

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 9, 2026 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

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

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| 1. APPROVAL OF THE AGENDA | ACTION |
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| 2. MINUTES | ACTION |
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| a. October 3, 2025 (SEN-JAN 9/26-1) | |
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<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. | |
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| b. November 7, 2025 (SEN-JAN 9/26-2) | |
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<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. | |
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| c. December 5, 2025 (SEN-JAN 9/26-3) | |
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<u>Motion:</u> That the minutes of the open session of the meeting of the Senate held on December 5, 2025 be approved and that the approved minutes be circulated in the usual way. | |
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| 3. BUSINESS ARISING FROM THE MINUTES | |
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| 4. REMARKS FROM THE CHAIR | |
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| a. President's report | INFORMATION |
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| 5. CORRESPONDENCE | |

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Admission, Re-registration and Transfer Appeals
- Erin Kelly, Chair
- i. 2024/2025 Annual Report (**SEN-JAN 9/26-4**) **INFORMATION**
- b. Senate Committee on Agenda and Governance
- Qwul'sih'yah'maht, Robina Thomas, Chair
- i. 2024/2025 Annual Report (**SEN-JAN 9/26-5**) **INFORMATION**
- ii. Upcoming Senate committee vacancies (**SEN-JAN 9/26-6**) **INFORMATION**
- c. Senate Committee on Awards – Maureen Ryan, Chair
- i. New and Revised Awards (**SEN-JAN 9/26-7**) **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:

- Black Student Leadership Entrance Award (Revised)
- Arbutus Law Group Award (New)
- CFUW Victoria Margaret Lowe Memorial Scholarship* (Revised)
- Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)
- Eleanor Mitchell Allen Award in Nursing* (Revised)
- Eunice Lowe Award for Entrepreneurship Studies* (Revised)
- Excellence in Math Scholarship*(Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-time Students (Revised)
- Qukin Scholarship – Joyce Green and James Johnson * (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)
- Phyllis Margaret Wilson Scholarship* (New)
- Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)
- Royal Canadian Legion Award (New)
- The Ann Scarfe Award in Biology Field School* (New)

- Tim Price Scholarship in Entrepreneurship* (Revised)
- Youson Vikes Soccer Annual Award (New)
- Harold Serson Scholarship for Women in Engineering (New)

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

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| i. | Proposal to establish a non-credit Certificate in Trade and Construction Management (SEN-JAN 9/26-8) | ACTION |
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Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a non-credit Certificate in Trade and Construction, as described in the document “Certificate in Trade and Construction”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

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| ii. | Proposal to establish a Master of Community Planning program (SEN-JAN 9/26-9) | ACTION |
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Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Community Planning program, 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.

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| iii. | Proposal to establish a Minor, General, and Major in Media Studies (MDIA) (SEN-JAN 9/26-10) | ACTION |
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Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor, General and Major in Media Studies (MDIA), 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.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

- a. Policy for the Establishment, Review, and Closure of Research Centres (RH8300): Updates, revisions, and companion motion to extend Senate-approved status (**SEN-JAN 9/26-11**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the policy Establishment, Review, and Closure of Research Centres (RH8300).

Motion: That each Centre that currently enjoys non-conditional Senate-approved status have its current approval period extended by two years to align with the change from five-year to seven-year review cycles. This blanket extension will take effect only if and when the Senate and Board of Governors has also approved the draft Policy RH8300.

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)

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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 noted they wanted to remotely participate in the meeting with Student Affairs. A further question was 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 it 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-JAN 9/26-1
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

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 ʔéʔlən̓ (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 and noted that a meeting with representatives from the Vice-President Academic and Provost's Office had not taken place. 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 meetings they felt had not occurred 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 between the UVSS and the AVP Student Affairs.

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-JAN 9/26-2
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)

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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
December 5, 2025

MINUTES

A meeting of the Senate of the University of Victoria was held on December 5, 2025 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room and via Zoom.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. MINUTES

a. October 3, 2025

A Senator expressed disagreement with the amended minutes. Ada Saab, Associate University Secretary, explained that a review of the written minutes showed the minutes reflected the conversation at the October meeting of Senate.

Another Senator asked about the question asked if there was data on the number of students registered with the Centre for Accessible Learning in 2024/25. R. Thomas Acting President and Vic-Chancellor, noted that Helga Hallgrímsdóttir, Deputy Provost, was not in attendance to answer this question.

A Senator noted that the October meeting minutes, under item 8d, did not reflect the request of the Senator to participate in a meeting with representatives from Student Affairs. The minutes were tabled.

Motion: (A. Lepp/R. Hancock)

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

b. November 7, 2025

A Senator expressed concern that the meeting that had been scheduled with Jim Dunsdon, Associate Vice-President Students Affairs, that had been discussed under item 6(a)(i) did not happen and wanted to have the minutes reflected correctly. The minutes were tabled.

Motion: (T. Milford/L. Harder)

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.

TABLED

3. BUSINESS ARISING FROM THE MINUTES

A member of Senate referred to the October Senate discussion on accommodation and the Centre for Accessible Learning, indicating they still had questions from this meeting, but the speaker list has closed. The Senator stated they wanted to ask those additional questions now. A. Saab explained that the issue was not on the agenda, and the discussion could not be re-opened at this meeting. She reminded the Senator that a separate meeting was being scheduled on this matter.

4. REMARKS FROM THE CHAIR

a. President's Report

Qwul'siy'yah'maht Robina Thomas introduced herself, thanking all for being at her first meeting as Acting President and Vice-Chancellor. In remembering her teachings, R. Thomas said she tries to use these to guide and direct her work.

To begin her report, R. Thomas stated that the university held four Convocation Ceremonies and two Indigenous Recognition Ceremonies, conferring more than 1500 degrees, diplomas, and certificates.

R. Thomas noted the BC Government has issued a post-secondary sector review and that the RUCBC Presidents would meet with the reviewer next week to discuss broader questions about the post-secondary sector.

R. Thomas reflected on the following recent activities on campus such as the Office of Equity and Human Rights holding the annual 5 Days of Action at the end of October, thanking those who participated and contributed to Giving Tuesday, and the campus remembrance on December 3 regarding the National Day of Remembrance and Action on Violence Against Women.

R. Thomas provided members of Senate with an update on recent awards across campus:

- Oliver Schmidtke, Centre for Global Studies, received the Humboldt Research Award from the Alexander von Humboldt Foundation;
- Sarah McQuillan, Co-op and Career Services, received the North Star Award from the Canadian Bureau for International Education;
- The International, Indigenous and Accessibility Co-op and Creer Team, including Niels Melis-De Lamper, David Busch, Karima Ramjo, Sarah McQuillan, and Amelia DeGraff-Castro, won the Sustainable Development Leadership Award from the Canadian Bureau for International Education;
- Dr. Trevor Lantz and Master's graduate Tracey Proverbs, School of Environmental Studies, won the 2025 Frederik Paulsen Arctic Academic Action Award; and
- Dr. Francis Juanes, Biology, won the Lieutenant Governor's Award for Maritime Achievement.

R. Thomas reported that the university flags were lowered on October 20th, to mark the passing of Elder Dr. Elmer Seniemten George, honouring his legacy as a Language Keeper,

cultural guide, and spiritual leader from the Songhees Nation. She remarked that Dr. George was one of the last fluent speakers of the Lək̓ʷəŋən language and played a central role in revitalizing Indigenous languages and integrating them into UVic's academic and cultural spaces.

This being the last meeting for Laura Cowen, Acting Dean of Science, she thanked her for her service.

Finally, R. Thomas thanked everyone for putting in so much effort this term.

After the report, a member of Senate noted the student Senator concerns regarding their inability to meet with J. Dunsdon. They asked for a commitment to hold a meeting before the Winter break. Carrie Andersen, University Secretary, said as today's meeting agenda was full and there was not time for a fulsome discussion. She noted she spoke with A. Saab who was working hard to address these concerns and would follow up next week with the Student Senators. Another member of Senate said the students' concerns were not being addressed and that this affects faculty members which created a sense of urgency.

5. CORRESPONDENCE

a. Campus Planning Committee

i. Semi-annual Report to Senate on Campus Development

Elizabeth Croft, co-Chair of the Campus Planning Committee, introduced the report.

Mike Wilson, Director of Campus Planning, provided members of Senate with a brief update on each of the projects.

A member of Senate commented the new policy on space planning that was approved in September and their concern with the lack of consultation and implementation of technology solutions that monitor space usage, noting privacy concerns. The Senator asked for the policy to be suspended so that a privacy impact assessment to be done and Senate could review the document. E. Croft responded that she was not prepared to speak on the item and could come back to Senate with a more fulsome response. She reminded Senators that space and operational issues were not addressed at Senate, but rather to the Board of Governors. E. Croft provided additional comment that the university wanted to use space efficiently, and that the intent of the policy was to be transparent about this issue. She said there was no intent to implement surveillance but to use energy wisely and be a good steward as outlined in the university's climate strategy. In response to the request to suspend the policy, E. Croft said she would commit to consult with the Vice-President Finance and Operations, and Privacy Officer, and report back to Senate. A few members of Senate expressed concern with people with disabilities being accommodated, the reporting mechanism, and policy process as complicated and expensive.

In response to a member of Senate's comments on the university's goals to reduce greenhouse gas emissions, M. Wilson explained how the reduction was being reached.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Grading Report for 2024/2025

Danu Stinson, Chair of the Senate Committee on Academic Standards, introduced the report.

In response to a question asked by a member of Senate on the optimal target, Tony Eder, Associate Vice-President Academic Resource Planning, said that the standard was laid out in the Academic Calendar, and that the Provost had asked faculties to create policies and procedures on grading which would be made available on the Vice-President Academic and Provost's website.

A Senator suggested there should be a grading workshop and that the policy on curved grading should be re-visited. T. Eder responded that was more of a policy question and for the Senate Committee on Academic Standards to review.

A member of Senate noted the variation between Faculties was concerning, especially for students who need to maintain their grade point average for scholarships. The Senator suggested that the report point out the base deviation from the mean on any Faculty.

Another Senator agreed with the concern on the differences between Faculties, and suggested it would be good to pause, embrace pedagogy, and realize that grades are not necessarily the indicators of academic success.

b. Senate Committee on Agenda and Governance

i. Revisions to the Rules to Govern Elections to the Board of Governors and the Senate

A. Saab introduced the proposal and briefly highlighted the changes, noting that the major change was the eligibility of those on Long Term Disability (LTD).

A member of Senate asked if individuals with long-term disability would be penalized from voting and running for the Senate and Board of Governors. C. Andersen suggested an amendment to include the definition of LTD. Another Senator asked how those on a graduated return to work were factored into this rule if they were still on LTD. A. Saab said she would ensure these members would not be prevented from participation.

Motion: (J. Clarke/M. Ryan)

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

CARRIED

ii. **Appointments to the 2026 Joint Senate Board Retreat Committee**

Rob Hancock, Chair of the Senate Committee on Agenda and Governance Nominations sub-committee introduced the proposal. There were no questions.

Motion: (R. Hancock/M. Hoorfar)

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.

CARRIED

c. **Senate Committee on Awards**

i. **New and Revised Awards**

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the listing of new and revised awards.

Regarding the last award, a member of Senate asked why the Dean, Faculty of Graduate Studies would only recommend but not approve the award. Lori Hunter, Director of Student Awards and Financial Aid, confirmed this was what was outlined in the terms of this graduate award but would investigate further to ensure this was accurate.

A member of Senate expressed their concern that awards continued to come to Senate that did not contain gender neutral language. They asked if there was a plan in place to update all awards to rectify this issue. M. Ryan reminded the Senator there was a plan however, it was not a quick implementation process. L. Hunter added work continued between development officers and the Office of Equity and Human Rights but advised Senate that in the interim, Faculties can ask for a review of any specific award from their area.

Motion: (M. Ryan/M. Caryk)

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*

CARRIED

d. Senate Committee on Planning

i. Proposed changes to the Counselling Psychology graduate program

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

Motion: (M. Ryan/R. Hicks)

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

CARRIED

ii. Proposal to establish a non-credit Certificate in Gerontology

E. Adjin-Tettey introduced the proposal. There were no questions.

Motion: (A. Con/C. Krueger)

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.

CARRIED

iii. Proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences

E. Adjin-Tettey introduced the proposal.

A Senator expressed their concern that the reasons for change were confusing. They said the proposed name change was too broad and did not capture the field of study within the new school. In addition, it was noted that the external support letters in the proposal did not speak to the name change. Caren Helbing, Professor in Biochemistry and Microbiology, responded that the department has been offering two programs, and that the name change was meant to provide training in molecular life sciences. C. Helbing added there had been extensive consultations with the Faculty of Science, acknowledging the interdisciplinary nature of the program.

In response to a question on the difference between department and school, C. Helbing said that schools were more interdisciplinary in nature.

A member of Senate expressed liking the broad nature of the name, especially regarding interaction with governments as it pertains to life sciences. They noted that the change would position the university well in these conversations.

A Senator appreciated the redundancy concerns but that this was common across the university.

Motion: (L. Kalynchuk/C. Eagle)

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".

CARRIED

iv. Proposal to establish a Bachelor of Science degree in Molecular Life Sciences

E. Adjin-Tettey introduced the proposal.

In response to a Senator's question regarding the combined major program, C. Helbing said the combined programs with Chemistry and Physics would become one. A further question was raised if separate proposals for those would be coming forward. C. Helbing responded there was a plan for these programs which would come to Senate at a later date.

Motion: (L. Cowen/T. Milford)

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.

CARRIED

v. Proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology

E. Adjin-Tettey introduced the proposal.

In response to a question asked by a Senator, C. Helbing confirmed that there was a transition plan for students currently declared in the program. E. Adjin-Tettey said that until the new degree program just approved by Senate and the Ministry, the current degree program would remain in place.

Motion: (A. Prest/L. Cowen)

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".

CARRIED

vi. Proposal to offer UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PSB Academy

E. Adjin-Tettey introduced the proposal and thanked Senate for its robust discussion at the previous meeting. She said the feedback received from that meeting was incorporated into the proposal submitted for approval.

A member of Senate asked for a secret ballot to decide the issue. A. Saab explained that a secret ballot could be conducted with the show of hands of 14 members of Senate after which a vote would be conducted on the floor. In response to a question, A. Saab noted that according to the Senate Rules and Procedures, those attending remotely would send a confidential, but not anonymous, email to the University Secretary.

A Senator noted their continued concerns regarding intellectual property. Elango Elangovan, Associate Vice-President Global Engagement, responded that the intellectual property would belong to the faculty member and that this stipulation is included in the partnership agreement. A further question was raised on how the ownership would be monitored. E. Elangovan replied this would be similar to other uses of intellectual property and could be considered when finalizing the agreements.

A member of Senate asked about the academic writing courses, and how the program would run in terms of the university's Academic Writing Requirement. M. Hoorfar, Dean of the Faculty of Engineering and Computer Science, said it would mirror the current program. A further question on workload resources was asked to which M. Hoorfar responded that the necessary resources would be provided, taken from the revenue generated by the program.

In response to several questions on courses involving the Faculty of Science, LillAnne Jackson, Associate Dean Undergraduate Programs, explained that the program would be similar to current 2 + 2 agreements, noting that PSB Academy does have some Science courses which could be used towards the degree. L. Jackson also noted that if Science courses were delivered from UVic, the Faculty would be consulted.

A Senator expressed concern about the curriculum possibly not mirroring UVic and the need for an expert in the taught material. M. Hoorfar confirmed the intention for a point of contact to ensure coordination on curriculum development and expertise.

A member of Senate expressed transparency concerns and asked if Senate would have access to the partnership agreements. E. Adjin-Tettey replied that, like other program reviews, a report would be provided on how the program was doing. Additional members of Senate discussed a desire for access to these agreements to learn lessons for future partnerships and quality assurance. There was a concern that this would be the last time Senate has an opportunity to review these partnership agreements. E. Adjin-Tettey said she would be happy to share agreement with Senate depending on the partner and any concerns regarding confidentiality. Both E. Adjin-Tettey and E. Elangovan expressed the importance of moving forward with this approval as it signals to institutions that UVic is serious and negotiating can begin. E. Adjin-Tettey reminded Senators that her office leads the quality assurance process, and nothing would be done to negatively impact UVic's reputation.

A secret ballot was conducted. A member of Senate asked for the numbers of the vote to be recorded.

Motion: (M. Hoorfar/G. Brown)

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.

CARRIED
30 approved, 15 not approved, 4 abstained

vii. Proposal to offer UVic's Master in Management degree in Bangkok, Thailand in partnership with Siam University

E. Adjin-Tettey introduced the proposal.

Given the discussion regarding the Engineering and Computer Science proposal on transnational education, a member of Senate asked for a vote of the motion. Another member of Senate asked for a secret ballot. After a show of hands, a secret ballot was conducted for the motion on the floor. A member of Senate asked for the numbers of the vote to be recorded.

Motion: (M. Hoorfar/T. Milford)

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.

CARRIED

28 approved, 14 not approved, 4 abstained

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Graduate Studies

i. Revisions to the Faculty of Graduate Studies Membership Policy

Robin Hicks, Dean of the Faculty of Graduate Studies, introduced the proposal and reviewed the proposed changes.

Several Senators commented positively on the revisions. A member of Senate asked about section 1.3 (iii) and if members must demonstrate resources for the supervision of graduate students. R. Hicks said this was discipline dependent.

Motion: (R. Hicks/L. Marks)

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

CARRIED

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

There was none.

9. OTHER BUSINESS

a. Re-appointment of Orators for the University of Victoria

A. Saab introduced the listing of re-appointments. There were no questions.

Motion: (M. Laidlaw/R. Hancock)

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

CARRIED

b. Presentation – Better Data Project

Given the lateness of the meeting, the presentation was deferred to a future meeting. Cassbreea Dewis, Associate Vice-President Equity and Human Rights, did encourage members of Senate to go to the Better Data Project website.

There being no other business the meeting was adjourned at 5:55 p.m.

December 5, 2025 Senate Meeting				SEN-JAN 9/26-3
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	X		Acting Dean, Peter B. Gustavson School of Business	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin			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			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			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			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			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			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	X		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)

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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

SENATE



SENATE COMMITTEE ON ADMISSION, RE-REGISTRATION AND TRANSFER APPEALS

To: Senate
From: Senate Committee on Admission, Re-registration and Transfer Appeals
Date: December 10, 2025
Subject: 2024/2025 Annual Report

The [Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals](#) define its scope and relationship with Senate and other Senate committees. Every January, the committee presents an annual report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Admission, Re-registration and Transfer Appeals met seventeen (17) times during 2024-2025: July 10, 2024, July 24, 2024, August 7, 2024, August 21, 2024, September 10, 2024, September 24, 2024, October 8, 2024, November 19, 2024, December 10, 2024, January 15, 2025, February 12, 2025, March 12, 2025, April 9, 2025, May 7, 2025, May 27, 2025, June 11 2025, and June 30, 2025. One meeting was postponed due to lack of quorum: June 30, 2025. A total of 90 cases were considered within this timeframe.

Undergraduate Appeals considered

As in past reports, the committee offers the following overview of cases considered:

The committee received thirty-one (31) appeals from Undergraduate Records, of which twenty-one(21) were accepted, and ten (10) were rejected. Of the Undergraduate Records appeals: the most common category of appeal by far was “requesting permission to be reinstated following their first requirement to withdraw without having to complete the one-year withdrawal period or the required 6.0 units of transfer credit.” The majority of these appeals stated that the grounds for the request were: (1) Significant physical affliction and/or psychological distress and/or (2) Unforeseen extenuating circumstances.

There were fifty-nine (59) appeals from Undergraduate Admissions, of which forty (40) were accepted, eighteen (18) were rejected, and one (1) was deferred. Of the Undergraduate Admissions appeals, the most typical category of appeal by far was “requesting to be admitted after application for undergraduate studies was rejected due to missing required courses” and “requesting to be reinstated following their offer being withdrawn due to not meeting the current cut-off.” These appeals most often declared the following grounds: (1)

Unforeseen extenuating circumstances and/or (2) significant physical affliction and/or psychological distress.

