organization changes are included in this revision; key changes to the Policy include the following:

- (1) All regular tenured and tenure-track faculty (research *and* teaching stream) are now considered eligible for Regular Membership (section 2.1).
- (2) Regular membership may or may not include sole-supervision privileges. (section 2.1)
- (3) Section 3 of the old policy (voting rights) has been removed because voting rights are found in the FGS Constitution and Bylaws.
- (4) Academic unit heads (Chairs, Directors, Deans) are permitted to recommend *changes* to an individual's FGS membership status (section 4.5)
- (5) The procedures for appeals of membership recommendations/status have been streamlined (section 5.2).
- (6) Section 6 of the old policy (Adjudication of complaints) has been removed because issues concerning supervisory practices and possible consequences are found in the FGS Graduate Supervision Policy.





Faculty of Graduate Studies Membership Policy

Ratified by the Graduate Executive Committee November 3, 2025

Ratified by the Faculty of Graduate Studies Council November 17, 2025

Approved by Senate xxxxx

http://web.uvic.ca/gradstudies/faculty/pdf/Membership_in_the_Faculty.pdf

Membership in the Faculty of Graduate Studies is required before an individual may supervise graduate students or serve on graduate student supervisory committees.

1. Conditions of Membership

1.1. All members of the Faculty of Graduate Studies must observe the policies and procedures of the University of Victoria that are relevant to the work they carry out under their membership (such as, but not limited to, supervision of graduate students, service on graduate student supervisory committees, and teaching graduate courses).

1.2. All members of the Faculty of Graduate Studies who supervise or co-supervise students must hold a current academic appointment with the University of Victoria.

1.3. All members must demonstrate (i) expertise, (ii) commitment to, (iii) capacity, and (iii) resources for the supervision of graduate students.

2. Categories of Membership

2.1. **Regular membership** is restricted to tenured and tenure track faculty members appointed at the University of Victoria. Membership will normally be granted for the length of the member's academic appointment and with all supervisory privileges within their home Academic Units. Within the regular membership category, membership privileges may include sole supervision or may be limited to co-supervision.

2.2. **Associate membership** is restricted to adjunct and limited term faculty, postdoctoral fellows, and sessional instructors appointed at the University of Victoria who wish to serve on supervisory committees or to supervise graduate students. Membership will normally be granted for the length of the member's academic appointment to a maximum of 5 years, renewable as appropriate, and with only those privileges that the Academic Unit recommends and the Dean of Graduate Studies approves. Associate members are normally restricted to co-supervision with a Regular member.

Regular members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to supervise or co-supervise graduate students must secure and maintain an Adjunct appointment to qualify for Associate membership.

2.3. **Affiliate membership** is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as inside or outside members on supervisory committees. Membership will normally be granted upon the request of the Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends and the Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students. Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) and do not have Adjunct appointments are eligible for Affiliate membership.

3. Membership in relation to the individual's academic unit

Regular and Associate membership is designated with respect to their home Academic Unit. Regular and Associate members are said to be 'inside' members of supervisory committees within their Academic Unit, and as 'outside' members for supervisory committees in Academic Units in which they do not hold an appointment. Sole supervision is restricted to the Academic Unit in which FGS membership is granted. Regular and Associate members who wish to supervise students outside their home Academic Unit must be nominated for membership through the outside unit.

Affiliate members may serve as 'inside' or 'outside' members of a supervisory committee.

4. Procedures for Appointment/Reappointment

4.1. Nomination for membership is normally made by the Head of the Academic Unit in which the nominee desires an appointment.

4.1.1. Nomination for membership of the Head of an Academic Unit is made by the Dean of the nominee's faculty, including the case where the Dean is the Head of the Academic Unit.

4.2. A *Recommendation for Membership* form is available from the Faculty of Graduate Studies website which must be completed and forwarded to the Office of the Faculty of Graduate Studies together with the nominee's current CV.

4.3. The nominator is responsible for ensuring and articulating that the nominee meets all relevant criteria in Sections 1 and 2 of this Policy. For regular membership nominations, nominators shall indicate whether sole supervision is recommended, with justification.

4.4. The nomination form shall indicate any existing or recommended restriction on the length of term or supervisory responsibilities (including for the appointment of Regular members). Any restriction on nominees for Regular membership shall be justified in writing.

4.5 An academic unit head may make a recommendation to change FGS membership status in the event an individual no longer meets the criteria outlined in 1.3.