For the first time this year the Committee committed to tracking more specific details about cases. At this point, this information is being provided to Senate for information only. We offer the following general overview of what was collected:

Undergraduate Admission Cases – 59 cases

Percentage of special access cases

Special Access First Nation, Inuit, Metis: 11 cases (19% of admission cases)
Special Access BC Resident over 23: 3 cases (5% of admission cases)

Breakdown of other admissions cases

Straight out of high school: 31 cases (52% of admission cases)

- BC: 17 cases (55% of High school cases, 29% of admission cases)
- Canadian: 10 cases (32% of high school cases, 17% of admission cases)
- International: 4 cases (13% of high school cases, 7% of admission cases)

College: 15 cases (26% of admission cases)

- BC: 8 cases (53% of College cases, 14% of admission cases)
- Canadian: 4 cases (27% of College cases, 7% of admission cases)
- International: 3 cases (20% of College cases, 5% of admission cases)

University: 13 cases (22% of admission cases)

- BC: 4 cases (31% of University cases, 7% of admission cases)
- Canadian: 7 cases (54% of University cases, 11% of admission cases)
- International: 2 cases (15% of University cases, 3% of admission cases)

Undergraduate Records Cases – 31 cases

Self-reported International: 8 cases (25% of record cases)

Self-reported CAL-registered: 3 cases (10% of record cases)

Summer term as part of RTW: 7 cases (22% of record cases)

RAC submitted: 2 cases (6% of record cases)

Courses left to complete degree:

- 1-10 Units remaining: 7 cases (22% of record cases)
- 10-20 Units remaining: 10 cases (32% of record cases)
- 20-40 Units Remaining: 8 cases (25% of record cases)
- 40+ Units remaining: 6 cases (19% of record cases)

More granular information is also being gathered; please see the attached table for a preliminary snapshot. The Committee intends to use this data, while seeking additional information from relevant university experts, to track patterns across a few years with the goal of making recommendations that will benefit students while also increasing the effectiveness and efficiency of this committee's efforts.

Finally, in 2024-2025, the committee engaged in consultations to improve forms and instructions provided by the Records office to students pursuing appeals related to Academic Probation. Following the model of the university's recently revised Request for Academic Concession forms, these new materials are written in more student-friendly language and include links to relevant resources with online instructions. Anecdotally, committee members report seeing better developed Undergraduate Records appeals.

Report from the Faculty of Graduate Studies

Graduate student appeals are reviewed by the Faculty of Graduate Studies' Associate Deans. Each case is submitted on behalf of the student by the academic unit. The appeal must contain appropriate justification for consideration by one of the Associate Deans of Graduate Studies, who exercise this authority on behalf of the Dean of Graduate Studies. Admission appeals submitted directly by applicants are not considered, and these students are advised to approach the academic unit as a preliminary step.

Between July 2024 and June 2025, the Faculty of Graduate Studies reviewed ninety-seven (97) appeals for admission, of which eighty-nine (89) were approved and eight (8) were denied. Of these, sixteen (16) were from students who did not meet the English Language Requirement (3 denied), seven (7) were from students whose admissions GPA did not meet the required 5.00 (B) average (1 denied), sixty-four (64) were mature student admissions (2 denied), seven (7) were non-baccalaureate applicants (2 denied), and three (3) were conditional admissions.

Respectfully submitted,

2025/2026 Senate Committee on Admission, Re-registration and Transfer Appeals

Erin Kelly, Chair, Faculty of Humanities

Ralf St. Clair, Vice-Chair, Faculty of Education

Tricia Best, Director, International Centre for Students

Cohen Cheetham, Student Senator

Ai-Lan Chia, Director, Counselling Services

Martin Farnham, President's Nominee

Dacian Filipescu, UVSS representative

Mark Laidlaw, Faculty of Science

Evan Maher, Student Senator

Claudia Smith, Peter B. Gustavson School of Business

Leigh Anne Swayne, Faculty of Health

Wendy Taylor, Registrar

Diana Varela, Academic Advising (Faculties of SCIE, SOSC, HUM)

Michael Zastre, Faculty of Engineering and Computer Science
Zane Robison, Associate Registrar, Secretary,
Heidi Neeves, Office of the Registrar and Enrolment Management, Recording Secretary

2024/2025 Senate Committee on Admission, Re-registration and Transfer Appeals

Erin Kelly, Chair, Faculty of Humanities
Stuart MacDonald, Vice-Chair, Faculty of Social Sciences
Tricia Best, Director, International Centre for Students
Ai-Lan Chia, Director, Counselling Services
Rana El-Sabaawi, Faculty of Science
Carmen Galang, Peter B. Gustavson School of Business
Shemine Gulamhusein, Faculty of Human and Social Development
Lee Henderson, Faculty of Fine Arts
LillAnne Jackson, Representative to the BC Council on ATAC
Justin Salinas, Student Senator
Ayla Starkey, Student Senator
Ralf St. Clair, Faculty of Education
Wendy Taylor, Acting Registrar
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC, HUM)
Khushi Wadhwa, UVSS Representative
Michael Zastre, Faculty of Engineering and Computer Science
Zane Robison, Associate Registrar, Secretary,
Heidi Neeves, Office of the Registrar and Enrolment Management, Recording Secretary

		Cases considered - 59 Total Appeals					Page 5 of 5																			
		Reason for Appeal			Special Access		Faculty/Program Applied to											High School			Decision			Transfer From?		
		Totals	Application rejected - Does not meet current cutoff	Application rejected - Missing required courses	Offer withdrawn	First Nations, Metis, Inuit	BC Resident over 23	Business	Education	Engineering and Computer Science	Fine Arts	Human and Social Development	Health	Humanities	Law	Science	Social Science	BC/Yukon	Canadian other	International	Accept	Deny	Defer	High School	University	College
Decision																										
Accept		40	10	8	8	11	3	0	5	2	6	5	0	4	0	5	7	20	17	3				22	8	10
Deny		18	9	3	6	0	0	0	2	4	0	1	0	0	0	1	7	8	4	6				8	5	5
Defer		1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0				1	0	0
High School																										
BC/Yukon		29	7	6	9	6	1	0	3	2	4	3	0	3	0	2	8				20	8	1	17	4	8
Canadian other		21	8	4	2	5	2	0	3	0	2	3	0	2	0	4	5				17	4	0	10	7	4
International		9	5	1	3	0	0	0	1	4	0	0	0	0	0	0	1				3	6	0	4	2	3
Faculty/Program Applied to																										
Business		9	5	1	3	0	0											4	2	3	6	3	0	4	4	1
Education		7	3	1	1	1	1											3	3	1	5	2	0	5	1	1
Engineering and Computer Science		6	2	0	4	0	0											2	0	4	2	4	0	3	0	3
Fine Arts		6	1	1	1	3	0											4	2	0	6	0	0	3	1	2
Human and Social Development		6	1	0	1	2	2											3	3	0	5	1	0	2	2	2
Health		0	0	0	0	0	0											0	0	0	0	0	0	0	0	0
Humanities		5	3	1	0	1	0											3	2	0	4	0	1	4	0	1
Law		0	0	0	0	0	0											0	0	0	0	0	0	0	0	0
Science		6	2	1	2	1	0											2	4	0	5	1	0	3	1	2
Social Science		14	3	6	2	3	0											8	5	1	7	7	0	7	4	3
Cases considered - 59 Total Appeals	Special Access																									
	First Nations, Metis, Inuit	11	0	0	0			0	1	0	3	2	0	1	0	1	3	6	5	0	11	0	0	4	4	3
	BC Resident over 23	3	0	0	0			0	1	0	0	2	0	0	0	0	0	1	2	0	3	0	0	1	0	2
	Reason for appeal																									
	Application rejected - Does not meet current cutoff	20				0	0	0	3	2	1	1	0	3	0	2	3	7	8	5	10	9	1	13	5	2
	Application rejected - Missing required courses	11				0	0	0	1	0	1	0	0	1	0	1	6	6	4	1	8	3	0	4	2	5
	Offer withdrawn	14				0	0	0	1	4	1	1	0	0	0	2	2	9	2	3	8	6	0	9	2	3
Transfer From?																										
High School		31	13	4	9	4	1	0	5	3	3	2	0	4	0	3	7	17	10	4	22	8	1			
College		15	2	5	3	3	2	0	1	3	2	2	0	1	0	2	3	8	4	3	10	5	0			
University		13	5	2	2	4	0	0	1	0	1	2	0	0	0	1	4	4	7	2	8	5	0			

SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: December 12, 2025
Subject: 2024/2025 Annual Report

The [Terms of Reference for the Senate Committee on Agenda and Governance](#) define its scope and its relationship with Senate and other Senate committees. Each winter term, the committee presents an annual report on its business and proceedings over the previous academic year.

The Senate Committee on Agenda and Governance met 11 times in 2024/2025:

August 15, 2024	December 13, 2024	March 21, 2025
September 20, 2024	January 24, 2025	April 17, 2025
October 18, 2024	February 18, 2025	May 23, 2025
November 22, 2024	February 21, 2025	

The nominations sub-committee met five times in 2024/2025:

September 20, 2024	November 22, 2024	April 17, 2025
October 18, 2024	January 24, 2025	

At the October 18, 2024 meeting, the committee passed a motion that all meetings for 2024/2025, including meetings of the nominations sub-committee, be deemed closed and confidential.

During the year, the committee reviewed the draft Senate agenda and materials, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees and campus constituencies. A summary of activities follows.

Review of Draft Senate Agendas

At its meetings September to April, the Senate Committee on Agenda and Governance assisted the Chair in preparing the Senate agenda and reviewed each of the items proposed for submission to Senate.

Senate Committee Evaluations

Each year, members of Senate committees evaluate their experience serving on their respective Senate committees. Results are used to identify opportunities to enhance the member experience and overall committee effectiveness.

At the September meeting, the committee reviewed the 2023/2024 evaluation results and discussed strategies to increase committee engagement.

Senate Meeting Schedule and Accommodation Considerations

At its August, September and October meetings, the committee considered the scheduling of Senate meetings which fall on religion observances (as reported by the Office of Equity and Human Rights) and the university's legal obligation to accommodate.

Revisions to the Senate Rules and Procedures

At its November meeting, the committee reviewed and approved revisions to section 13.00 of the Senate Rules and Procedures, effective for the 2025/2026 Senate meeting schedule. Senate approved the revisions at its December 6, 2024 meeting.

At its February 21, 2025 meeting, the committee reviewed a petition from several Senators proposing an amendment section 36.00 to allow for secret ballots at the request of fourteen members of Senate. The committee forwarded the proposal to Senate for its consideration at the March 2025 Senate meeting.

Revisions to Terms of Reference for Senate Standing Committees

At its October meeting, the committee reviewed and approved revisions to the terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition. Senate approved the revisions at its November 1, 2024 meeting.

At its March meeting, the committee reviewed and approved revisions to terms of references for the Senate Committees on Academic Standards, Appeals, Curriculum, Learning and Teaching, Libraries, and Planning. Revisions included updates to reflect the establishment of the new Faculty of Health, position changes within various units, and increased student representation on the Senate Committee on Appeals to reduce the burden on students serving on multiple Hearing Panels. Senate approved all the revisions at its April 6, 2025 meeting.

Proposal for the Amendment of the Academic Accommodation Policy (AC1205) on Universal Extended Time (UET) at the University of Victoria

At its March meeting, the committee reviewed a proposal submitted by a member of Senate. The committee determined that the matter fell within the jurisdiction of the Senate Committee on Learning and Teaching and agreed that the proposal would be referred to the Chair of that committee for discussion in the following academic year.

Consideration for a June Special Senate meeting

An additional meeting of the committee was scheduled for May 2025. This is meeting, the committee considered whether a special Senate meeting in June was required. Given the urgency of proposed agenda items, the committee agreed that a special meeting should be scheduled.

Senate Evaluation

At its April meeting, the committee was asked to provide feedback on instituting an evaluation process for Senate. Although not required, the committee noted that annual evaluations for Senate committees had proven valuable and that a Senate-wide evaluation could support improvement and open dialogue.

Student Election Complaints

During the 2024/2025 student election to the Senate and Board of Governors, the committee reviewed formally submitted student election complaints. These matters were addressed across a combination of special meetings, regular meetings and email correspondence.

- February 18, 2025 (special meeting)
- February 21, 2025 (special meeting)
- March 7, 2025 (via email)
- March 16, 2025 (via email)
- March 21, 2025 (regular meeting)
- March 26, 2025 (via email)
- April 17, 2025 (regular meeting)

2024/2025 and 2025/2026 Appointments to Senate Committees

The nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2024/2025 and 2025/2026. Senate approved these nominations at its meetings in October 2024, November 2024, January 2025, February 2025, and May 2025 Senate meetings.

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

2024/2025 Senate Committee on Agenda and Governance

Kevin Hall, Chair, 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
Moronke Harris, Student Senator
Inba Kehoe, Libraries
Mark Laidlaw, Faculty of Science
Martha McGinnis, Faculty of Graduate Studies
Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: December 17, 2025
Subject: Upcoming Senate committee vacancies

For your information, attached please find a list of Senate committee vacancies effective July 1, 2026. These vacancies include positions for which current committee members may be eligible for re-appointment.

Also attached for your information is the call for expressions of interest to serve on Senate committees that will be distributed to all faculty members in early January 2026.

If you would like to nominate a colleague for any of these positions, please submit your nomination to Ada Saab, Associate University Secretary via email to usec2@uvic.ca by Friday, February 27, 2026.

Recommendations for Senate committee appointments will be made by the Senate Committee on Agenda and Governance in May 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

2026- 2027 Senate CommitteesSenate Committee on Academic Standards

Name	Faculty or Department	Term
Danu Stinson (NS)	Graduate Studies	2028 (2022)
Dennine Dudley (S)	Fine Arts	2027 (2024)
Irina Paci (NS)	Science	2027 (2024)
Vacancy	Law	2029 (2026)
Ben Pin-Yun Wang (NS)	Humanities	2027 (2024)
Robert Hancock (S)	Social Sciences	2027 (2021)
Vacancy	Peter B. Gustavson School of Business	2029 (2026)
Vacancy	Continuing Studies	2029 (2026)
Tim Pelton	Education	2028 (2022)
Vacancy	Engineering and Computer Science	2029 (2026)
Hector Caruncho (S)	Health	2028 (2025)
Vacancy (S)	Student Senator	2027 (2028)
Vacancy (S)	Student Senator	2027 (2028)
Vacancy	Student Representative (UVSS)	2027 (2028)
Vacancy	Student Representative (GSS)	2027 (2028)
Alivia Wang (S)	Convocation Senator	2027 (2021)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjinn-Tettey (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Ashley de Moscoso (NS)	Associate Registrar	(ex officio)
Vacancy	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Vacancy	Humanities	2029 (2026)
Vacancy	Education	2029 (2026)
Claudia Smith (NS)	Peter B. Gustavson School of Business	2028 (2025)
Vacancy	Social Sciences	2029 (2026)
Mark Laidlaw (S)	Science	2028 (2025)
Leigh Anne Swayne (S)	Health	2028 (2025)
Vacancy	Engineering & Computer Science	2029 (2026)
Vacancy	Fine Arts	2029 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS)	2027 (2026)
Vacancy	President or nominee	2027 (2026) (ex officio)
Vacancy	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director, International Centre for Students	(ex officio)
Vacancy	Director or equivalent of an Advising Centre	2027 (2026) (ex officio)
Ai-Lan Chia (NS)	Associate Director, Counselling Services	(ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Vacancy	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Zane Robison (Secretary)	Associate Registrar	
Heidi Neeves (Recording Secretary)	Central Services, OREM	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Qwul'sih'yah'maht, Robina Thomas (S) (Chair)	Acting President as Chair of Senate	(ex officio)
Annalee Lepp (S) (Vice-Chair)	Vice-Chair of Senate	2026 (2024) (ex officio)
Inba Kehoe (S)	Librarian	2027 (2024)
Vacancy (S)	TBD	2029 (2026)
Robert Hancock (S)	Social Sciences	2028 (2025)
Jason Colby (S)	Humanities	2027 (2024)
Vacancy (S)	TBD	2029 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Alivia Wang (S)	Convocation Senator	2027 (2023)
Elizabeth Croft (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator

(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Janna Promislow (NS) (V) Geoff Loomer (S) (V)	Law	2027 (2021) 2028 (2025)
Vacancy	Graduate Studies	2029 (2026)
Elisabeth Gugl (NS)	Social Sciences	2028 (2025)
Vacancy	Engineering and Computer Science	2029 (2026)
Vacancy	Peter B. Gustavson School of Business	2029 (2026)
Leslee Francis Pelton (NS)	Education	2027 (2024)
Vacancy	Science	2029 (2026)
Jill Walshaw (S)	Humanities	2027 (2024)
Jane Gair (S)	Health	2028 (2025)
Carmen Alatorre (S)	Fine Arts	2028 (2025)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (GSS)	2027 (2026)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Maureen Ryan (S) (Chair)	Health	2027 (2021)
Vacancy	TBD	2029 (2026)
Timothy Iles (NS)	Humanities	2028 (2025)
Vacancy	TBD	2029 (2026)
Leslee Francis Pelton (NS)	Graduate Studies	2027 (2021)
Alyssa Manankil (NS)	Alumni Association	2027 (2021)
Vacancy (S)	Student Senator	2029 (2026)
Vacancy	Student Representative (UVSS or GSS)	2027 (2026)
Cedric Littlewood (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Donja Roberts (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Lori Hunter (NS)	Director, Student Awards and Financial Aid	(ex officio)
Amanda Thornborough (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Brock Smith (S)	Peter B. Gustavson School of Business	2027 (2024)
Valerie Irvine (S)	Education	2028 (2025)
Vacancy	Engineering and Computer Science	2029 (2026)
Vacancy	Fine Arts	2029 (2026)
Jonas Bambi Yona (NS)	Health	2028 (2025)
Colin Macleod (S)	Humanities	2028 (2025)
Vacancy	Law	2029 (2026)
Vacancy	Science	2029 (2029)
Helen Kurki (NS)	Social Sciences	2028 (2023)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS or GSS)	2027 (2026)
Vacancy	Student Representative from diploma or certificate program in Continuing Studies	2027 (2026)
Natasha Thambirajah (NS)	Alumni Association	2028 (2022)
Kate Donovan (S)	Convocation Senator	2027 (2024)
Vacancy	President or nominee	2027 (2026) (ex officio)
Elizabeth Adjinn-Tettey (NS)	Chair, Senate Committee on Planning	(ex-officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Dennine Dudley (S) (Chair)	Fine Arts	2028 (2025)
Vacancy (Vice-Chair)	TBD	2029 (2026)
Graham Brown (NS)	Peter B. Gustavson School of Business	(ex officio)
Leslee Francis Pelton (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering and Computer Science	(ex officio)
Catherine Harding (S)	Fine Arts	(ex officio)
Maureen Ryan (S)	Health	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Patricia Cochran (NS)	Law	(ex officio)
Reuben Rose-Redwood (NS)	Social Sciences	(ex officio)
Chris Eagle (S)	Science	(ex officio)
Vacancy	Dean, Graduate Studies or nominee	2027 (2026) (ex-officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
TBD	Chair, Senate Committee on Academic Standards	2027 (2026) (ex officio)
Vacancy (S)	Student Senator from the Senate Committee on Academic Standards	2027 (2026) (ex officio)
Asia Longphee (NS)	Calendar Manager, Curriculum and Calendar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Ashley de Moscoso (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Ashley de Moscoso (Secretary)	Associate Registrar	
Ashley Badham (Recording Secretary)	Office of the Registrar and Enrolment Management	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Anita Prest (S)	Education	2027 (2024)
Vacancy	TBD	2029 (2026)
Jonathan Bengtson (S)	University Librarian	2028 (2022)
Adam Con (S)	Fine Arts	2028 (2025)
Andrew Weaver (S)	Science	2027 (2024)
Vacancy	TBD	2029 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Saeed Rezvani (NS)	Alumni Association	2027 (2024)
Qwul'sih'yah'maht, Robina Thomas (S)	Acting President and Vice-Chancellor	(ex officio)
Jennifer Vornbrock (NS)	Associate Vice-President University Relations	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Li-Shih Huang (NS) (Chair)	Graduate Studies	2027 (2024)
Todd Milford (S)	Education	2028 (2025)
Vacancy	Science	2029 (2026)
Daniela Constantinescu (S)	Engineering and Computer Science	2028 (2025)
Vacancy	Fine Arts	2029 (2026)
Brock Smith (S)	Peter B. Gustavson School of Business	2028 (2022)
Miranda Angus (NS)	Continuing Studies	2028 (2022)
April Nowell (S)	Social Sciences	2027 (2024)
Lynne Marks (S)	Humanities	2027 (2021)
Vacancy	Health	2029 (2026)
Tim Richards (NS)	Law	2028 (2025)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS)	2027 (2026)
Vacancy	Student Representative (UVSS)	2027 (2026)
Vacancy	Student Representative (GSS)	2027 (2026)
Linnea Leist (NS)	Alumni Association	2028 (2025)
Vacancy	Librarian selected by Faculty Association Librarians' Committee (FALC)	2029 (2026)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Vacancy	University Librarian or designate	2027 (2026) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Elizabeth Adjin-Tetty (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Vacancy	Humanities	2029 (2026)
Robert Howell (NS)	Law	2028 (2025)
Martha McGinnis (S)	Graduate Studies	2027 (2021)
Vacancy	Education	2029 (2026)
Vacancy	Continuing Studies	2029 (2026)
Vacancy	Engineering and Computer Science	2029 (2026)
Vacancy	Fine Arts	2029 (2026)
Brian Thom (NS)	Social Sciences	2028 (2022)
Vacancy	Peter B. Gustavson School of Business	2029 (2026)
Vacancy	Health	2028 (2025)
Andrew Weaver (S)	Science	2027 (2024)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS or GSS)	2027 (2026)
Victor Ramraj (NS)	Representative of Council of Centre Directors	2027 (2021)
Vacancy	Librarian selected by Faculty Association Librarians' Committee (FALC)	2029 (2026)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Shahira Khair (NS)	Associate University Librarian	(ex-officio)
Karen Munro (NS)	Associate University Librarian	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	Associate Vice-President Academic Programs	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2027 (2021)
Breanna Lawrence (NS)	Education	2027 (2024)
Kristin Semmens (NS)	Humanities	2027 (2024)
Vacancy	Fine Arts	2028 (2025)
Scott Watson (NS)	Social Sciences	2028 (2025)
Tim Hopper (S)	Health	2028 (2025)
Ilamparithi Thirumarai-Chelvan (NS)	Engineering and Computer Science	2028 (2025)
Vacancy	Law	2029 (2026)
Alexandre Brolo (NS)	Science	2027 (2021)
Martin Farnham (S)	Graduate Studies	2028 (2025)
Vacancy	Continuing Studies	2029 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS or GSS)	2027 (2026)
Annalee Lepp	Dean (except for Grad Studies, nominated by the Deans)	2028 (2022)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
Vacancy	Vice-President Research and Innovation or designate	2027 (2026) (ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator

(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
David Scoones (NS) (Chair)	Social Sciences	2027 (2024)
Qianqian Du (NS)	Peter B. Gustavson School of Business	2027 (2024)
Vacancy	TBD	2029 (2026)
Phalguni Mukhopadhyaya (NS)	Engineering and Computer Science	2028 (2022)
Vacancy	TBD	2029 (2026)
Chris Eagle (S)	Science	2028 (2025)
Vacancy	TBD	2029 (2026)
Vacancy (S)	Student Senator	2027 (2026)
Kelly Diether (S)	Convocation Senator	2027 (2021)
Qwul'sih'yah'maht, Robina Thomas (S)	Acting Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator



University
of Victoria

Call for Expressions of Interest to Serve on Senate Committees Faculty Members

The Senate Committee on Agenda and Governance is looking for faculty members to serve on Senate committees!

The UVic Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees. Much of the work of Senate is carried out by its standing committees. The committees are composed of a wide range of individuals including faculty members, students, members of convocation, members of the administration, members of the alumni association and others.

Every year, a number of vacancies arise on Senate committees for faculty members, including both members of Senate and non-senators. Faculty members are appointed to Senate committees for a three-year term beginning on July 1. Occasionally, faculty members are appointed for shorter terms (e.g. to cover leaves).

The Senate Committee on Agenda and Governance (composed of members of Senate only) is the committee responsible for recommending appointments to Senate committees. This committee is accepting expressions of interest from faculty members to serve on Senate committees. A list of the Senate committees is attached.

If you are interested in serving on a Senate committee, please send an email to the Office of the University Secretary at usec2@uvic.ca by Friday, February 27, 2026. Please list the committees you are interested in serving on and include a short biographical sketch (up to 300 words) for review by the Senate Committee on Agenda and Governance. While not all committees have vacancies each year, the Senate Committee on Agenda and Governance is developing a pool of candidates who are interested in serving.



University
of Victoria

Overview of the Senate Standing Committees

The Senate at the University of Victoria made up of 72 members. Much of the work of Senate is accomplished within the wider group of [Senate standing committees](#). There are 12 Senate standing committees at UVic. Some committees have a number of non-Senate members, while others consist entirely of members of Senate. Each committee has their own Senate approved terms of reference.

Most of the issues presented to Senate come from the Senate standing committees. This may be initiated by the committee themselves or from Faculties or various academic or administrative offices such as the Office of the Registrar and Enrolment Management or the Vice-President Academic & Provost. There are also instances where Senate will convene an [ad hoc committee](#) to examine a specific topic that may not necessarily fall within the jurisdiction of one Senate standing committees. This most recently occurred with the establishment of the new [Faculty of Health](#).

The following is a short summary of each Senate standing committee with a link to their terms of reference, composition, meeting times and deadlines for agenda items, as well as the past 5 years of annual reports:

[Senate Committee on Academic Standards](#)

The Senate Committee on Academic Standards (SCAS), oversees and advises Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity. The committee also approves, on behalf of Senate, the granting of degrees (other than honorary degrees).

[Senate Committee on Admission, Re-registration and Transfer Appeals](#)

The Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA), considers appeals from students for admission, re-registration and transfer.

[Senate Committee on Agenda and Governance](#)

The Senate Committee on Agenda and Governance (SCAG), assists the Chair of Senate in the preparation of the Senate agenda while ensuring that the agenda items clearly state a purpose and intent; recommends revisions to Senate's Rules to Govern and deals with all matters of procedure that fall within the duties and power of Senate. The committee considers and makes recommendations to Senate with respect to the membership, procedures, structure and terms of reference of the Senate committees, and recommends to Senate appointments to the Senate standing committees and some advisory committees requiring Senate representation.

[Senate Committee on Appeals](#)

The Senate Committee on Appeals (SCAppeals) is the final student appeal body on matters of academic standing and academic discipline, except where the matter solely involves a question of academic judgment.



University
of Victoria

Senate Committee on Awards

The Senate Committee on Awards (SCA) recommends to Senate the terms of reference for new and revised student awards, considers and approves the recipients of student awards, and adjudicates student appeals related to awards. This committee also recommends policy and calendar regulations pertaining to student awards.

Senate Committee on Continuing Studies

The Senate Committee on Continuing Studies (SCCS), on behalf of Senate, reviews and makes recommendations to the Division of Continuing Studies regarding academic policies affecting Continuing Studies programs, and reviews and recommends proposals for new programs and changes to existing Continuing Studies programs to the Senate Committee on Planning.

Senate Committee on Curriculum

The Senate Committee on Curriculum (SCC) reviews and recommends to Senate major curriculum proposals of the faculties and advises Senate on policy related to calendar submissions.

Senate Committee on Honorary Degrees and Other Forms of Recognition

The Senate Committee on Honorary Degrees and Other Forms of Recognition (SCHD) considers and recommends to Senate candidates for honorary degrees and advises Senate on the criteria and qualifications for candidates.

Senate Committee on Learning and Teaching

The Senate Committee on Learning and Teaching (SCLT) maintains close liaison and collaborates with the Executive Director of the Learning and Teaching Innovation in support of key learning and teaching issues at the university, and recommends to Senate measures, which are designed to enhance the learning and teaching environment at the university.

Senate Committee on Libraries

The Senate Committee on Libraries (SCL) advises the University Librarian on matters relating to the operation of the libraries and acts as the liaison between the libraries and academic units and programs.

Senate Committee on Planning

The Senate Committee on Planning (SCP) considers and recommends to Senate proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes, and major modifications of existing programs. The committee also assists and advises Senate in the formulation of appropriate academic policy.

Senate Committee on University Budget

The Senate Committee on University Budget (SCUB) meets with the university administration during the preparation of the annual university budget and considers and advises the administration on priorities related to the budget.

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: December 10, 2025
Subject: New and Revised Awards

The Senate Committee on Awards met on December 1 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:

- Black Student Leadership Entrance Award (Revised)
- Arbutus Law Group Award (New)
- CFUW Victoria Margaret Lowe Memorial Scholarship* (Revised)
- Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)
- Eleanor Mitchell Allen Award in Nursing* (Revised)
- Eunice Lowe Award for Entrepreneurship Studies* (Revised)
- Excellence in Math Scholarship* (Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-time Students (Revised)
- Qukin Scholarship – Joyce Green and James Johnson * (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)
- Phyllis Margaret Wilson Scholarship* (New)
- Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)
- Royal Canadian Legion Award (New)
- The Ann Scarfe Award in Biology Field School* (New)
- Tim Price Scholarship in Entrepreneurship* (Revised)
- Youson Vikes Soccer Annual Award (New)
- Harold Serson Scholarship for Women in Engineering (New)

** 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~~

Black Student Leadership Entrance Award (Revised)

One or more awards of \$5,000 are given to entering or transferring undergraduate students who self-identify as Black and who have demonstrated outstanding leadership qualities and extracurricular activities that strengthen the community. Students must submit a letter (maximum 300 words) outlining their contribution to the community. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Division of Student Affairs.

Arbutus Law Group Award (New)

One award of \$2,500 is given to a Canadian-born Indigenous continuing undergraduate student in the Faculty of Law who has demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as prior work experience, graduate study, community service, family care or disability. Preference is given to students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

CFUW Canadian Federation of University Women Victoria Margaret Lowe Memorial Scholarship* (Revised)

One or more awards, of least \$3,500, to a maximum of \$5,000 each, funded by the Canadian Federation of University Women, Victoria ~~University Women's Club of Victoria~~, will be made annually to graduate a woman ~~students~~ entering the Master of Business Administration Program. Approval will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the ~~Gustavson School of Business~~ Sardul S. Gill Graduate School.

Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS* (Revised)

One ~~or more awards are~~ is given to an entering or continuing ~~women~~ woman undergraduate students in the School of Health Information Science. Preference will be given in the following order:

1. students who have protected person or refugee status, with preference for students who have financial need
2. students who have Canadian permanent residency status, with preference for students who have financial need
3. all other students, with preference for students who have financial need

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

Eleanor Mitchell Allen Award in Nursing* (Revised)

One ~~or more~~ awards ~~are~~ is given to a ~~women~~ woman undergraduate students entering third or fourth year in the School of Nursing who ~~have~~ has demonstrated financial need. Students with a minimum GPA of 4.0 are eligible. Students registered in at least 4.50 ~~graded~~ units are eligible for this ~~scholarship~~ award.

Eunice Lowe Award for Entrepreneurship Studies* (Revised)

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

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

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

Excellence in Math Scholarship* (Revised)

One or more scholarships of between ~~\$4,000 to \$6,000~~ \$1,000 to \$4,000 are awarded to students entering the University of Victoria directly from secondary schools who have achieved outstanding performance on The Fermat (Grade 11 Mathematics Contest) and/or The Euclid (Grade 12 Mathematics Contest). Applicants are required to self-report their contest scores. Contest scores will be verified by the University of Waterloo prior to final selection of recipients. Approval will be made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics and Statistics.

Jim Ounsworth Undergraduate Award for ~~Part-time~~ Indigenous Part-time Students (Revised)

Two awards payable at \$5,000 per year ~~up~~ to a maximum of \$35,000, are given to Canadian-born Indigenous ~~part-time~~ (registered in a minimum of 6.0 graded units in two terms of study) entering, transferring, or continuing undergraduate students ~~entering the University of Victoria as a part-time student (registered in a minimum of 6.0 graded units in two terms of study)~~, with preference for students with demonstrated financial need. Applicants must submit a letter (maximum 400 words) reflecting on how they see post-secondary education empowering them to help ~~others and their community and others.~~

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

To be automatically renewed a student must have completed a minimum of 6.0 or more graded units in any two terms of study between May and April and maintained a GPA of 5.0/9.0 or higher. The award is automatically renewed for each year of the student's study until completion of a first undergraduate degree or for a maximum of six years, whichever is the shorter period.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete a minimum of 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 5.0/9.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit renewal of their award.

~~Joyce Green and Jim Johnson Scholarship (Qukin)~~ Qukin Scholarship – Joyce Green and James Johnson * (Revised)

One or more scholarships of at least \$5,000 are awarded to:

- Indigenous graduate students (First Nations, Inuit or Métis) who are Canadian citizens, or
- Non-Indigenous graduate students who are Canadian citizens and who demonstrate significant Indigenous ~~ally-ship~~ allyship (defined below).

Eligible applicants will be pursuing studies and research with an emphasis on any of the following subjects: Indigenous politics, law or theory; feminist, anti-colonial, critical race or ecological and environmental matters.-

All applicants must submit:

- a description (max 500 words) of their research demonstrating which subject area it falls under, and
- a letter from their supervisor confirming that the research relates to the applicant's thesis topic.

Non-Indigenous applicants must also submit a description (maximum 500 words) demonstrating their Indigenous ~~ally-ship~~ allyship.

First preference will be given to Indigenous students who are single custodial parents; second preference is for Indigenous students who demonstrate financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of departments.

~~Ally-ship~~ Allyship is understood to be a verifiable durable demonstration over a significant period of time, of knowledge of, commitment to and solidarity with Indigenous people or to a cause or movement initiated by and for Indigenous people. It must be more than a mere profession of solidarity: it must be demonstrated with actions.



Michaela Tokarski Entrepreneurship Award* (Revised)

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

Nazareno Dominelli and Maria Giuseppa Tassone Award* (New)

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

Phyllis Margaret Wilson Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Nursing. Students registered in at least 4.5 academic units are eligible for this scholarship.

Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)

One or more awards are given to undergraduate and graduate students registered as full-time or part-time (undergraduate students in a minimum of 6.0 units in two of the three terms in the academic year and graduate students in a minimum of 1.5 units in two of the three terms in the academic year) ~~undergraduate and graduate students~~ taking courses pertaining to program evaluation, performance measurement and performance management, including students in the Graduate Certificate in Evaluation Program. Students eligible for this award would have the highest GPA or a major paper in these courses. In the case of an undergraduate award, ~~selection~~ approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Public Administration. In the case of a graduate award, ~~selection~~ approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration. This award may go to a graduating student.

Royal Canadian Legion Award (New)

One award of \$5,000 is awarded to a continuing undergraduate student whose education and career plans will serve the greater community. The student must write a 500-word essay describing how their education and career plans will serve the greater community. Recipients can be part-time students (minimum of 6.0 units in two of the three terms in the academic year). Preference is for students with demonstrated financial need. Further preference is given to members of the Canadian military or RCMP, veterans, children of veterans or candidates whose grandparents served in the armed forces or RCMP.



The Ann Scarfe Award in Biology Field School* (New)

One or more awards of at least \$500 are given to continuing undergraduate students attending a field school in biology. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Biology.

Tim Price Scholarship in Entrepreneurship* (Revised)

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

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

Youson Vikes Soccer Annual Award (New)

One or more awards are given to undergraduate and graduate students who compete on the Vikes Men's or Women's Varsity Soccer team at the University of Victoria. Award recipients must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of their ability to combine academic achievement and citizenship with team work ethic commitment and performance criteria by the Director, Varsity Performance Sport, in consultation with the Varsity Head Coach. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

Harold Serson Scholarship for Women in Engineering (New)

One scholarship of \$5,000 is awarded annually to an academically outstanding woman continuing undergraduate student who is going into second year of Electrical and Computer Engineering. Preference is for a student who demonstrates financial need.





SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: December 10, 2025
Subject: Proposal to establish a non-credit Certificate in Trade and Construction Management

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a non-credit Certificate in Trade and Construction Management (TCM).

The proposed certificate is designed to equip mid-career tradespeople, as well as managers transitioning from other non-construction or trades fields, with the applied competencies required to succeed in supervisory and management roles specific to the construction or trades sectors.

Graduates of the TCM program will emerge with the ability to manage teams and projects effectively, to make informed and ethical decisions under complex and changing conditions, and to contribute to the advancement of the construction and trades sectors in ways that are safe, inclusive, and sustainable.

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 Trade and Construction Management, as described in the document "Certificate in Trade and Construction Management", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

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



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STANDARD TEMPLATE FOR NEW NON-CREDIT CERTIFICATE, PROFESSIONAL SPECIALIZATION CERTIFICATE
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Certificate in Trade and Construction Management

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	Miranda Angus, Business, Science & Technology, Division of Continuing Studies	mangus@uvic.ca
Name, title, and email of contact person	Miranda Angus, Business, Science & Technology, Division of Continuing Studies	mangus@uvic.ca
Anticipated start date of proposed program		
*Note – the program must not be advertised/offered until all approvals are finalized.		May, 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	19 Sept 2025
Departmental/School approval	22 Sept 25
Resource requirements approval (by Dean)	N/A
Faculty Curriculum Committee approval (or equivalent body)	18 Nov 25
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	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 Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	2 Oct 25	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	17 Sept 25	Y
External and Internal Consultation (letters of support as per section I)	Various	Y

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- 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).**

The proposed non-credit Certificate in Trade and Construction Management (TCM) is designed to equip mid-career tradespeople, as well as managers transitioning from other non-construction or trades fields, with the applied competencies required to succeed in supervisory and management roles specific to the construction or trades sectors. The program provides flexible access to learners balancing employment and education, while ensuring that all participants develop knowledge and skills directly applicable to real-world contexts.

The program is structured to address gaps in industry-identified competencies in leadership and crew supervision, bidding and procurement practices, project planning and scheduling, budgeting and financial control, safety and regulatory compliance, quality assurance, and the use of modern construction technologies. These competencies prepare graduates to critically analyze and manage complex construction projects, to lead and motivate diverse teams, to identify and mitigate risks, and to ensure that projects meet standards for efficiency, safety, and sustainability. Graduates will be well-positioned to transition into supervisory roles such as construction supervisor, site manager, or field coordinator, aligned with National Occupational Classifications (NOC) 70010 (Construction Managers) and the 7201X series (Supervisors in Construction Trades).

This proposed certificate aligns with the University of Victoria's strategic priorities to provide new learning solutions that respond to industry sector needs and promotes lifelong learning. It offers accessible, applied pathways for adult learners as well as flexible online delivery modalities to support remote or geographically dispersed learners. Additionally, by embedding environmental awareness and sustainable construction practices within the curriculum, the program reflects UVic's commitment to people, place and the planet. This program contributes to workforce and community development by addressing critical skills gaps in British Columbia and beyond.

Industry reports from [BuildForce Canada](#) and the [Canadian Apprenticeship Forum highlight](#) the underrepresentation of women in the construction trades, where they make up less than 6 to 14% of the workforce despite strong labour demand. [BC Infrastructure Benefits \(BCIB\) reports](#) 14% of BCIB's tradespeople in British Columbia are Indigenous, nearly double the provincial occupational average. Indigenous tradespeople contributed 13% of total hours across all BCIB projects through June, 2025. Programs like the proposed Trades and Construction Management certificate, which offer inclusive entry points and support advancement into supervisory and management roles, are essential to building a resilient and diverse workforce.