4.6 Membership requests are approved by the Dean of Graduate Studies or designate. While such appointments will not unreasonably be withheld, the Dean of Graduate Studies may decline to appoint an individual where there is not sufficient evidence that the nominee meets the criteria for membership commensurate with the requested category of membership, as defined in sections 1.3 and 2.

4.7 Affiliate members must accept the terms and conditions of Affiliate membership that accompanies the letter of appointment from the Faculty of Graduate Studies.

5. Appeals

5.1. The decision of the Head of an Academic Unit not to nominate an individual for Affiliate Membership (section 2.3) is final and may not be appealed.

5.2. The decision of the head of an Academic unit not to nominate an individual for Regular or Associate Membership, or to not recommend full supervisory privileges, may be appealed. The individual shall submit a written appeal to the Office of The Dean of Graduate Studies. The appeal shall provide justification in relation to relevant criteria in Sections 1 and 2 of this Policy. The Dean will make a final decision based on the written submissions of the individual as well as that of the Academic Unit head, after consulting with the FGS Associate Deans, the head of the Academic Unit, and the individual as necessary. Appeal requests will normally be responded to within twenty working days of receipt in the Dean's Office.



University
of Victoria

Faculty of Graduate Studies

Membership in the Faculty of Graduate Studies Policy

Ratified by the Graduate Executive Committee, ~~December 4, 2017~~ November 3, 2025
Ratified by the Faculty of Graduate Studies Council, ~~December 7, 2017~~ November 17, 2025

Approved by Senate May 3, 2019 XXXX

http://web.uvic.ca/gradstudies/faculty/pdf/Membership_in_the_Faculty.pdf

Membership in the Faculty of Graduate Studies is required before an individual may supervise graduate students or serve on graduate student supervisory committees.

1. Conditions of Membership

- 1.1. All members of the Faculty of Graduate Studies must observe the policies and procedures of the University of Victoria that are relevant to the work they carry out under their membership (such as, but not limited to, supervision of graduate students, service on graduate student supervisory committees, and teaching graduate courses).
- 1.2. All members of the Faculty of Graduate Studies who supervise or co-supervise students must hold a current academic appointment with the University of Victoria.
- 1.3. All members must ~~display interest in, commitment to, and capabilities demonstrate~~ (i) expertise, (ii) commitment to, (iii) capacity, and (iv) resources for the supervision of graduate students.
- 1.4. ~~Regular and Associate members may serve as 'inside' members for supervisory committees within their Academic Unit, and as 'outside' members for supervisory committees in Academic Units in which they do not hold an appointment in FGS. Affiliate members may only serve as 'inside' or 'outside' members of a supervisory committee.~~

2. Categories of Membership

~~Nomination for membership in the Faculty of Graduate Studies is normally made by the Head of the Academic Unit to the Dean of Graduate Studies, according to procedures in section 4, in one of three categories:~~

- 2.1. **Regular membership** is restricted to tenured and tenure track faculty members appointed at the University of Victoria. Membership will normally be granted for the length of the member's academic appointment and with all supervisory privileges within their home Academic Units. Within the regular membership category, membership privileges may include sole supervision or may be limited to co-supervision.
- 2.2. **Associate membership** is restricted to ~~non-tenured or non-tenure track teaching faculty~~, adjunct and limited term faculty, postdoctoral fellows, and sessional instructors appointed at the University of Victoria who wish to serve on supervisory committees or to supervise graduate students. Membership will normally be granted for the length of the member's academic appointment to a maximum of 5 years, renewable as appropriate, and with only those privileges that the Academic Unit recommends and the Dean of Graduate Studies approves. *Associate members are normally restricted to co-supervision with a Regular member (see 4.6).*

~~Any faculty members, including Regular members of the Faculty of Graduate Studies, who wish to supervise students outside their home Academic Unit must apply for Associate membership through the outside unit.~~

Regular members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to supervise or co-supervise graduate students must secure and maintain an Adjunct appointment to qualify for Associate membership.

- 2.3. **Affiliate membership** is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as inside or outside members on supervisory committees. Membership will normally be granted upon request of the Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends and the Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students. Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) and do not have Adjunct appointments are eligible for Affiliate membership.

FGS Graduate Executive Committee Membership in relation to the individual's academic unit

- ~~3.1. All Regular members of the Faculty of Graduate Studies are entitled to attend Faculty of Graduate Studies Council meetings and to take part in debate.~~
- ~~3.2. Only Graduate Advisors or equivalent, ex officio members with voting rights, and appointed/elected student representatives may vote at the Faculty of Graduate Studies Council.~~
- ~~3.3. Only Regular members of the Faculty of Graduate Studies shall be eligible for membership on the Graduate Executive Committee of the Faculty of Graduate Studies. The Chair of the Graduate Students' Society is a member ex officio.~~

Regular and Associate membership is designated with respect to their home Academic Unit. Regular and Associate members are said to be 'inside' members of supervisory committees within their Academic Unit, and as 'outside' members for supervisory committees in Academic Units in which they do not hold an appointment. Sole supervision is restricted to the Academic Unit in which FGS membership is granted. Regular and Associate members who wish to supervise students outside their home Academic Unit must be nominated for membership through the outside unit.

Affiliate members may serve as 'inside' or 'outside' members of a supervisory committee.

4. Procedures for Appointment/Reappointment

- ~~4.1. Appointment to membership in the Faculty of Graduate Studies is made by the Dean of Graduate Studies or their designate after due consideration. While such appointments will not unreasonably be withheld, the Dean of Graduate Studies may decline to appoint an individual where there is not sufficient evidence that the nominee meets the criteria for membership commensurate with the requested category of membership, as defined in section 2.~~

Nomination for membership is normally made by the Head of the Academic Unit in which the nominee desires an appointment.

4.1.1. Nomination for membership of the Head of an Academic Unit is made by the Dean of the nominee's faculty, including the case where the Dean is the Head of the Academic Unit.

- 4.2. ~~Normally, nomination for membership is made by the Head of the Academic Unit in which the nominee desires an appointment.~~
- 4.3. ~~Nomination for membership of the Head of an Academic Unit is made by the Dean of the nominee's faculty, including the case where the Dean is the Head of the Academic Unit.~~
- 4.4. ~~A Recommendation for Membership form is available from the Faculty of Graduate Studies website which must be completed and forwarded to the Office of the Faculty of Graduate Studies together with the nominee's current CV.~~
- 4.53. The nominator is responsible for ensuring and articulating that the nominee meets all relevant criteria in sections 1 and 2 of this policy. For Regular Membership nominations, nominators shall indicate whether sole supervision is recommended, with justification.~~In the case where the candidate does not meet the Academic Unit's normal expectations for research or graduate supervision, the Head of the Academic Unit shall justify the nomination in writing.~~
- 4.64. The nomination form shall indicate any existing or recommended restriction on the length of term or supervisory responsibilities (including for the appointment of Regular members). Any restriction on nominees for Regular membership shall be justified in writing.
- ~~Nominees for Associate membership who wish to supervise graduate students will normally be restricted to co-supervision with a Regular member as co-supervisor, with any exceptions desired by the Academic Unit justified in writing.~~
- 4.5 An academic unit head may make a recommendation to change membership status in the event an individual no longer meets the criteria outlined in section 1.3.
- 4.6 Membership requests are approved by the Dean of Graduate Studies or designate. While such appointments will not unreasonably be withheld, the Dean of Graduate Studies may decline to appoint an individual where there is not sufficient evidence that the nominee meets the criteria for membership commensurate with the requested category of membership, as defined in sections 1.3 and 2.
- 4.7 Affiliate members must accept the terms and conditions of Affiliate membership that accompanies the letter of appointment from the Faculty of Graduate Studies.

5. Appeals

- 5.1. The decision of the Head of an Academic Unit not to nominate an individual for Affiliate Membership ~~an appointment described in subsection (section 2.3) (Affiliate)~~ is final and may not be appealed.
- 5.2. ~~Where an individual is a member of a faculty that is composed of schools or departments and the decision of a department or school is not to nominate an individual who desires an appointment described in subsections 2.1 or 2.2, that individual may appeal to the Dean of the discipline faculty.~~
- 5.3. ~~Where it is the decision of the faculty Dean not to nominate an individual who desires an appointment described in subsections 2.1, 2.2 or 2.3, that individual may appeal to the Dean of Graduate Studies.~~
- 5.4. ~~While the decision of the Dean of Graduate Studies is normally final, the nominator may submit further information for reconsideration by the Dean of Graduate Studies.~~
- 5.5. ~~If, after reconsideration, the decision of the Dean of Graduate Studies is unchanged, the nominator may request the Dean form an appeal committee consisting of three Regular members of the Faculty of Graduate Studies, where one member is appointed by the Dean of Graduate Studies, one by the appellant, and one mutually agreed upon by the first two~~

appointees. The committee shall consider only those written materials submitted with the nomination and will make a recommendation within 15 working days, indicating majority and minority opinions as applicable, to the Dean of Graduate Studies, whose decision upon due consideration of the recommendation(s) will be final.