Graduates of the TCM program will emerge with the ability to manage teams and projects effectively, to make informed and ethical decisions under complex and changing conditions, and to contribute to the advancement of the construction and trades sectors in ways that are safe, inclusive, and sustainable. In this way, the program not only strengthens career opportunities for individual learners but also enhances UVic's role as a leader in professional and continuing education, responding to both local industry needs and global priorities in workforce development.

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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.

The proposed certificate will consist of eight courses - six core and two electives. In accordance with [University Policy AC1135](#), each course will be equivalent to a 1.5-unit UVic term-based course, with 36–39 instructional hours. Required instructional hours will be delivered in a number of formats: over 12–13 weeks (3 instructional hours per week), over 6 weeks (6 instructional hours per week), or intensively over 5–6 days (7–8 instructional hours per day).

Courses will be delivered primarily in online asynchronous format, with synchronous components and in-person options available based on the content and demand. The curriculum is designed to be professionally relevant, accessible, and responsive to the needs of adult, international, and non-traditional learners. No prerequisite courses are required, ensuring open access for learners from diverse backgrounds.

Learners may complete the program in one year full-time (typically three courses per term) or part-time over up to three years, consistent with other non-credit certificate offerings.

Core Courses (Required):

1. Applied Leadership for Trades (36 hours) - new
2. Bidding and Estimating for the Trades (36 hours) - in development
3. Construction Law, Safety, and Regulatory Compliance (36 hours) - new
4. Procurement Practices and Contract Management for Construction and Trades (36 hours) - in development
5. Project Planning, Management, and Scheduling (36 hours) – new
6. Sustainable and Resilient Construction Practices and Materials (36 hours) - new

Elective Courses (Choose Two (2)):

- Agile Project Management (36 hours) – existing
- Applied AI (36 hours) – existing
- Change Management (39 hours) – existing
- Financial Accounting (39 hours) – existing
- Human Resource Management (39 hours) – existing
- Intercultural Communication in the Workplace (36 hours) – existing
- Microsoft Office Bootcamp (36 hours) - new
- Operations Management (39 hours) - existing
- Organizational Behaviour (39 hours) - existing
- Practical Leadership for Technology and Engineering (36 hours) - existing
- Risk Management for Projects and Operations (36 hours) - new
- Small Business Management (39 hours) - existing
- Special Topics in Trade and Construction Management (36 hours) – new
- Sustainability Planning and Reporting (36 hours) - new

The Ministry of Post-Secondary and Future Skills has awarded funding for a two-course micro-credential in Bidding and Procurement for the Trades, which will serve as a laddering opportunity into the

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certificate. This micro-credential consists of the following two core courses:

1. Bidding and Estimating for the Trades
2. Procurement Practices and Contract Management for Construction and Trades

In addition to Bidding and Procurement for the Trades, learners may also ladder into the certificate through the following existing micro-credentials, which include relevant elective courses:

- [Administrative Technology](#) (includes elective Microsoft Office Bootcamp)
- [Agile Project Management](#)
- [Applied AI](#)
- [Business Finance](#) (includes Financial Accounting)
- [Change Resilience in the Workplace](#) (includes Change Management, Organizational Behaviour, and Project Management as options)
- [Equity, Diversity and Inclusion](#) (includes Intercultural Communication in the Workplace)
- [Fundamental Leadership Skills](#) (includes Change Management)
- [Microsoft Office Bootcamp](#)
- [Practical Leadership for Technology and Engineering](#)

We will create more micro-credential laddering opportunities with new course developments in the future.

See Appendix A for full course details.

As a non-credit program, no faculty hires are required. Course developers are contracted separately by Continuing Studies, independent of course instruction. All curriculum undergoes review by a Curriculum Validation Committee, with ongoing oversight provided by a Program Advisory Committee. See Appendix B for draft Terms of Reference.

- Does the program include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

Yes. TCM is designed to be highly applied. Learners will engage with real-world simulations, case studies, and industry-developed scenarios, applying techniques commonly used in the field. Project-based assignments will reflect the challenges encountered in supervisory and management roles within the trades and construction sectors, particularly in British Columbia. These assignments will foster practical skill development in areas such as project scheduling, budgeting, and risk management, using authentic, industry-vetted processes, forms, and data.

Community engagement is embedded throughout the program via collaboration with industry and employer partners. Learners will benefit from opportunities such as guest speakers, employer panels, and analysis of current or recent construction projects, offering direct insight into current practices, challenges, and innovations in the sector. These elements ensure that classroom learning is closely tied to workplace realities, enabling learners to connect theory with practice, expand their professional networks, and develop skills that are immediately transferable to their roles in the field.

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

Yes. The program is designed for online delivery to maximize accessibility for working professionals across British Columbia and beyond. Courses will be offered in a flexible, asynchronous format, with optional but strongly encouraged synchronous sessions to support peer interaction, instructor engagement, and deeper discussion. This format allows learners to balance study with employment while still benefiting from a supportive learning environment and promotes equity of access, particularly for learners in rural or remote regions, including Indigenous communities.

Curricular design for these online offerings will emphasize professional applicability, accessibility, and pedagogy for adult and non-traditional learners. The Online Learning Services team at DCS provides one-on-one instructional design, pedagogical support, and technical knowledge for all aspects of course development, delivery, and learner experience to support online learning experiences for professional adult learners.

In addition to the online format, the program anticipates offering an annual in-person delivery stream to meet demand from learners who prefer face-to-face instruction and networking opportunities. By offering both online and in-person sections of required courses where demand exists, the program will mirror the flexible delivery models of other successful non-credit programs offered through Continuing Studies.

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.

The program will be intentionally designed to reflect UVic's commitment to reconciliation, decolonization, and the respectful integration of Indigenous perspectives into teaching and learning. Given the central role of the construction and trades sectors in infrastructure and community development, it is essential that future supervisors and managers understand both the practical and cultural dimensions of their work. Indigenous perspectives will be embedded throughout the program in the following ways:

1. Learners will be introduced to Indigenous approaches to governance, consultation, and community-led development, with emphasis on respect for Indigenous land sovereignty and the complexities of free, prior, and informed consent in construction projects that impact Indigenous lands or communities, specifically in two core courses (Applied Leadership for the Trades and Sustainable and Resilient Construction Practices and Materials). Case studies and guest speakers will highlight Indigenous-led initiatives and partnerships, demonstrating how Indigenous knowledge systems inform sustainable and inclusive practices. Where appropriate, the curriculum will incorporate Indigenous worldviews related to land stewardship, sustainability, and community well-being. These frameworks offer valuable perspectives on issues such as resource management and health impact assessments, which are increasingly relevant in construction planning and leadership.

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2. To ensure Indigenous perspectives are meaningfully and respectfully integrated, the program will work closely with partners at the British Columbia Construction Association (BCCA) to identify appropriate sector representation for participation in curriculum validation, advisory roles, guest lectures, and other forms of engagement. This collaboration will help ensure that Indigenous voices and leadership are reflected in both the design and delivery of the program.

The program will also draw on established best practices, including the [Canadian Construction Association's Indigenous Engagement Guide](#), which outlines principles for respectful and reciprocal engagement with Indigenous communities. Additionally, the program recognizes the significance of the [Memorandum of Understanding between the BCCA and the First Nations Business Development Association](#), which affirms a shared commitment to advancing Indigenous participation and leadership in the construction sector.

By embedding Indigenous perspectives throughout the program, the TCM certificate aims to equip learners not only with the applied competencies needed for success in the construction and trades sectors, but also with the cultural awareness and ethical grounding necessary to contribute meaningfully to reconciliation and decolonization efforts. This integration is a distinctive strength of the program and reflects UVic's leadership in advancing Indigenous inclusion within professional and continuing education.

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

Construction and trades are increasingly globalized, with international standards, supply chains, labour forces, and sustainability commitments shaping industry practice and this program is designed to reflect these realities.

Where appropriate, learners will engage with case studies drawn from global construction projects, highlighting international best practices in project management, sustainable building, and workforce diversity. Emphasis will be placed on how global frameworks such as the United Nations Sustainable Development Goals (SDGs) inform construction and infrastructure development, and how these align with local priorities.

The program will also examine the role of international labour mobility and migration in the trades, including the opportunities and challenges of working with multicultural teams and navigating international codes, standards, and safety protocols. This perspective is especially relevant in Canada, where newcomers with international experience make up a significant portion of the construction workforce.

By embedding international and global perspectives throughout the program, the TCM certificate positions graduates to be adaptable, culturally aware, and capable of leading in a sector shaped by both local demands and global trends.

Additionally, DCS supports thousands of international learners in both professional and English-language programs annually and has dedicated supports available to meet the unique challenges for international learners studying both in Canada and abroad. Given the growing representation of newcomers to

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Canada in trade and construction, we anticipate international interest in this program and international perspectives will also inform the curriculum.

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

The program will be designed to advance justice, equity, diversity, and inclusion (JEDI) within the construction and trades sectors as fields that have historically faced challenges in representation and accessibility. The program provides multiple pathways to participation and embeds inclusive practices across curriculum, delivery, and learner support.

Course content will highlight the importance of equity and inclusion in workforce leadership. Modules will address leading diverse teams, preventing and responding to workplace discrimination and harassment, creating safe and respectful worksites, and developing culturally responsive communication skills. Real-world case studies will include examples of inclusive practices that have strengthened project outcomes and organizational cultures in the construction industry.

The program will draw on UVic's broader institutional commitments to equity and reconciliation to support Indigenous learners and communities, women entering or advancing in trades leadership, and internationally trained tradespeople navigating the Canadian workforce.

By equipping learners to lead inclusively and advocate for equity in hiring, workplace culture, and project management, the program prepares graduates to play a role in addressing systemic inequities within the construction sector. Graduates will be better positioned to foster respectful, safe, and equitable workplaces that reflect the values of justice and inclusion central to both UVic and the broader community. In this way, the proposed TCM program promotes not only individual advancement but also systemic progress toward a more just, diverse, and inclusive construction and trades industry.

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

The Online Learning Services (OLS) team at DCS provides one-on-one instructional design, pedagogical support, and technical knowledge to support all aspects of course development, delivery, and learner experience to support both online and in-person learning experiences for professional adult learners. They prioritize principles of usability, UDL, EDI, and Indigenization in their design to ensure courses meet quality standards for engaging, accessible and inclusive online learning experiences.

Courses will be offered in both online and in-person formats to accommodate learners balancing professional, family, and community responsibilities. Online platforms will adhere to accessibility standards, supporting screen readers, captioning, and other assistive technologies. Instructional materials will be provided in multiple formats to allow learners to engage with content in ways that best suit their needs. Learning activities will be designed to offer choice and flexibility, enabling learners to demonstrate understanding through knowledge checks, applied activities, or written activities. Assessment will focus on applied, competency-based outcomes that reflect real-world contexts in construction and trades. For example, learners may be asked to develop a project schedule and budget accompanied by a reflective commentary on their decision-making process. Leadership and supervision

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skills may be assessed through role-play scenarios, collaborative problem-solving exercises, or peer feedback. Safety and compliance knowledge will be evaluated using authentic case studies, with flexibility to reflect learners' diverse work environments.

All courses will incorporate progressive skill development, with clear instructions and opportunities for feedback to support learners with varying levels of prior experience. By integrating flexible delivery, inclusive pedagogy, and practical assessment strategies, the TCM program will foster an equitable learning environment that reflects and supports the diversity of the trades workforce.

C. Describe the learning outcomes of the proposed program.

Upon completion of the program, graduates will have developed a robust set of skills that enable them to manage complex construction or other trade projects, lead diverse teams, and contribute to the sustainable development of the built environment. Specifically, upon successful completion, learners will be able to:

- Critically evaluate construction project plans to identify potential risks, cost overruns, and scheduling conflicts;
- Assess the sustainability and environmental impact of construction projects, integrating Indigenous knowledge and principles of land stewardship, and propose improvements that support ecological balance, cultural respect, and long-term community well-being;
- Design comprehensive project management plans that integrate all aspects of construction, trade management, and stakeholder communication;
- Apply knowledge of construction and trade-specific methodologies to effectively plan and execute projects;
- Apply procurement and contract management best practices to source materials and services efficiently, negotiate supplier relationships, and ensure compliance with legal and regulatory frameworks;
- Integrate sustainable and resilient construction practices into project planning and delivery, balancing environmental, social, and economic priorities;
- Evaluate and manage project risks by identifying potential challenges in cost, safety, and scheduling, and implementing strategies to mitigate their impact;
- Demonstrate effective leadership skills by applying interpersonal and team-building strategies that foster collaboration, support equity and inclusion, and create respectful work environments for diverse teams, including women and other underrepresented groups in the trades.

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

In alignment with AC1135 3.2.3, the minimum admission requirement for this certificate program is secondary school graduation or equivalent. However, to ensure the program remains accessible and inclusive, applicants who do not meet formal academic requirements the following statements appear on our certificate pages:

We are open to learners with a variety of educational or professional backgrounds. Our expectation is that you have a commitment to learn and achieve your continuing education

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goals. If you do not meet the admission requirement(s) listed, we still strongly encourage you to contact us to discuss options.

This flexible approach supports barrier-free access and recognizes the diverse pathways through which learners gain knowledge and skills.

E. 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?

The proposed Certificate in TCM fills a clear gap in both UVic's offerings and the broader BC post-secondary landscape. At UVic, there are currently no non-credit programs specifically designed to provide supervisory and management training for tradespeople or construction professionals. While the credit-based course [CIVE 270 Construction and Project Management](#) exists within the Civil Engineering undergraduate program, it requires completion of three prerequisite engineering courses and is designed for undergraduate learners. As such, the TCM certificate does not compete with existing UVic offerings, but rather complements them by providing a flexible, applied, and accessible pathway for mid-career professionals, including those without prior academic qualifications.

Across British Columbia, comparable programs are limited and generally delivered as credit-bearing diplomas or degrees:

- BCIT offers a [Bachelor of Technology in Construction Management](#) as well as part-time studies in [Construction Operations](#) and [Construction Supervision](#). These programs are offered in-person, are credit-based and often multi-year, requiring significant commitments.
- Thompson Rivers University (TRU) provides a [Construction Management Degree \(B.Tech\)](#) designed for tradespeople transitioning into management, but as a degree, it is not structured for shorter, non-credit professional development.
- [Camosun College](#) (and others) offer construction and trades programs, but these are primarily apprenticeship and trade-specific training rather than management-oriented professional development.

The TCM certificate is distinct in several ways:

1. It is designed for skilled tradespeople, site supervisors, and early-career professionals seeking to transition into leadership and management roles, without requiring an engineering or academic background;
2. It offers a modular, practical, and non-credit format tailored to working professionals who need flexible scheduling and immediate application of skills;
3. It combines management, regulatory knowledge, sustainability, and leadership development in a university-based continuing studies context, an offering not currently available at other BC institutions;
4. It aligns with BC's labour market priorities, including the need for upskilling in construction management due to sector growth, demographic shifts, and increasing regulatory and sustainability requirements. The program is supported by industry partners and the Ministry of Post-Secondary and Future Skills, which has funded related micro-credential development in this area.

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In summary, the TCM certificate strengthens UVic's professional education portfolio, complements existing offerings without duplication, and responds directly to industry demand for accessible, applied management training for trades and construction professionals. While longer, credit-based programs exist at institutions such as BCIT and TRU, the TCM certificate is unique in its flexibility, accessibility, and integration of values-driven learning, positioning it as a distinct and strategic offering within the provincial post-secondary landscape.

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

Based on labour market indicators, conversations with related associations provincially, as well as early interest in the Bidding and Procurement for the Trades micro-certificate, we expect heavy interest in the program. The anticipated enrolment plan for the program:

Enrolment Plan, 2026-2030

	2026/27 fiscal	2027/28 fiscal	2028/29 fiscal	2029/30 fiscal
Number of core courses available	4 (40-50 registrations per course)	7 (40-50 registrations per course)	7 (40-50 registrations per course)	7 (40-50 registrations per course)
Number of elective courses available*	13 (40-60 registrations per course)	15 (40-60 registrations per course)	16 (40-60 registrations per course)	16 (40-60 registrations per course)
Total registrations	Core: 160-200 Electives: 520-780	Core: 280-350 Electives: 600-900	Core: 280-350 Electives: 640-960	Core: 280-350 Electives: 640-960

**Existing elective course registration includes learners in Trade and Construction Management, Business Administration, and Data Analytics programs*

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

Industry Engagement:

The program is being developed in direct response to labour market needs identified through extensive engagement with key industry partners, including the [BC Construction Association](#) (BCCA) and the [Vancouver Island Construction Association](#) (VICABC). These associations represent a broad cross-section of the construction sector across British Columbia and play a vital role in identifying and addressing workforce development needs for both unionized and non-unionized tradespeople, small business owners, and project professionals.

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Both BCCA and VICABC are actively involved in curriculum validation, program design, contributing expertise in course development. Their input ensures the program reflects current industry practices and policies. Both partners are committed to identifying subject matter experts to support curriculum development and delivery. They will participate in an advisory capacity to review and validate learning outcomes, instructional materials, and provide ongoing updates on sectoral needs and training gaps.

BCCA and VICABC will play an active role in supporting the promotion of this program to their members and employer networks. This will include formal recognition of the credential as a valuable asset for hiring and career advancement, particularly for tradespeople seeking to expand into procurement, finance, supervisory or project management roles. BCCA and VICABC will advocate for recognition of the curriculum as part of professional development pathways and support accreditation with certification programs such as [Gold Seal Certification](#) and other professional accrediting bodies (including [PMI GAC](#) and [CIM](#)).

Importantly, both associations have a strong track record of delivering industry-recognized training, including Gold Seal–accredited programming and workforce development initiatives through [Apprenticeship Services](#). Their endorsement adds significant credibility and ensures that this program is not only aligned with labour market needs but also integrated into ongoing efforts to build a more capable and competitive construction workforce in BC.

Labour Market Indicators:

- The [2024 BC Labour Market Outlook](#) projects 99,640 job openings in the construction sector between 2024 and 2034, including 10,220 openings for [Construction Managers](#) (NOC 70010), with the highest demand in the Mainland/Southwest, Thompson-Okanagan, and Vancouver Island/Coast regions.
- WorkBC lists Construction Managers and Supervisors (NOC 70010, 72011, 72013, 72014) as [high-opportunity occupations](#), with median wages of [\\$48.08/hour for construction managers](#) and [\\$33.75/hour for site supervisors](#), reflecting the advanced leadership responsibilities of these roles.
- [BuildForce Canada \(2024\)](#) estimates that nearly one in five construction workers in BC will retire by 2033, requiring over 52,000 new entrants to sustain the workforce.
- The [BC Construction Association \(BCCA\) Stat Pack Spring 2025](#) reports:
 - 11,555 current job vacancies in construction.
 - 14,100 projected unfilled roles by 2034 due to labour shortages.
 - Construction employs 251,000 workers across 28,096 companies, contributing 10% of BC's GDP.
 - The average annual wage in construction is \$81,555, a 38% increase over five years.
- The [Independent Contractors and Businesses Association \(ICBA\) 2025 Wage and Benefits Survey](#) found that **72% of BC contractors** report difficulty recruiting skilled tradespeople, with the most acute shortages in **leadership-level roles** such as site supervisors and forepersons.
- Wage growth in these roles reflects employer urgency, with pay rates rising across nearly all trades.
- The [Job Bank Canada sectoral profile for construction \(2023\)](#) confirms that construction managers have **moderate to strong employment prospects** in BC, driven by ongoing infrastructure projects and retirements.

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- The [BC Building Trades \(2024\) Help Wanted report](#) highlights that immigration and credential recognition systems are not adequately addressing workforce shortages, particularly in regions like Vancouver Island.
- BCCA reports an active **\$158 billion in current construction projects** and **\$172 billion in proposed projects**, including major housing, infrastructure, and green building initiatives. This sustained pipeline will continue to drive demand for professionals with supervisory and management expertise.
- [Lightcast](#) labour market data confirms consistent demand for construction management roles across B.C., with strong indicators for job postings, wage competitiveness, and skills gaps in leadership, project coordination, and procurement. Lightcast data from September, 2022 – August, 2025 pulls 7,567 unique job postings in British Columbia for Construction managers and supervisors, for 1,217 employers. Average advertised salary noted was \$87,300. Additionally, Lightcast analytic forecasting demand for construction supervisors and managers from 2025-31 indicates British Columbia will be a hotspot for positions and predicts aggressive job posting demand for 37,466 positions in B.C. with an increase in average compensation to \$92,788.

Taken together, these indicators show that B.C.'s construction sector is expanding, but faces significant workforce shortages, particularly at the supervisory and management levels. The proposed TCM certificate is uniquely positioned to address this gap by providing applied, accessible training for mid-career tradespeople and career changers. It aligns with provincial workforce development priorities and infrastructure investment trends, offering a timely and market-relevant solution to one of BC's most pressing labour challenges.

- H. **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.**

See Appendix C.

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Appendix A: Course Details

Six (6) required courses:

1. Applied Leadership for Trades

Equips learners with the skills to lead, supervise, and motivate diverse teams within construction and trade environments. Emphasis is placed on critically assessing personal leadership styles, developing effective communication strategies, delegation, and applying motivational techniques that foster collaboration, productivity, and accountability. Learners will also examine the supervisor's role in promoting workplace safety, equity, and inclusion while navigating the complexities of managing crews in dynamic and high-pressure settings. In addition, the course introduces risk management principles related to workforce planning, conflict resolution, and operational decision-making, preparing supervisors to anticipate and mitigate risks that impact team performance and project outcomes.

2. Bidding and Estimating for the Trades

Provides trades professionals with the foundational skills needed to prepare accurate bids and estimates for projects. The course will focus on the language and terminology of bidding, the roles of general contractors and subcontractors, cost management, cost estimating and pricing strategies, bid decision-making tools, understanding evaluation criteria, and effectively writing and preparing the components of a compliant bid package. Participants will learn how to assess project requirements, calculate material and labor costs, and develop competitive bids that reflect both market standards and business sustainability. Learners will gain hands-on experience with digital estimating tools such as PlanSwift, using real-world drawings to perform quantity takeoffs and develop cost estimates. The course emphasizes the use of technology to improve accuracy, efficiency, and competitiveness in bid preparation.

3. Construction Safety, Law, and Regulatory Compliance

Provides a comprehensive overview of the legal, safety, human resources, and quality frameworks governing construction and trade operations in British Columbia. Learners will explore the BC Building Code, WorkSafeBC regulations, occupational health and safety legislation, contract law, and key aspects of employment and HR law relevant to construction supervisors. Through applied activities and case studies, students will develop the skills to identify and address compliance issues, implement safety plans, manage workforce obligations, and uphold quality assurance standards. Emphasis is placed on the supervisor's role in fostering a culture of safety, legal integrity, fair employment practices, and performance excellence.

4. Procurement Practices and Contract Management for Construction and Trades

Explores the operational, financial, and legal framework of contract execution, including procurement and purchasing planning and processes, as well as contract management best practices. This course focusing on how trades professionals can source materials and services

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efficiently, develop risk mitigation strategies, understand contract terms and schedules, and effectively manage supplier relationships, including dispute resolution and negotiation tactics.

5. Project Planning, Management, and Scheduling

Develops the applied knowledge and skills required to plan, organize, and oversee construction and trade projects of varying scope and complexity. Emphasis is placed on developing comprehensive project management plans that integrate project scope, resource allocation, budgeting, scheduling, and risk management using industry-recognized tools and methodologies. Learners will gain hands-on experience with MS Project for scheduling and resource management, and Procore for collaborative project tracking and documentation. Students will practice developing and interpreting project schedules, identifying and mitigating risks, tracking progress and timelines, and applying strategies to keep projects on time and within budget. Case studies and applied exercises will reinforce skills in project monitoring, reporting, and stakeholder communication, preparing learners to manage projects effectively in dynamic and risk-sensitive construction environments.

6. Sustainable and Resilient Construction Practices and Materials

This course introduces the principles, regulatory frameworks, and applied strategies for advancing sustainability and resilience in the built environment, with a focus on material and resource selection that minimizes environmental impact and mitigates project risks. Learners will examine lifecycle thinking, energy and water optimization, sustainable material choices, and risk management considerations for long-term durability and climate adaptability. Global green building frameworks such as LEED and other standards relevant to the Canadian context will be explored. In addition, the course embeds Indigenous worldviews related to land stewardship, sustainability, and community well-being, highlighting the importance of holistic and long-term approaches to development. Emphasis is placed on respectful engagement with Indigenous communities and understanding how community-led perspectives and practices can inform resilient, ethical, and risk-aware construction. Through real-world case studies and applied tools, participants will gain the skills to make sustainable, inclusive, and risk-conscious decisions that contribute to environmental responsibility, social well-being, and resilient infrastructure in construction projects.

Plus two (2) electives chosen from:

1. Agile Project Management

Introduces participants to the principles and practices of Agile methodologies, emphasizing flexibility, collaboration, and customer-centric delivery. The course explores the key differences between Agile and traditional project management, highlighting the traits of high-performing Agile teams. Learners will engage with essential Agile tools such as personas, user stories, and feedback loops, and participate in a practice sprint to apply their skills in a simulated environment. By the end of the course, participants will understand how Agile teams operate,

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scale, and integrate within organizations to foster continuous improvement and stakeholder satisfaction.

2. Applied AI

This course provides a holistic understanding of the real-world applications of AI in domains such as business, marketing, healthcare, finance, etc., as well as the built-in biases of AI development and deployment, will ensure that users are prepared to assess and critically engage with AI in the workplace.

3. Change Management

Change management is about motivating and managing behaviors, business controls and the work environment to introduce, stabilize and normalize changes that are necessary to implement organizational strategies. It addresses the emotional, situational, and contextual requirements of the change process. The focus of this leader centered course is on understanding employee response and readiness, and the requirements to manage a change plan.

4. Financial Accounting

Using a balance of theory and practical applications, participants will develop the principles and practical expertise needed to prepare and analyze financial statements for small-to-medium-sized businesses. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision-making. Students will analyze and record corporate transactions, prepare financial statements and reports, and interpret those reports to make sound business judgments.

5. Human Resource Management

Provides a comprehensive overview of human resource management (HRM) in the Canadian context, emphasizing the strategic role HR plays in supporting organizational success. Learners will examine core HR functions, including workforce planning, recruitment and selection, training and development, and performance management. The course also explores compensation and reward systems, employment contracts, and the complexities of managing HR processes in unionized environments. Throughout, emphasis is placed on understanding HRM as a strategic partner in organizational planning and on developing practical skills applicable to supervisory and managerial roles in the trades and construction sectors.

6. Intercultural Communication in the Workplace

An understanding of cultural difference and ability to communicate effectively with diverse communities is critical for work in both local and international settings. Find out how power imbalances can impact interactions, discover practical tools to strengthen inclusivity, and develop the interpersonal communication skills required to develop constructive relationships in a diverse workplace.

7. Microsoft Office Bootcamp

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This course will accelerate an existing Office skillset through a mix of online instruction and self-study where you will go from basic to advanced skills in Excel, Word, PowerPoint, and more in a matter of weeks.

8. Operations Management

This course will introduce the basic concepts involved in the design and management of the core function of any business: the transformation process that produces the good or service delivered to the customer.

9. Organizational Behavior

This course will look at the impact that individuals, groups and structures have on human behaviour within any modern organization, from nonprofit to public sector to private sector. Organizations are made up of people who behave and act within certain constructs, and learning about these processes is important to understanding how to make organizations effective and productive.

10. Practical Leadership for Technology and Engineering

This course provides learners with the high-demand, leadership soft skills needed for effective communication, active listening, team-building, conflict resolution and feedback processes within an environment specific to engineering management, technology and geomatics.

11. Risk Management for Projects and Operations

Introduces students to the principles and practices of risk management across industries, with a focus on project-based environments such as construction, business operations, and data-driven decision-making. Learners will explore how to identify, assess, and mitigate risks using qualitative and quantitative methods. Topics include risk planning, regulatory compliance, financial exposure, safety and operational risks, and the use of data analytics to support risk-informed strategies. Through case studies and applied exercises, students will develop practical skills in risk analysis, scenario planning, and the use of tools such as risk registers and dashboards. The course emphasizes proactive thinking, ethical decision-making, and cross-functional collaboration in managing uncertainty and enhancing project resilience.

12. Small Business Management

Provides essential business skill development in marketing, business modelling and strategic planning, scaling up, understanding customers and delivering value, managing cashflow, funding and financing, intellectual property protection, risk management, social entrepreneurship and business transition for small business owners, and for those interested in small business management and entrepreneurship.

13. Special Topics in Trade and Construction Management

Offers an in-depth exploration of emerging trends and advanced concepts in trade and construction management.

14. Sustainability Planning and Reporting

This course equips construction and other professionals with the skills to create and implement practical sustainability plans tailored to real-world project conditions. Learners will explore how

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to assess project-specific environmental risks, set achievable sustainability goals, and integrate green building principles into planning and execution phases. Topics include stakeholder engagement, regulatory compliance, material and energy efficiency targets, and performance tracking. Through guided activities and templates, participants will leave the course with a draft sustainability plan applicable to their own projects or practice.

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Appendix B: Draft Advisory Committee Terms of Reference

The DCS Trade and Construction Advisory Committee (TCAC) provides strategic guidance in the research, development, and delivery of course and programming opportunities in the field of trade and construction management programming at the Division of Continuing Studies. The TCAC provides advice on ways of responding to changing industry needs, specific challenges, and new opportunities.

The TCAC plays an important role in ensuring the integrity and quality of programming at the Division of Continuing Studies and, as such, makes recommendations to the Chair on matters relating to academic and programmatic issues pertaining to technology programming.

Committee Membership

Members will be recommended by the Committee and/or associated partners and appointed by the Chair. Members will represent a combination of administrative, academic, and external partners, in order to provide a broad representation of technology-sector needs. The Committee is comprised of the following representatives:

- Director, Business, Science and Technology Programs, Continuing Studies will serve as Chair (standing member)
- Program Coordinator(s), Business, Science and Technology Programs, Continuing Studies (standing member)
- One representative from the British Columbia Construction Association
- One representative from the Vancouver Island Construction Association
- Up to four members external to the University of Victoria, representing the needs to the trade and construction sectors
- Instructor, Continuing Studies
- One current student representative
- One program alumni representative (when available)
- At least one Indigenous community member
- One public sector representative

Terms of Membership

- Unless noted as a standing member, members will serve 2-year terms (the terms will be staggered to allow for continuity), with the potential for renewal

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- Members will attend at least one meeting per year

Committee Responsibilities

Committee members are expected to:

- Provide knowledgeable input and guidance throughout a process of innovative idea generation. This may include providing information about the trends and needs in the sector, contributing informed recommendations for new course and program development, input to new course and program level learning outcomes, advise on potential new markets and possible partnership opportunities, and identification of new instructors or industry experts, as appropriate;
- Act as an advocate for DCS programming by identifying individuals and related organizations locally and nationally who might assist with overall promotion or funding opportunities;
- Review administrative reports pertaining to programming including: proposals, reports, marketing plans, surveys, or evaluations.

Committee Meetings

Format: Round table discussion

Agenda: A call for agenda items will be distributed one week prior to the meeting. An agenda and background information will be distributed to members by email no later than two days before the meeting.

Frequency and timing: A meeting will be called by the Chair approximately 2 times per year (late Fall and late spring)

Duration: Up to two hours, depending on agenda.

Amendments

The terms of reference shall be reviewed annually and modified as appropriate to meet the current needs of technology programming at the Division of Continuing Studies, in consultation with the TCAC Advisory Committee members.

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Appendix C: Evidence of Consultation

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

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

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

Part I: Background Information

Department/School/Faculty: Division of Continuing Studies

Name of Program: Trade and Construction Management

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

New non-credit, 8-course professional certificate program for professional re-skilling-up-skilling purposes. The program proposal outlines the development of a Certificate in Trade and Construction Management, designed to meet the evolving needs of British Columbia's construction sector. The program will provide foundational and applied knowledge in project coordination, site supervision, budgeting, safety, and workforce leadership, targeting both new entrants and experienced tradespeople seeking career advancement.

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Rationale for the proposal (approximately 200 words)

British Columbia's construction industry is facing a critical labour and skills shortage, driven by rapid infrastructure growth, an aging workforce, and evolving regulatory and technological demands. To address this gap, we propose a targeted Certificate in Trade and Construction Management designed to equip workers with essential supervisory, project coordination, and business management skills.

This program will serve both emerging tradespeople and experienced workers seeking advancement, offering practical skills and competencies.

The curriculum will be developed in consultation with local and provincial sector partners to ensure relevance and employability. Graduates will be prepared to take on leadership roles, improving productivity and retention across the sector.

This initiative supports British Columbia's economic resilience by fostering a skilled, adaptable construction workforce ready to meet current and future demands.

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?

From conversation with sector partners, 15-25 part-time learners annually.

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)

These elements are not explicit in the proposal, but will instead be planned for as part of student support, advisory, and promotional planning through the development stages. The proposal does focus on the flexibility of the entrance requirements and delivery modalities however as a way to remove systematic barriers to education.

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

While direct engagement with Indigenous communities, nations, or organizations has not been the focus during the initial proposal stage, the development process has involved consultation with sector organizations to identify key knowledge and skills gaps for all trade and construction employees, including women and Indigenous workers in the sector. Following approval, the program will actively engage Indigenous communities to ensure

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meaningful inclusion of Indigenous perspectives, practices, and case studies. This engagement will help validate curriculum content and support respectful integration of Indigenous knowledge throughout the development phase.

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

As this is a non-credit program, no faculty members will be involved in development or delivery of curriculum.

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

The proposal includes plans to incorporate Indigenous perspectives through curriculum validation by Indigenous individuals. The program will integrate relevant resources, practices, and case studies from Indigenous communities to support cultural awareness and inclusive learning.

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

Yes, the proposal includes engagement with Indigenous territories, lands, and waters, particularly through course content focused on sustainable practices in construction and land use. These courses will explore Indigenous approaches to stewardship, environmental responsibility, and traditional knowledge systems, emphasizing respectful and sustainable interaction with the land. Case studies and learning materials will highlight Indigenous-led projects and practices across British Columbia, helping students understand the cultural, ecological, and historical significance of the territories where construction activities take place. This inclusion supports reconciliation and promotes culturally informed, environmentally responsible construction management.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
☐ Yes ☒ No
- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The proposed Certificate in Trade and Construction Management supports institutional priorities by advancing reconciliation, inclusion, and culturally responsive education. Specifically, the program aligns with goals such as integrating Indigenous knowledge into curriculum, fostering respectful relationships with Indigenous communities, and promoting Indigenous student success.

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Courses focused on sustainable construction practices will include content related to Indigenous stewardship of lands and waters, emphasizing traditional ecological knowledge and community-led approaches. The program also commits to engaging Indigenous communities during the curriculum development phase to ensure representation and validation of Indigenous perspectives.

By embedding Indigenous case studies, practices, and values into the learning experience, the program contributes to a more inclusive and culturally aware workforce. This supports broader institutional goals of decolonizing education and building capacity for Indigenous learners and leaders in the trades and construction sectors.

The certificate will also explore pathways for Indigenous students, including flexible delivery models and potential partnerships with Indigenous training organizations, further supporting access and equity.

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.



01-Oct-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

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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 – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Trade and Construction Management	Anticipated start date: September, 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Continuing Studies (non-credit)	
Name, title, and email of contact person: Miranda Angus, Director	
Dean (or designate) or administrative authority: Jo-Anne Clarke	
Consultation date: 17 Sept 25	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided

Signature: 

Date: October 1, 2025

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Aditi Gupta
Engineering & Science Librarian,
Advanced Research Services
University of Victoria Libraries

September 24, 2025

Dr. Jo-Anne Clarke, Dean,
Division of Continuing Studies
University of Victoria

Re: Library resources for the Trade and Construction Management (TCM) program

Thank you for sharing the proposal for the Certificate in Trade and Construction Management (TCM). I'm pleased to confirm that the UVic Library is well-positioned to support this important initiative with our existing resources and services.

The UVic Library fully supports the TCM program's mission to equip tradespeople and transitioning professionals with the applied competencies needed for supervisory and management roles in the construction sector. This non-credit certificate aligns with UVic's strategic priorities by promoting lifelong learning, advancing equity and inclusion, and addressing critical workforce gaps in British Columbia and beyond.

To meet the diverse academic and professional needs of TCM learners, the library offers a robust collection of digital and physical resources that span leadership, project management, budgeting, safety and regulatory compliance, and construction technologies. Our holdings include interdisciplinary journals, technical manuals, and e-books that support real-world application and skill development. Students enrolled in the TCM program will have full access to our licensed online platforms, including key databases such as ScienceDirect, Business Source Complete, and Engineering Village (Compendex and Inspec), which provide comprehensive coverage of construction management, engineering practices, and industry standards. We also subscribe to e-book packages like O'Reilly Learning, ASM Handbooks Online, and Evidence-Based Acquisition collections from Cambridge University Press, JSTOR, Oxford University Press, Taylor & Francis, and Wiley.

In addition, the library prioritizes access to essential standards and codes through platforms such as ASTM Compass, IEEE Xplore Standards, CSA Standards on demand and ASME Standards. These

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resources are critical for learners navigating safety protocols, regulatory frameworks, and sustainable construction practices embedded throughout the TCM curriculum.

The UVic Library is proud to support the TCM program as it expands UVic's reach into professional and continuing education. Through targeted library instruction and research consultations, we aim to enhance the learning experience and contribute meaningfully to student success in this innovative and inclusive program.

Please don't hesitate to reach out if you have any questions or need further information.

Sincerely,

A handwritten signature in black ink, appearing to read "Aditi Gupta".

Aditi Gupta, M.Sc., M.L.I.S.

Engineering & Science Librarian
Advanced Research Services
University of Victoria

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October 31, 2025

Division of Continuing Studies
University of Victoria

To Whom It May Concern,

RE: Certificate in Trade and Construction Management

The **British Columbia Construction Association (BCCA)** is pleased to support the University of Victoria Division of Continuing Studies in their funding proposal for educational programs aimed at advancing the skills of BC's construction workforce.

As the provincial voice of BC's construction industry, BCCA is committed to strengthening the skilled construction workforce and recognizes this initiative as a critical step toward increasing worker skills and addressing labour shortages. Our association fosters economic and workforce development, ensuring that BC's skilled labour force meets the evolving needs of employers in the industrial, commercial, institutional and multi-unit residential, construction sectors. As demand for construction professionals continues to grow, we recognize the importance of education and training, which help bridge workforce gaps while promoting best practices.

The construction sector faces ongoing workforce challenges, with a high demand for skilled construction workers across BC. Programs like a **Certificate in Trade and Construction Management** fills this gap by providing relevant structured training, and industry-recognized certifications.

As a collaborator on this project during the curriculum development phase, BCCA can support its progress through:

- Recommending subject matter experts for course development and/or delivery;
- Supporting outreach and awareness through our association marketing channels;
- Participating in an advisory or validation capacity throughout the program lifecycle;

BCCA values this opportunity to collaborate with the University of Victoria and fully supports this initiative's efforts to build a diverse, highly skilled workforce. We look forward to working together to create meaningful opportunities for further education in construction.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chris Atchison', is written over a horizontal line.