5.2. The decision of the head of an Academic unit not to nominate an individual for Regular or Associate Membership, or to not recommend full supervisory privileges, may be appealed. The individual shall submit a written appeal to the Office of The Dean of Graduate Studies. The appeal shall provide justification in relation to relevant criteria in Sections 1 and 2 of this Policy. The Dean will make a final decision based on the written submissions of the individual as well as that of the Academic Unit head, after consulting with the FGS Associate Deans, the head of the Academic Unit, and the individual as necessary. Appeal requests will normally be responded to within twenty working days of receipt in the Dean's Office.

~~4. Adjudication of Complaints to the Faculty of Graduate Studies~~

- ~~6.1. The Faculty of Graduate Studies promotes the involvement of academic units in determining best practices and resolution of complaints regarding the administration of graduate education, and the teaching, advising and supervision of graduate students at the University of Victoria. Concerns and complaints regarding a member in relation to their practice in teaching, advising or supervising may be brought forward to the Office of the Dean of the Faculty of Graduate Studies.~~
- ~~6.2. Complaints involving discrimination, harassment or sexual violence shall be referred to the Office of Equity and Human Rights under the relevant policy.~~
- ~~6.3. Where an informal complaint is made, the Dean or an Associate Dean in the Faculty of Graduate Studies may work to resolve the matter on agreement of the parties involved.~~
- ~~6.4. Where a formal complaint of conduct which could be the subject of disciplinary proceedings is made in respect of a person who is subject to a University of Victoria collective agreement, that collective agreement shall determine the procedures for investigation and adjudication of any complaint and for the imposition of resulting discipline which may include, but is not limited to, suspension or termination of membership in the Faculty of Graduate Studies.~~
- ~~6.5. Where a formal complaint of conduct which could be the subject of disciplinary proceedings is made in respect of a person who is not subject to a University of Victoria collective agreement, the following procedure shall apply:~~
 - ~~6.5.a Three persons shall be elected by and from the Graduate Executive Committee to form an adjudication panel. None of those elected may be from the home Faculty of the Complainant or Respondent.~~
 - ~~6.5.b The Dean of Graduate Studies shall appoint a chair of the panel from among its members.~~
 - ~~6.5.c The panel shall investigate the complaint and will make a recommendation within 15 working days indicating majority and minority opinions as applicable. The recommendation may include remediation, restorative strategies, restricted or suspended membership or dismissal from membership in the Faculty of Graduate Studies, to the Dean of Graduate Studies who will make a final determination.~~
 - ~~6.5.d The adjudication panel may also make recommendations pertaining to the Dean of the Faculty where the Respondent is appointed, who will make a final determination respecting those recommendations.~~

PRESIDENT AND VICE-CHANCELLOR

To: Members of Senate

Copy: Annalee Lepp, Chair, Convocation Committee

From: Qwul'sih'yah'maht, Robina Thomas, PhD
Acting President and Vice-Chancellor

A handwritten signature in black ink that reads "R. Thomas".

Date: 19 November 2025

Subject: Re-appointment of the Orators for the University of Victoria

Citations for honorary graduands approved by Senate are prepared and delivered at Convocation by the University's orators. These citations articulate for the audience the achievements and contributions of each honorand, and express the University's recognition and appreciation. The terms of reference for orators are attached for reference.

The University currently benefits from a dedicated complement of orators who have served with distinction for several years. Their work has played an important role in honouring our recipients with clarity, sensitivity, and eloquence. The following individuals are recommended for reappointment:

Recommended Motion:

That Senate re-appoint the following as Orators for a 3-year term beginning January 1, 2026 and ending December 31, 2028:

- John Archibald
- Aaron Devor
- Sudhakar Ganti
- Helga Hallgrímsdóttir
- Eric Higgs
- Valerie Irvine
- Grace Wong Sneddon

/Attachment



Name: Orators
Approving Authority: Senate
Effective Date: March 2008
Supersedes: March 1991
Last Editorial Change: N/A

TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I University Orator

The University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation;
2. provide instruction and advice to other orators;
3. assign orators to work on particular citations;
4. edit draft citations; and
5. assist in the recruitment and orientation of new orators.

II Deputy University Orator

The Deputy University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation; and
2. act for the University Orator when he or she is absent.

III Orators

The Orators will:

1. research and write citations for honorary graduands and read their citations at Convocation.

PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.
2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:
 - are excellent public speakers;
 - are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
 - are available at the times of Convocation (spring, fall); and
 - enjoy seeing students convocate and participating in Convocation.
3. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).
2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.