Chris Atchison, President

203-3531 Uptown Blvd., Victoria, BC V8Z 0B9
(250) 475-1077 | theteam@bccassn.com
bccassn.com

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October 31, 2025

Letter of Support – Division of Continuing Studies' proposed Certificate in Trade and Construction Management

To Whom It May Concern,

On behalf of the Vancouver Island Construction Association (VICA), I am pleased to offer our full support for the Division of Continuing Studies' proposed Certificate in Trade and Construction Management.

As the leading industry association representing the construction sector across Vancouver Island and the Sunshine Coast, VICA recognizes the urgent need for targeted education and training programs that address critical gaps in management knowledge and leadership capacity. Our members, ranging from small contractors to large construction firms, have consistently identified workforce development as a top priority, particularly in areas such as project coordination, site supervision, budgeting, and communication.

The proposed certificate program is well-aligned with these needs and reflects the findings of VICA's member outreach, which consistently highlight the demand for accessible, practical training for trades professionals seeking to advance into supervisory and management roles. We believe this program will play a vital role in strengthening the construction workforce across Vancouver Island and the Sunshine Coast and supporting the long-term growth and sustainability of the industry.

VICA would be pleased to support this initiative in an advisory capacity on an ongoing basis. We are also committed to assisting with program promotion, recruitment of qualified instructors, and providing input to help validate curriculum development to ensure it remains relevant and responsive to industry needs.

We commend the Division of Continuing Studies for its leadership in addressing this important workforce challenge and look forward to supporting the successful launch and evolution of the Certificate in Trade and Construction Management.

Regards,

A handwritten signature in blue ink, appearing to read "Rory Kulmala", is placed over a rectangular area.

Rory Kulmala
Chief Executive Officer

Page 1 of 1

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: December 10, 2025
Subject: Proposal to establish a Master of Community Planning program

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a Master of Community Planning program.

The proposed Master of Community Planning (MCP) degree will provide graduate-level certification for individuals aspiring to be, or currently employed as, registered professional planners. Students will benefit from being part of an accredited planning program that meets the standards of the provincial and national organizations, allowing students to advance their personal and career goals.

The proposed MCP program at UVic is positioned to provide a comprehensive, hands-on education grounded in real-world problems and issues in a region with 14 local governments, more than 20 First Nations, the provincial government, and all the issues inherent in planning for peoples and the environment in a complex, finite space.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Community Planning program, 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) is a leading comprehensive research university in Canada, recognized for its commitment to academic excellence, community engagement, and global impact. Serving approximately 22,000 students and employing over 6,000 staff – including more than 900 full-time faculty – UVic is one of the largest employers in Victoria and has built a reputation for fostering innovation, sustainability, and reconciliation. Founded in 1903 as Victoria College, it gained full university status as the University of Victoria in 1963. Over the course of its history, UVic has evolved into a dynamic academic community that blends rigorous scholarship with a strong sense of social responsibility: the university offers a wide range of undergraduate and graduate programming, including bachelors, master's, and doctoral programs. UVic is guided by its Strategic Plan, *Distinctly UVic*, which calls on the campus community to live in right relationship with people, place, and the planet. UVic offers a wide range of academic programming and has one of Canada's largest university co-operative education programs, integrating academic studies with relevant paid work experiences. Organized around three key thematic pillars – enhancing the student experience, fostering innovation in scholarship, and advancing scholarly culture – UVic's Academic Action Plan is rooted in four core values: 1) academic excellence and quality; 2) ethical, intellectual, and scholarly integrity; 3) academic freedom and freedom of inquiry; and 4) equity, diversity, inclusion, and belonging.

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

Master of Community Planning (MCP)

c) Location of where the proposed degree program will be offered;

University of Victoria (UVic) main campus in Victoria, British Columbia.

d) Faculty or school(s) offering the proposed degree program;

The proposed Master of Community Planning will be offered by the Department of Geography in the Faculty of Social Sciences at the University of Victoria.

e) Anticipated program start date;

September 2027.

f) Anticipated completion time in years and semesters;

The anticipated completion time for the MCP program is 2 years (Year 1: Fall/Spring/Summer terms; Year 2: Fall/Spring/Summer terms). If students choose the Co-op option, they will complete their first Co-op term during the Summer session at the end of Year 1 and then a second Co-op term during the Summer session at the end of Year 2.

g) Expected number of students at launch and at steady state;

The anticipated number of students at launch is 30 students. Once the program is more established, we expect the

annual cohort of new students entering the program to be 35 students per year, or 70 students combined (35 students in Year 1 and 35 students in Year 2 of their respective programs).

- h) A summary of the proposed program, including:
- Aims, goals, and/or objectives of the proposed program;

Aim

The aim of the Master of Community Planning (MCP) is to provide graduate-level certification for individuals aspiring to be, or currently employed as, registered professional planners. As an accredited program, the requirements of the Professional Standards Board (PSB) will be fully met. In addition, to ensure that the program is sufficiently differentiated from existing accredited programs, the focus of the program will align with UVic's Strategic Plan and Academic Action Plan, be rooted in UVic's coastal and Island location, and will seek to address the issues important to local people and communities.

Goals

The graduates of the program will demonstrate knowledge and skills of "Planning" as described by the Canadian Institute of Planners (CIP), which defines the term to mean "the scientific, aesthetic, and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities." The proposed program will develop graduates who will demonstrate a broad interdisciplinary knowledge of the role of the planner in:

- balancing competing interests;
- understanding concepts of sustainability, from the small to the large scale, including changing demographics, climate change, peak oil, food security, and globalization;
- taking a wide-lens approach to integrating social, environmental, and economic perspectives into actions in planning;
- applying advanced research, data collection, and analysis to the "wicked problems" of planning; and
- situating themselves as active contributors to building better communities.

Objectives

We will ensure that our graduates:

- apply theory to practice in a field that is subject to constant change;
- possess excellent communication skills – written, spoken, and visual;
- retain a capacity for lifelong learning; and
- remain part of an enduring cohort who can serve as a resource to each other and for the program.

Our students will benefit from being part of an accredited planning program that meets the standards of the provincial and national organizations, allowing students to advance their personal and career goals.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

UVic's Strategic Plan, *Distinctly UVic*, holds "People, Place, and the Planet" as one of its core pillars, stating: "Our current social and environmental context clearly demonstrates the urgent need to solve the issues threatening the well-being of Earth and all beings living here. The teaching of Sṭeyætenx^w | S,ÁEŁA'NW | When things are in harmony reinforces what we know – that all life is interconnected, with individual and community choices having far-reaching impacts. Healthy communities depend on responsible stewardship." The proposed MCP program fully aligns with the spirit and intent of this pillar and the Strategic Plan. Additionally, the program supports the pillar of "Partnering for a Shared Future" ʔaýnəwəl ʔist | ÍY,NEUELIST | as foundational elements of the program support working together for the good of all, engaging as authentic partners through co-created, mutually beneficial relationships, and addressing the challenges facing society and the planet.

- Linkages between the learning outcomes and the curriculum design and whether a work-integrated learning experience is required for degree completion;

The curriculum integrates theoretical learning with practical, hands-on experiences, particularly through the optional (but strongly encouraged) Co-op program, as well as through the integration of community-based research and real-life learning into each course.

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

The MCP program is designed to primarily be an in-person program. The program consists of 25.5 units total, with 22.5 units of core courses and 3.0 units of electives. All of the core courses except for PLAN 513 (Project Development for Planners, 3.0 units) will be offered through an in-person delivery mode (19.5 units out of a total of 25.5 units of credit, or 76.5%). The remaining 6.0 units of credit will consist of one core course delivered online (PLAN 513, 3.0 units) and 3.0 units of interdisciplinary electives, some of which will be delivered in-person and others offered online. If a student opted to fulfill all their elective credits through online courses, this would result in a total of 6.0 units of online course units, or 23.5%. However, if a student selected all in-person electives, then the program could be completed with 22.5 units of in-person coursework and 3.0 units of online course offerings.

- Program strengths; and,

The MCP program at UVic is positioned to provide a comprehensive, hands-on education grounded in real-world problems and issues. The program will open a new opportunity to students interested in studying planning theory and practice centered within a region that contains 14 local governments, more than 20 First Nations, the provincial government, and all the issues inherent in planning for peoples and the environment in a complex, finite space. As a fully accredited program, students will be able to apply for full Membership status after obtaining the required professional experience with the Professional Standards Board for the Planning Profession in Canada.

The program also offers:

- 1) A cohort structure: the cohort model supports long-lasting professional linkages and the cross-pollination of ideas, as students from any undergraduate discipline can apply to the program.
- 2) Applied degree focus: the emphasis of the program is on Learning by Doing. The program will have a strong applied focus, with an emphasis on engaging in community-based research, field experiences, and the integration of the professional planning community as mentors, guest lecturers, and adjunct faculty.
- 3) Transferability: the degree will adhere to the requirements of the accrediting agency, but will also be of interest to students pursuing adjacent occupations in policy and community development.

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

The MCP program is included in CIP classification: 04. Architecture and related services, sub-code: 04.0301 city/urban, community and regional planning.

The Professional Standards Board (PSB) currently accredits undergraduate and graduate planning degrees that meet rigorous accreditation requirements. While both degree levels must meet the functional and enabling competencies as specified by the PSB, graduate programs offer expanded opportunities for advanced research and independent learning, along with greater complexity in course work and assignments.

Related CIPs are:

- Land use planning and development (03.0206)
- Recreation facilities development (31.0301)
- Transportation engineering (14.0804)
- Urban management (44.0401)
- Urban studies (45.1201)

- 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?	<p>The targeted student population for the proposed program primarily consists of students who intend to become registered professional planners in Canada or pursue a related career path. A pilot survey was conducted of 32 undergraduate students enrolled in GEOG 340 (Cities and Planning) at UVic on November 19, 2025. In total, 87.5% of students surveyed indicated that they were either “somewhat interested” (59.4%) or “very interested” (28.1%) in the proposed program.</p> <p>We anticipate that students with undergraduate degrees in planning, geography, urban studies, or similar fields will be particularly interested in this program. However, students can hold an undergraduate degree in any discipline and apply to the program. It is anticipated that future cohorts will be comprised of students with a wide variety of undergraduate degrees and life experiences.</p>
What specific need is there for the proposed program and how will it benefit the targeted student population?	<p>The MCP program addresses the growing demand for registered professional planners to address various crises facing Canada’s rural to urban areas in housing, health, environment, employment, and inequity. Graduates will acquire advanced, in-demand skills needed to address these issues.</p> <p>The Planning Institute of BC has offered full support for the proposed program. Summarized here, their letter (see Appendix A) notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. Planners are needed to address challenges with housing, climate resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC and beyond.</p> <p>Since 2020, nearly 1,527 planning jobs – from entry level to senior management – have been posted on the Planning Institute of BC’s website. PIBC staff caution that this is an incomplete sample: planning employers may choose to post to other sites or conduct their own processes for hiring. However, staff have indicated that the number of postings annually has never been as high as it has been for 2023, 2024, and year-to-date 2025. Staff surmise that this is due to retirements and the ever-increasing need for skilled professionals to address the wicked and complex problems faced by Canadian communities.</p> <p>WorkBC forecasts 1,290 job openings in planning in British Columbia over the next 10 years. Based on 2021 Canada Census data, there are 2,935 people employed in the planning field in BC and 23% of these are located on Vancouver Island. A Community Planning program at the University of Victoria will support this region in attracting and retaining future employees and providing them with the opportunity to build meaningful professional connections with future employers while in school.</p>

	<p>The Government of Canada's Canadian Occupational Projection System (COPS) projects ongoing growth in the category of "urban and land use planners" from 156,000 in 2023 to 177,000 in 2033. The site also indicates that projected retirement rates for planners are expected to rise from 0.5 to 0.8 over the same time period (Canadian Occupational Projection System (COPS) – 2024 to 2033 Projections – Projections of Job Openings: Employment by Occupation – Open Government Portal).</p> <p>The program will benefit students in that it offers an accredited degree on Vancouver Island at a well-respected institution. It will also offer a new pathway for current UVic undergraduate students to pursue a graduate degree in the field of planning. On-campus expertise in engineering, geography, political science, and public administration will add depth to the planning program.</p>
<p>Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.</p>	<p>The Truth and Reconciliation Commission's Calls to Action (specifically, #7) call for the elimination of educational and employment gaps between Indigenous and non-Indigenous people. The program would address this by actively recruiting Indigenous students, offering bursaries or reserved seats, and building pathways to employment in planning that prioritize equity and community leadership.</p> <p>More than 200 First Nations are located on the lands that later became BC, and approximately 50 Nations are on Vancouver Island. Additionally, Metis and Inuit peoples also live in this province. Given that planning is a growing profession that relates to lands, waters, peoples, and communities, it is hoped that the MCP Program will be of interest to Indigenous students who wish to work with their home communities, other Indigenous organizations, or wherever their path may take them. The MCP Program application process includes a "Statement of Intent" that encourages students to tell their own story of why they are interested in planning as an area of study and a profession. This Statement is included as a requirement to encourage students who may not have followed a typical academic path to apply to the Program. Additionally, the curriculum includes PLAN 521 (Planning with Indigenous Communities), as well as Indigenous content in other core courses, to ensure that an understanding of Indigenous knowledges and practices is integral to the program's core learning outcomes. By integrating a focus on culturally appropriate planning with Indigenous communities into the MCP curriculum, the program will help prepare students who aim to work with Indigenous communities.</p> <p>Indigenous students in the MCP Program will be eligible for nomination to receive the Jim Ounsworth Graduate Scholarship for Indigenous Students (\$15,000 CAD each) and the John Michael Brownutt Graduate Scholarships (amount varies). The Canadian Institute of Planners also offers an annual College of Fellows Indigenous Planning Student Award that "supports Indigenous students' part-time or full-time post-secondary studies at an accredited Canadian planning program" (CIP-ICU – Support That Starts in the Classroom). Additionally, the Faculty of Social Sciences will actively pursue donor funding for Indigenous graduate students in the MCP Program as part of its fundraising campaigns.</p> <p>More generally, UVic's efforts in reconciliation and building partnerships with Indigenous learners and communities will ensure that the program is welcoming to Indigenous students. The university has a robust support system for Indigenous students –</p>

	including the Office of Indigenous Academic and Community Engagement (IACE) offering academic advising, Elders in Residence, tutoring, wellness circles, Co-op job support, scholarships, and culturally safe spaces like the First Peoples House.
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.	The program will prioritize the recruitment of underrepresented groups through the inclusion of a Statement of Intent in the application requirements and the development of targeted scholarships. This Statement provides an opportunity for prospective students to speak to their interests in the program, and how that may have been influenced by their marginalized status. Historically, the profession has not been representative of diversity or welcoming to underrepresented students: the student's GPA was the determining criteria on admissions. The Statement of Intent will be given considerable weight in the determination of successful applicants.
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.	In general, individuals choosing to complete an accredited graduate degree and become a Registered Professional Planner have not typically pursued PhDs or doctorates in Planning. Across Canada, the degree is considered an applied degree intended to prepare students for careers in planning or a related field and is therefore considered a terminal degree. The accrediting institution – the Professional Standards Board, working with the provincial and territorial planning affiliates across Canada – does not accredit PhD or doctorate programs, but limits accreditation to undergraduate and master's programs. However, the University of Calgary has recently advanced a Doctor of Design (DDes) degree as part of their planning/architecture programming. This is a distance-based, post-professional program for mid-career professionals in fields like architecture, planning, and landscape architecture, intended for working professionals interested in pursuing a doctorate. The proponents have confirmed that graduates from UVic's MCP Program could certainly be considered for the DDes degree once they have sufficient work experience (see Appendix A for a letter from Barry Wylant, Graduate Program Director, School of Architecture, Planning and Landscape, University of Calgary). The potential for a doctorate in planning at UVic will be investigated in the future, should the current proposal be successful.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	The anticipated tuition fees are \$15,000 CAD per year for domestic students and \$40,000 CAD per year for international students.
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?	<p>There are two other graduate-level planning programs in British Columbia at UBC and SFU:</p> <ul style="list-style-type: none"> • UBC's Master of Community and Regional Planning has tuition fees of \$11,667 CAD per year (domestic) and \$27,448 CAD per year (international). • SFU's Master of Resource Management (Planning) has tuition fees of \$6,449 CAD per year (domestic and international). <p>SFU's program is targeted to students interested in a career relating to resource management, parks planning, and environmental policy development, so we have sought to align UVic's MCP tuition rates closer to that of UBC and other planning schools nationwide as the programs have greater similarities.</p>

	When reviewing tuition rates for planning programs across Canada, there is considerable variability. UBC's domestic tuition rate is on par with programs of similar quality across the country, while its international student tuition is lower than comparable programs at the University of Alberta (\$31,870 CAD), University of Toronto (\$31,870 CAD), and Queen's University (\$38,201 CAD). We are therefore proposing international student tuition comparable to that of Queen's University. To mitigate student tuition costs, the Faculty of Social Sciences will actively pursue donor funds for MCP-related scholarships.
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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
Simon Fraser University	Master of Resource Management (Planning)	SFU's accredited graduate program is located within the Department of Resource Management. Graduates from the MRM (Planning) generally pursue employment in parks, natural resources, or senior levels of government with environmental responsibilities. The MCP program at UVic will be located within the Geography Department and will focus on community planning – that is, First Nations, local and regional governments, public sector and private sector planning, and ultimately the accreditation of graduates as registered professional planners. We do not anticipate focusing on the areas that are already well covered by MRM (Planning) at SFU.
University of British Columbia	M.A./M.Sc. (Community and Regional Planning); Master of Community and Regional Planning (MCRP); and Master of Community and Regional Planning – Indigenous Community Planning	UBC offers three separate graduate programs with a strong focus on international planning, metropolitan planning, research, experiential learning, and theory. There is also a well-established Indigenous Community Planning stream. UVic's program will be targeted toward communities and issues on Vancouver Island and beyond. The focus is on "learning by doing" with the inclusion of a Co-op (optional but strongly encouraged). The UVic program is designed with the intent of graduating students who are well-rounded generalists, capable of being employed in a wide range of communities (large or small).

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
Tom Gunton, Director of Resource & Environmental Planning Program, Simon Fraser University	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	Feedback: Letter of Support attached. Highlights strong support for UVic building on VIU's legacy by developing a Community Planning master's program. Notes that the UVic's MCP program can help fill the gap left by the closure of the VIU program with an applied focus. Response: Confirms that UVic's MCP program will build on VIU's legacy and maintain an applied focus.
Heather Campbell, Director of the School of Community and Regional Planning, University of British Columbia	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	Feedback: Letter of Support attached. Highlights strong support for UVic building on VIU's legacy by developing a Community Planning master's program. Notes the benefit of including elective courses in UVic's proposed program and recommends continuing to think through the phasing of courses over the 2-year program. Response: In response to feedback, we have revised the sequencing of courses, including the addition of a project development course, spreading out the capstone course over Fall and Spring terms of Year 2, and proposing a design studio course to conclude the program.
Tara Clapp, Chair of the School of Planning and Sustainability, University of Northern British Columbia Accredited <u>undergraduate</u> program	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	Feedback: Requested that the summary proposal be revised to include clarification that the UNBC program is an accredited undergraduate degree. Response: This clarification was made as requested and recirculated to the directors of all undergraduate and graduate planning programs in BC.
Cherie Enns, Chair of the Planning Program in the Department of Planning, Geography, and Environmental Studies, University of the Fraser Valley <u>Undergraduate</u> program currently seeking accreditation	Consultation via email, including a 4-page summary proposal of the proposed UVic MCP program, including rationale and proposed curriculum.	Feedback: Inquired about: (1) whether the faculty from VIU will be integrated into the proposed UVic MCP program; (2) whether faculty hires would need PhDs since the master's is generally the terminal degree for many in the planning profession; (3) the need for GIS/Design/Studio courses as part of the degree; (4) whether students from smaller institutions such as UFV would be considered for admission; and (5) if a focus on international planning could be included. Response: The applicant responded by noting that (1) if UVic's MCP program is approved, it will meet the accreditation requirement for having sufficient faculty members to deliver the program, which will entail posting job listings to conduct

		<p>an open search for those faculty and sessional positions. It was further noted that the applicant has been working extensively with faculty from VIU's MCP program in the development of UVic's program and that they may apply for the faculty/sessional positions to be posted should they wish to do so. (2) As noted previously, PhDs are generally not pursued by practicing planners as PhDs are not degrees that are accredited by the Professional Standards Board, and completing a PhD does not equate to hiring or salary benefits. It is anticipated that the job postings for the MCP Program will be "PhD preferred" but will be open to considering applications from individuals with master's degrees and sufficient professional experience. (3) We have added several Geography courses to the electives list (including GIS/spatial statistics) and many of the core courses will have an applied focus, including a new Planning Design Studio course added to the program. (4) On admissions, we are including a "Statement of Intent" which will be a critical component in encouraging applications from students who may have taken a non-traditional academic path or have other life experiences that would qualify them for entry into the MCP Program. Applicants may have an undergraduate degree in any discipline and could obtain that degree from any recognized post-secondary institution, including UFV. (5) We intend to weave international planning examples through the majority of the core courses and develop opportunities and connections as the program is established. We have also included an elective, PLAN 591 (Field Studies in Community Planning), which will focus on international examples of planning.</p>
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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?

All accredited planning programs (graduate and undergraduate) must meet the "functional and enabling competencies" as well as all other requirements of the Professional Standards Board and the provincial or territorial affiliate (the Planning Institute of BC for accredited programs in this province). As such, all programs are expected to offer a similar range of core courses (for example, planning history, law, ethics, community engagement). Each program then offers a unique range of experiences and course content based on location, approaches, and faculty expertise. With the closure of the accredited Master of Community Planning graduate program at Vancouver Island University, there is no other planning program on Vancouver Island. The Island is a distinct region in BC: home to BC's capital city and provincial government; rapidly growing population; distinct demographics in comparison to other BC regions with an older-than-average population; approximately 50 First Nation communities; and a unique coastal/alpine geography.

As finite places, islands offer a different perspective for students engaging in planning studies. The limits to growth, impacts of the climate crisis, issues relating to food security, transportation limitations, and the economy of Vancouver Island allow students to think about land, development, and the impact of humans on scarce resources differently.

Additionally, while there are other accredited graduate planning programs at UBC and SFU, the focus of these programs is significantly different than the proposed approach at UVic. The program at SFU focuses on natural resource management and the program at UBC includes thematic concentrations including Indigenous Community Planning in addition to a research-based degree option. The undergraduate planning programs at UNBC and UFV also differ in scope and content when compared to UVic's proposed degree.

UVic's program is intentionally titled "Community Planning" and is intended to address the wide range of issues that impact First Nation communities as well as local and regional governments, as shaped by policies and regulations developed by provincial and federal agencies. The skills needed by planners working for both the public and private sector will also be a key component of the program. That is, the UVic program will take a more generalized approach to ensuring that students gain knowledge across a wide swath of topics, with opportunities for specialization through electives and individual research. This, combined with the opportunity for incorporating Co-op into the degree, offers a new adventure in community planning for prospective students.

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.

There is a high level of collaboration among BC's accredited planning schools. The schools meet monthly to discuss issues of shared interest and concern as well as actively work together to promote student engagement in planning. Additionally, all four schools (UBC, SFU, UNBC, and UFV, the latter two of which offer undergraduate planning degrees only) participate in the annual Planning Institute of BC Conference: student attendance and engagement in the conference is highly encouraged and supported through funding from PIBC. Beyond this, PIBC engages one student from each program as a student representative, and these students attend all PIBC Council meetings as active participants.

It is possible that a student may begin their accredited graduate planning degree at one BC post-secondary institution and then complete it at another, but this would be an unusual circumstance. The admissions process for all planning schools is highly competitive and students may have difficulties in transferring from one school to another. That is, it is unlikely that collaborations will be engaged through articulation or laddering agreements. Instead, the current collaborative processes that benefit students will be maintained and supported by UVic.

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?	The broad focus of the UVic MCP Program will ensure that students understand the need to balance competing interests, address conflicts in land use, and decipher differing understandings of the public good. Students will graduate as highly skilled professionals able to "hit the ground running" as practicing professional planners, working with municipal governments, First Nations, the province, NGOs, and private industry. BC is a growing province that benefits from spectacular nature, rich resources, and access to the Pacific Rim economies. Planners with an understanding of the issues of this place and space – including housing, sustainability, the climate crisis, social inequities, and multiculturalism – are needed today and in the future.
Reference specific government and community initiatives, plans, and priorities that the proposed program supports.	The government of BC has initiated several recent planning-related amendments to legislation and regulations, including changes to housing density requirements and mandatory housing targets for local governments. The Local Government Act and the Community Charter provide specific regulations for official community plans, zoning, regional growth strategies, public hearings, and requirements for engagement. Additionally, regulations relating to the Agricultural Land Reserve, environmental protection, transportation, subdivision, and all

	forms of development will be taught and supported in the Program. The Declaration on the Rights of Indigenous Peoples Act also has direct impacts on planning in BC's communities.
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.	The most relevant occupational code is 21202: Urban and Land Use Planners. Students will be qualified for a wide range of opportunities immediately following graduation. These will include any position requiring (or requiring the eligibility for) Registered Professional Planner status as well as related occupations in policy development, strategic planning, or land development. A related occupation is 41403: Social policy researchers, consultants and program officers. This code would apply to graduates interested in policy development, employment with NGOs, or opportunities with provincial or federal governments. Employment postings for planners are increasingly calling for graduate degrees along with Registered Professional Planner status as the profession moves toward detailed standards and competencies.

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	<p>The proposed Master in Community Planning Program at the University of Victoria is intentionally designed to advance the UNESCO-endorsed United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation Commission (TRC) Calls to Action, and Canadian Institute of Planners' Policy on Planning Practice and Reconciliation by meaningfully embedding Indigenous rights, knowledge systems, and relationships throughout courses and research.</p> <p>Specifically, the program will meet the following objectives:</p> <p>Aligning with UVic's Indigenous Plan and Institutional Supports The program will be grounded in UVic's Indigenous Plan (2023) with a "cedar weaving" of students, staff, education, research, and governance. This ethos will be embedded into all layers of the program. Guidance from the Office of Indigenous Academic and Community Engagement (IACE) will be sought, ensuring alignment with institutional protocols for Indigenization, trauma-informed pedagogy, and community leadership.</p> <p>Centering Indigenous Ways of Knowing, Being, and Doing in the Curriculum Core courses will incorporate Indigenous planning paradigms, such as land-based learning, relational governance, and Coast Salish worldview frameworks, with guidance from Indigenous knowledge keepers, faculty, organizations, and Elders. In particular, Indigenous content will be incorporated into core courses in the program, especially PLAN 521 (Planning with Indigenous Communities), which will focus on right practices for engaging in planning with Indigenous Nations. The program's elective list also includes courses with an Indigenous focus such as ECON 526 (Economics and Indigenous Nations), GEOG 515 (Indigenous Environmental Relations and Resurgence), and POLI 563 (Violence to Indigenous Lands and Bodies).</p> <p>Key TRC Calls to Action that the program will advance:</p> <p><u>Education (Calls #6-#12, #62-#66)</u> <i>#7: Eliminate the educational and employment gaps between Indigenous and non-Indigenous people.</i> The program would address this by actively recruiting Indigenous students, offering bursaries or reserved seats, and building pathways</p>

	<p>to employment in planning that prioritize equity and community leadership.</p> <p><i>#9 & #10: Develop culturally appropriate curricula and protect Indigenous languages in education.</i> By centering Coast Salish knowledge systems, land-based learning, and Indigenous governance traditions in the curriculum, the program will align with these calls by creating culturally responsive academic content.</p> <p><i>#62 -65: Ensure reconciliation education mandates and post-secondary support.</i> The program will deliver reconciliation-focused courses, fund Indigenous-led pedagogies, and train students (and faculty) to integrate Indigenous knowledge into professional practice – mirroring these educational directives.</p> <p><u>Reconciliation & UNDRIP (Calls #43-#44)</u> <i>#43: Adopt and implement UNDRIP as the framework for reconciliation.</i> <i>#44: Develop a national action plan to realize UNDRIP.</i> The program itself embodies this by using UNDRIP principles – such as Indigenous self-determination and land rights – as foundational planning frameworks, and modeling how institutions can embed UNDRIP in governance and curriculum.</p> <p><u>Public Service and Professional Training (Call #57)</u> <i>#57: Provide public servants with Indigenous history and intercultural competency training.</i> This call is aimed at public servants. Our goal would be to train future public service professionals with knowledge of and sensitivity to Indigenous history, anti-racism, and respectful collaboration.</p>
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. Should this proposal be approved, we will look to IACE for direction on protocols and moving forward in a good way.

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.	<p>The proposal was first discussed with the Planning Institute of BC in March 2025 to determine their initial reaction to the Program, then with other accredited planning programs in BC through existing regularly scheduled meetings in Spring/Summer 2025.</p> <p>The 2000+ members of the Planning Institute of BC were informed of the proposal through a special e-newsletter in September 2025.</p> <p>The proponents also met with the Professional Standards Board to request direction on the new pre-accreditation process and to obtain an initial reaction to the proposed program. These discussions and notifications resulted in extensive feedback that was used to amend the proposed program.</p> <p>Appendix A contains the letters/emails provided in response to this request for feedback.</p> <p>In summary, respondents identified the following:</p>

	<ul style="list-style-type: none"> • Support for a pragmatic approach as described • Highlight need for education grounded in economic realities • Support for work-integrated learning • Need for Co-op • Interest in hiring graduates of the program • Ensure students are engaged in real-world class projects • Located in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment • Adamantly agree the city of Victoria provides an excellent urban environment to foster education within the field of community planning • Support focus on Island-based communities and First Nations' governments/communities • Assists in addressing the shortage of planners • Need a program on the Island for students – especially for those from Vancouver Island, rural areas, and Indigenous communities – who want to pursue a graduate-level planning education without having to leave their region or take on massive costs. • Fully support opportunities to partner with First Nation communities. <p>In response to the feedback:</p> <ul style="list-style-type: none"> • Additional emphasis has been placed on the Co-op option, with wording changed to “strongly encouraged” in program materials. This also addresses comments relating to work-integrated learning. • A course in the economic/financial aspects of planning and development has been included in the curriculum. • The pragmatic approach recommended is now a clear foundational element in the program. • A new urban design component was added to the curriculum. • The Statement of Intent will be highlighted as a mechanism for highlighting life experiences and/or other information that would support the student's application to the program. • We will focus marketing efforts first on Vancouver Island to ensure local students are aware of the new program. • Should the proposal be successful, we will immediately begin to build the relationships and partnerships needed to engage students in practical, community-based applied research and projects.
<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 changes in response to feedback. Provide documented evidence of engagement in an appendix.</p>	<p>See above and the responses in Appendix A.</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>The program relates to an accredited profession. While this does not strictly meet the definition of a regulated profession as it is not subject to provincial legislation, the accreditation process is rigorous and ongoing. Planning schools are evaluated through a pre-accreditation process prior to the first cohort, then full accreditation will be pursued in the first year of the program. All accredited programs are reviewed every five years and must meet all requirements to maintain accreditation.</p>

	<p>The Planning Institute of BC is the accrediting affiliate/professional body that operates along with other affiliates across Canada through the Professional Standards Board to accredit both planning programs and individual Registered Professional Planners (RPP).</p> <p>The Planning Institute of BC has offered full support for the proposed program. Their response notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. Planners are needed to address challenges with housing, climate resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC and beyond.</p>
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Standard 4 Institutional Resources

The institution must show it has access to sufficient resources to implement and sustain the program.

Criterion Question	Institution Response
Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.	The MCP Program aligns with the core values and themes of UVic's Academic Action Plan, including the pursuit of academic excellence and high quality academic programming; fostering ethical, intellectual, and scholarly integrity; advancing academic freedom and freedom of inquiry; and the promotion of equity, diversity, inclusion, and belonging. The program also contributes to UVic's focus on sustainability and research excellence, advancing the mandate to address societal challenges through cutting-edge research and education, lifelong learning, and fulfilling the mandate to provide master's level degree programs.
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>UVic has a strong track record in the provision of professional graduate programs. These programs include the Master of Arts in Community Development, Master of Business Administration, Master of Management, and Master of Public Administration, among others.</p> <p>The program most related to the proposed MCP program is UVic's MA in Community Development (MACD), offered by the School of Public Administration. Three key metrics for the performance of academic programs at UVic are annual enrollment, admission, and graduation rates. Over the past four years (2021-2025), the MACD has had annualized graduate FTEs (enrollments) ranging from 50 to 63 per year. During this same period, its admission rate varied from a low of 13 students (2024-25) to a high of 23 students (2021-22), and its graduation rate ranged from a low of 6 students (2021-22) to a high of 15 students (2023-24). Enrollments in the MACD program have been steady during this period, yet admission and graduation rates could be further improved.</p>
If the proposed program builds on existing programs, how will the existing programs be affected?	<p>This is the first program of its kind at UVic: while several degree/discipline areas include courses on urban issues, planning, and community engagement, this is the first proposal for an accredited planning program.</p> <p>The program will build on existing courses and faculty expertise in Anthropology, Economics, Geography, and Public Administration, among others, and anticipate that students from these disciplines may be interested in pursuing an accredited graduate degree. Moreover, it is anticipated that synergies will develop over time that will mutually benefit the planning program and other disciplines at UVic.</p> <p>The program will complement UVic's existing Master of Arts in Community Development (MACD), offered by the School of Public Administration. A number of community development and public administration courses are included on the electives list for the MCP program, and we have co-developed a new elective on "Community Development</p>

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	and Planning in Action” (PLAN 540) for students in both programs to take together.																														
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.	The resources required to launch and maintain the MCP program include 2 regular faculty hires of accredited planners (1 full-time [1.0 FTE] faculty Director and 2 half-time [0.5 FTE] teaching-stream faculty) and sessional hires equivalent to 1 additional regular faculty position to meet accreditation requirements; a graduate program assistant; office space for MCP students and faculty/sessionals; classroom space available for MCP course use; and miscellaneous expenditures (i.e., advertising/promotion, software, office supplies, field trip transportation costs). These resources have been identified and approved for this program. See UVic MCP 5-Year Budget attached.																														
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.	<table><tr><th></th><th colspan="4">Projected Number of Students in MCP Program</th></tr><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th></tr><tr><td>Incoming 1st Year Students</td><td>30</td><td>30</td><td>35</td><td>35</td></tr><tr><td>Returning 2nd Year Students</td><td>0</td><td>30</td><td>30</td><td>35</td></tr><tr><td>Graduates Per Year</td><td>0</td><td>30</td><td>30</td><td>35</td></tr><tr><td>Total Graduates Since Start of Program</td><td>0</td><td>30</td><td>60</td><td>95</td></tr></table> <p>The intention is that all students in the MCP program will be full-time to maintain the cohort experience. Although there will not be a quota system for domestic vs. international students, it is anticipated that 70% will be domestic students and 30% will be international students. It is estimated that in Year 1 (when there are only half the number of students), the minimum number of students necessary for revenues to exceed costs in the first year of the Program’s operation would be 5 international students and 23 domestic students (total of 28 students). If there are no international students, the Program would need a full cohort (35 students) of domestic students to cover costs in Year 1. That is, the Program could be cost recovery in Year 1 with a cohort comprised only of domestic students.</p> <p>After Year 1, there will be two cohorts of students simultaneously in the Program. While costs increase due to the increased number of sessional instructors in Year 2 and moving forward, the Program maintains cost recovery due to the two cohorts of students.</p>		Projected Number of Students in MCP Program					Year 1	Year 2	Year 3	Year 4	Incoming 1st Year Students	30	30	35	35	Returning 2nd Year Students	0	30	30	35	Graduates Per Year	0	30	30	35	Total Graduates Since Start of Program	0	30	60	95
	Projected Number of Students in MCP Program																														
	Year 1	Year 2	Year 3	Year 4																											
Incoming 1st Year Students	30	30	35	35																											
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Total Graduates Since Start of Program	0	30	60	95																											

Appendix A: Documented Evidence of Engagement

Evidence of consultation is included in the attached letters of support and related correspondence.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW GRADUATE DEGREE PROGRAM

Master of Community Planning

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Lois Harder, Dean, Faculty of Social Sciences	soscdean@uvic.ca
Academic unit, department, or school	David Atkinson, Acting Chair, Department of Geography, Faculty of Social Sciences	geogchair@uvic.ca
Name, title, and email of contact person	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		May 2026 (calendar) September 2027 (first intake)

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	January 8, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	August 21, 2025
Departmental/School approval	Sept. 26, 2025
Resource requirements approval (by Dean)	Sept. 26, 2025
Faculty Curriculum Committee approval	Sept. 26, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Oct. 8, 2025
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Nov. 3, 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 Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Oct. 1, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept. 11, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sept. 11, 2025	Y
External and Internal Consultation (letters of support as per section F)	Aug.-Oct. 2025	Y
Non-standard Tuition	Yes* or N/A	Non-standard

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW GRADUATE DEGREE PROGRAM

		form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template		Y

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

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

MCP Admission Requirements

To be eligible for admission, applicants must:

- submit unofficial copies of all post-secondary transcripts. Official copies will be required before admission is finalized, should an applicant be accepted.
- provide a current resume.
- submit a 1-2 page Statement of Intent that speaks to your interest in community planning and how the degree relates to your career plans, personal values and goals.
- provide two reference letters that offer an assessment of the applicant's academic or professional abilities.

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.

MCP Curriculum Design

This degree will meet all requirements of the accrediting organization (the Professional Standards Board which operates on behalf of the Planning Institute of BC). These are specified at: <https://psb-planningcanada.ca/university-accreditation/> and in part shape the degree requirements and curriculum. The program requires a minimum of 25.5 units, including 22.5 units of core courses and 3.0 units of electives. Students generally complete the program on a full-time basis. Co-op is strongly recommended for all students in the program. Courses labeled with an * below are new courses. All other courses already exist at UVic.

Students must complete:

Year 1 – Fall Term PLAN 500 – Histories and Futures of Planning (1.5)* PLAN 501 – Planning the Resilient City and Region (1.5)* PLAN 502 – Community Plans and Policies (1.5)*	Year 1 – Spring Term PLAN 510 – Urban Design (1.5)* PLAN 511 – Planning Law (1.5)* PLAN 512 – Methods in Planning and Community Engagement (1.5)*
Year 1 – Summer Term PLAN 513 – Project Development for Planners (3.0)* Optional Co-op Work Term	
Year 2 – Fall Term PLAN 520 – Planning Theory and Practice (1.5)* PLAN 521 – Planning with Indigenous Communities (1.5)* PLAN 596 – Planning Capstone (continues in Spring term)* Complete 1.5 units of Community Planning Approved Electives	Year 2 – Spring Term PLAN 530 – Financial Foundations of Planning (1.5)* PLAN 596 – Planning Capstone (3.0)* Complete 1.5 units of Community Planning Approved Electives
Year 2 – Summer Term PLAN 531 – Planning Design Studio (3.0)* Optional Co-op Work Term	

Community Planning Approved Electives:

<p>ADMN 547 – Intergovernmental Relations in Canada (1.5) ADMN 548 – Special Topics: Public Policy (1.5) ADMN 550 – Strategic Communication and Engagement (1.5) ADMN 577 – Strategic Planning and Implementation (1.5) ANTH 511 – Advanced Research Seminar in Inequality, Culture and Health (1.5) ANTH 520A – Themes in Sociocultural Anthropology (1.5) ANTH 585 – Advanced Research Seminar in Space, Place, Knowledge and Power (1.5) CD 501 – Setting the Foundations for Community Change (1.5) CD 512 – Program and Project Design, Management and Evaluation (1.5) CD 518 – Citizen Participation and Democratic Governance (1.5) CD 526 – Communication and Engagement (1.5) CD 530 – Systems Thinking, Innovation and Strategic Planning (1.5) CIVE 511 – Resilient Smart Cities (1.5) CIVE 513 – Urban Metabolism and Sustainable Cities (1.5) CIVE 516 – Climate Strategy (1.5) CSPT 501 – Contemporary Cultural, Social and Political Thought I (1.5) CSPT 601 – Contemporary Cultural, Social and Political Thought II (1.5) DR 509 – Dispute Resolution System Design and Public Interest Disputes (1.5) DR 516 – Access to Justice and Dispute Resolution Systems (1.5) ECON 516 – Cost-Benefit Analysis (1.5) ECON 525 – Public Finance and Fiscal Policy (1.5) ECON 526 – Economics and Indigenous Nations (1.5) ECON 548 – Applied Econometric Modelling (1.5) ES 580 – Seminar in Political Ecology (1.5) ES 581 – Seminar in Ethnoecology (1.5) ES 582 – Seminar in Ecological Restoration (1.5) GEOG 506 – Sustainable Cities (1.5)* [new cross-listing to existing undergraduate course] GEOG 511 – Co-creating Research for Sustainable Futures (1.5)* [new cross-listing to existing undergraduate course] GEOG 515 – Indigenous Environmental Relations and Resurgence (1.5)* [new cross-listing to existing undergraduate course] GEOG 518 – Advanced Spatial Analysis and Spatial Statistics (1.5) GEOG 520 – Introductory GIS for Graduate Research (1.5) GEOG 523 – Qualitative Methods in Human Geography (1.5) GEOG 524 – Advanced Quantitative Methods (1.5) GEOG 532 – Urban Development in the Global South (1.5)* [new cross-listing to existing undergraduate course]</p>	<p>GEOG 540 – Cities and Planning (1.5)* [new cross-listing to existing undergraduate course] GEOG 559 – Disaster Management and Community Resilience (1.5)* [new cross-listing to existing undergraduate course] IGOV 520 – Foundations of Indigenous Governance (1.5) IGOV 530 – Indigenous Research Methods (1.5) PHSP 550 – Perspectives in Social Policy and Public Health (1.5) PHSP 551 – Social Values, Ideologies and Policy Analysis (1.5) PHSP 552 – Healthy Public Policy Strategies (1.5) PLAN 540 – Community Development and Planning in Action (1.5)* [to be cross-listed with new CD course] PLAN 541 – Current Issues in Planning (1.5)* PLAN 560 – Urban Transportation Planning (1.5)* [to be cross-listed with CIVE 560] PLAN 590 – Directed Studies in Community Planning (1.5)* PLAN 591 – Field Studies in Community Planning (1.5)* POLI 505 – Problems in Political Analysis (1.5) POLI 509 – Political Theory (1.5) POLI 516 – Canadian Politics (1.5) POLI 558 – Topics in Environmental Politics (1.5) POLI 563 – Violence to Indigenous Lands and Bodies (1.5) SOCL 525 – Current Issues in Gender, Racialization and Ethnicity (1.5) SOCL 535 – Current Issues in Ecology, Global Sociology and Social Movements (1.5) SOCL 545 – Current Issues in Health, Aging and Society (1.5)</p> <p>Program notes</p> <ul style="list-style-type: none"> • Some elective courses listed may have discipline-specific prerequisites or require considerable background knowledge and therefore permission of the department offering the course may be required. Please consult with the Community Planning director and course calendar entries carefully when planning your program. • Some additional graduate and upper-level undergraduate courses may have a significant relevance to planning and can also be included in the MCP program as electives with the permission of the Community Planning director and the department offering the course. No more than 3.0 units of credit can be from 300-level and 400-level undergraduate courses. • Students will only receive a total of 3.0 units for PLAN 596 with credit granted for the academic term in which the capstone project is completed.
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- Does the proposed program involve places for integration of teaching and research (e.g., non-thesis graduate programs)? If yes, please provide details.

Yes. The Master of Community Planning is a course-based professional program primarily delivered on UVic's campus. The program includes a capstone project and design studio related to the professional field of community planning as well as a cross-listed elective course (PLAN 540/CD 540: Community Development and Planning in Action), which will involve a community-engaged learning group project.

- *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.*

Yes. The MCP program will strongly encourage students to complete a Co-op (at least two work terms). We have consulted with Co-op regarding a joint resource request to support a Co-op Coordinator position to support students in the Community Planning program. Building from a "Learning by Doing" model, planning courses will, wherever relevant and possible, integrate community-based research and projects into the curriculum, particularly in PLAN 512 (Methods in Planning and Community Engagement), PLAN 521 (Planning with Indigenous Communities), PLAN 540 (Community Development and Planning in Action), and PLAN 591 (Field Studies in Community Planning).

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

The MCP program is designed to primarily be an in-person program. The program consists of 25.5 units total, with 22.5 units of core courses and 3.0 units of electives. All of the core courses with the exception of PLAN 513 (Project Development for Planners, 3.0 units) will be offered through an in-person delivery mode (19.5 units out of a total of 25.5 units of credit, or 76.5%). The remaining 6.0 units of credit will consist of one core course delivered online (PLAN 513, 3.0 units) and 3.0 units of interdisciplinary electives, some of which will be delivered in-person and others offered online. If a student opted to fulfill all of their elective credits through online courses, this would result in a total of 6.0 units of online course units, or 23.5%. However, if a student selected all in-person electives, then the program could be completed with 22.5 units of in-person coursework and 3.0 units of online course offerings.

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

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

The MCP program includes a required course (PLAN 521: Planning with Indigenous Communities) that will be taught by faculty with a solid grounding in Indigenous perspectives, understandings of knowledge systems, decolonization, reflexive planning approaches, trauma-informed community engagement practices, and two-eyed seeing. This will comply with the spirit and intent of the Canadian Institute of Planners' recently adopted [Policy on Planning Practice and Reconciliation](#). This policy speaks to Indigenous planning approaches, reconciliation, UNDRIP, the TRC's 94 Calls to Action, the Rights and Title of Indigenous peoples and communities, and the role of the planner in all aspects of practice. We hope there will be many opportunities to involve Indigenous peoples as instructors, co-instructors, guest lecturers, and field-based knowledge holders in PLAN 521 and across other courses within the program. For example, PLAN 511 (Planning Law) will include the evolution of Canadian laws as they relate to peoples, lands, and waters, and necessarily must trace the evolution and impact of laws on First Peoples. The Modern Treaty process is also a key component of this course. A second example is PLAN 512 (Methods in Planning and Community Engagement). Students will be presented with a wide array of consultation and engagement practices and will begin to build their "toolkit" for use as a community planner. This will include methods and techniques that are adaptable to a wide range of communities –

rural to urban, small to large, remote to central – as well as to the unique aspects of each community. The proponents acknowledge the inherent biases in planning knowledge as it has traditionally been taught at planning schools and will make every effort to foreground decolonizing and Indigenous perspectives across all courses as well as include a range of opportunities for Indigenous scholars and community members to participate in the delivery of the program's course offerings.

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

Based on the experiences of the accredited graduate planning programs across Canada, it is anticipated that the MCP program will be of interest to international students: while we are not proposing a quota system, it is anticipated that a third of each cohort will be international students. As a cohort model, all students work closely together across the array of courses and assignments, and benefit from the international perspectives and experiences of their colleagues in the program. Additionally, the proponents have discussed dovetailing with existing international opportunities for students such as the Europe Sustainability Field School currently hosted by Dr. Cameron Owens in the Geography Department (listed as PLAN 591: Field Studies in Community Planning in the program's electives list). Students who are interested in the Co-op option may also pursue international placements. As a profession that is found in every corner of the globe, planning is necessarily informed by international perspectives, best practices, and lessons learned. International examples are an integral part of learning in the program.

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

JEDI will be promoted in the following aspects of the Master of Community Planning Program:

1. **Curriculum**

The curriculum integrates Indigenous planning perspectives as much as possible in the design and delivery of the program. We hope to emulate the excellent partnerships that have been formed by other accredited planning programs, such as UBC's collaboration with the Musqueam Nation. We have not yet initiated these partnerships but hope to work with existing relationships and create opportunities that benefit both communities and students: we know this will take time and will endeavor to proceed in ways that fit protocols both for Indigenous communities and UVic. Within the university, we hope to work with the VP-Indigenous office and IACE office to ensure we are moving forward in a good way. Additionally, contemporary planning occurs within multicultural communities, and the issues and approaches that relate to diversity, equity, inclusion, and justice will be core elements across the curriculum design.

2. **Spatial Justice Framework**

Thinking around spatial justice – how planning decisions affect the equitable distribution of resources and power across communities and peoples – is a foundational element of the program. Students will gain critical tools to analyze and reshape urban environments through justice, equity, diversity, and inclusion lenses.

3. **Inclusive Course Materials and Design**

As an academic area of study, planning has recognized the inequities inherent in much of the course materials that are typically used in the accredited graduate planning programs across Canada. The MCP program will adopt practices to address this, including the incorporation of diverse authors and case studies into assigned readings and applying anti-oppressive design principles into assignments and projects. Additionally, there will be a strong focus on ableist practices that create unnecessary barriers for students with accessibility issues or neuro-diverse approaches to learning.

4. **Applications to the Program**

The inclusion of a “Statement of Intent” in the required application materials is intended to reduce the reliance on only traditional metric tools (e.g., GPA) and offer students the opportunity to highlight their own approaches, experiences, and reasons for pursuing planning as a profession. The Statement of Intent will be given equal weight along with the more traditional application requirements.

5. **Professional Development with a JEDI Focus**

We will embed JEDI principles in mentorship, career preparation, workshops, and project opportunities, encouraging students to apply these principles both in their academic work and in their practice as planners. Additionally, we hope to engage with the extensive resources available at UVic on JEDI.

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

The promotion of JEDI in all aspects of the MCP program includes addressing accessible and inclusive pedagogical design in readings, assignments, and assessment. Additionally, the program will draw on well-established frameworks and strategies rooted in universal access and equity. Examples include:

- Delivering assignments through multiple methods: visuals, text, audio, and video;
- Encouraging students to engage in diverse opportunities for expression: presentations, community advocacy, podcasts, and social media;
- Ensuring courses offer a variety of settings and options for learning: field experiences, community engagement, and other activities that break away from traditional three-hour static lectures with a one-way flow of information;
- Creating diverse assignments beyond traditional papers: engage students in the development of policy briefs, drafting legislation, creating proposals, developing storyboards;
- Adopting multi-modal technical supports: incorporating auditory assistance devices into the classrooms and enabling automatic captioning on presentations;
- Building a welcoming, inclusive learning environment for MCP students;
- Taking care with language and materials: operating at the highest levels of inclusion in both what is said and how peoples/places are portrayed;
- Encouraging ongoing feedback and check-ins that allow for learning by both students and faculty;
- Ensuring that assessment rubrics are clear, unambiguous, and fair.

Ideally, these actions and principles will empower the students to succeed both in the program and as registered professional planners.

D. Describe the learning outcomes of the proposed program.

The curriculum integrates theoretical learning with practical, hands-on experiences, particularly through the optional (but strongly encouraged) Co-op program, as well as through the integration of community-based research and real-life learning into each course where relevant and appropriate.

The graduates of the program will demonstrate knowledge and skills of Planning as described by the Canadian Institute of Planners (CIP), which defines the term to mean “the scientific, aesthetic, and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities.” The proposed program will develop graduates who will demonstrate a broad interdisciplinary knowledge of the role of the planner in:

- balancing competing interests;
- understanding concepts of sustainability, from the small to the large scale, including changing

- demographics, climate change, peak oil, food security, and globalization;
- taking a wide-lens approach to integrating social, environmental, and economic perspectives into actions in planning;
- applying advanced research, data collection, and analysis to the “wicked problems” of planning; and
- situating themselves as active contributors to building better communities.

The **Learning Outcomes** that develop from this foundation reflect the core competencies planners need to thrive – incorporating theory, ethics, technical mastery, community engagement, and a deep commitment to equity and sustainability:

- Demonstrate a comprehensive understanding of key planning concepts – e.g., justice, equity, inclusion, sustainability, resilience – and the historical and theoretical traditions that underpin community planning;
- Apply critical thinking to analyze, critique, and challenge the policies, institutional drivers, power structures, historical legacies, and social inequities that shape planning as a profession;
- Demonstrate proficiency in both qualitative and quantitative research methodologies, including participatory digital tools, spatial data analysis, and participatory techniques;
- Know how to translate planning research and community engagement into coherent project proposals, recommendations to elected officials, policy briefs, and plans;
- Develop planning approaches based in spatial justice;
- Practice reciprocal, community-centered engagement through models that bridge theory with real-world action while respecting each community’s unique context;
- Become a reflective practitioner capable of understanding multiple perspectives;
- Uphold professional ethics grounded in transparency, inclusivity, and accountability;
- Understand and analyze the socio-political and environmental systems in which planning unfolds, enabling adaptive and equitable responses to complex community challenges – such as climate impacts, demographic shifts, and emerging futures.

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

The anticipated number of students at launch is 30 students. Once the program is more established, we expect the annual cohort of new students entering the program to be 35 students per year, or 70 students combined (35 students in Year 1 and 35 students in Year 2 of their respective programs).

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

Appendix A: Consultation with Internal Units at UVic

Evidence of consultation with internal units at UVic is included in Appendix A (see attached).

Appendix B: Consultation with Other BC Post-Secondary Institutions and Relevant Professional Bodies

Evidence of consultation with other BC post-secondary institutions, relevant professional bodies, potential employers, and professional planners is included in Appendix B (see attached).

Appendix A: Consultation with Internal Units at UVic

Below is a summary of how we have incorporated feedback from internal units into the program proposal. Evidence of consultation with internal units is attached.

Internal Unit	Response to Feedback
Anthropology	Confirmed inclusion of ANTH 511 and ANTH 585 on electives list. Also added ANTH 520A on electives list on recommendation of unit. Have also incorporated more Indigenous content into the MCP curriculum and will promote the program to Indigenous learners.
Art History	Have not included any Cultural Resource Management courses on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
Civil Engineering	Confirmed inclusion of CIVE 511, CIVE 513, and CIVE 516 on electives list and removal of CIVE 546, CIVE 550, and CIVE 561 from list. Created new cross-listing (PLAN 560: Urban Transportation Planning) to be cross-listed with CIVE 560. Revised course description of PLAN 510 (Urban Design) to include reference to 'infrastructural systems' on recommendation of the unit. Confirmed that once the MCP program is established, we will continue discussions about a potential interdisciplinary Urban Systems program in the future.
Co-op	No concerns raised by Co-op. Confirmed that we have now included a new Co-op Coordinator position in the program budget.
Continuing Studies	Have not included any Cultural Resource Management courses on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
CSPT	Confirmed that CSPT 501 and CSPT 601 will be added to the electives list and CSPT 600 will be removed from the list.
Economics	Confirmed that ECON 516, ECON 525, ECON 526, and ECON 548 will be added to the elective list, but that students can only enroll in them if they have sufficient background knowledge of Economics. Also added a program note indicating that some electives require background knowledge in the subject areas and that students should consult with their advisor or the program director for guidance.
Environmental Studies	Confirmed that ES 580, ES 581, and ES 582 will be included in the electives list. Have incorporated more Indigenous content into course descriptions in core courses based on verbal feedback at Faculty Council.

Humanities	Have not included IS 391B or IS 391D on the electives list since they are not graduate-level courses, but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
IACE	No concerns raised by IACE.
Indigenous Governance	Confirmed inclusion of IGOV 520 and IGOV 530 on electives list, but removed IGOV 510 from list as recommended. Also added a program note indicating that some electives require background knowledge in the subject areas and that students should consult with their advisor or the program director for guidance. Have incorporated more Indigenous content into course descriptions in core courses based on verbal feedback at Faculty Council.
Law	Followed their recommendation to include IGOV courses on the electives list. Didn't include LAW 383 on the electives list but included a program note indicating that students may request to take up to 3.0 units of 300- and 400-level courses as electives with the program director's permission.
Libraries	If Libraries is not able to provide space for the full set of books from the VIU Community Planning program when the UVic program is approved, then we will coordinate with UVic Libraries to see how many books they can support. The remaining set of books will either be stored in the Geography Department's student office space or will not be transferred to UVic.
OREM	Confirmed that this will be a Master of Community Planning rather than an MA or MSc program, which is a new degree type. Followed recommendations to only refer to unofficial transcripts. Updated the letters of reference from 3 to 2 in the Admission Requirements sections of the proposal based upon feedback and further consideration. Deleted reference to the application deadline. Added program note to clarify how many units the MCP program is in total to avoid confusion about how many credits the capstone course is.
Political Science	Confirmed inclusion of POLI 505, POLI 509, POLI 516, POLI 558, and POLI 563 on electives list and removal of POLI 524 from list.
Public Administration	Confirmed inclusion of ADMN 547, ADMN 548, ADMN 550, ADMN 557, CD 501, CD 512, CD 518, CD 526, CD 530, DR 509, and DR 516 on electives list, and removal of ADMN 504, ADMN 507, ADMN 509, CD 506, CD 510, CD 524, CD 525, and PADR 505 from list. Also jointly created new cross-listed course PLAN 540/CD 540 (Community Development and Planning in Action) based on consultation with Public Admin.
Public Health and Social Policy	Confirmed inclusion of PHSP 550, PHSP 551, and PHSP 552 on electives list, and removal of PHSP 504 from the list.
Sociology	Confirmed inclusion of SOCI 525, SOCI 535, and SOCI 545 on electives list.

See evidence of consultation with internal units attached.

Appendix B:

Consultation with Other BC Post-Secondary Institutions and Relevant Professional Bodies

Below is a summary of how we have incorporated feedback external parties into the program proposal. Evidence of consultation with external parties is attached.

The attached letters provide substantial support for the proposed Master of Community Planning. In summary, respondents noted the following:

- Planning is a growing profession with good employment prospects
- More planners are needed to address widespread social, environmental, cultural, and economic issues
- The location of UVic on southern Vancouver Island offers extensive opportunities for students to engage with First Nations communities, local governments, provincial departments, private industries, and not-for-profit entities
- Support for a pragmatic approach as described
- Highlighted the need for education grounded in economic realities
- Agree with need for co-op
- Maintenance of real-world class projects
- Locating in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment
- Adamantly agree the city of Victoria provides an excellent urban environment to foster education within the field of community planning
- Highlighting importance of maintaining a program on Vancouver Island
- Support focus on Island-based communities and First Nations' governments/communities
- Assists in addressing the shortage of planners
- Need a program on the Island for students—especially those from Vancouver Island, rural areas, and Indigenous communities—who want to pursue a graduate-level planning education without having to leave their region or take on massive costs
- Fully support ongoing opportunities to partner with First Nation communities.

The Planning Institute of BC is the accrediting affiliate/professional body that operates with other affiliates across Canada through the Professional Standards Board to accredit both planning programs and individual Registered Professional Planners (RPP): the Institute has offered full support for the proposed program. Their response notes that there is a significant shortfall in planning education within the province and across Canada, yet the demand for qualified professional planners continues to grow. They confirm that planners are needed to address challenges with housing, climate resilience, reconciliation, and sustainable community development. The program at UVic is critical to addressing these challenges and helping communities meet the needs of the future. The establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC, and beyond.

Respondents also identified the following issues with the proposed program:

- A greater focus is needed on justice, equity, diversity, and inclusion aspects, both for students and for developing new professional planners

- The role of planners in creating inequities must be understood and addressed

In response to the feedback, the program proposal has been amended to include:

1. A substantially increased focus on JEDI principles and actions
2. Additional emphasis has been placed on the Co-op option, with wording changed to “strongly recommended” and “strongly encouraged” in program materials.
3. We will work to develop a strong relationship with PIBC and will ensure that all requirements of the accrediting institute are met through the application process and post-program establishment.
4. We will focus marketing efforts first on Vancouver Island to ensure local students are aware of the new program. Should the proposal be successful, we will immediately begin to build the relationships and partnerships needed to engage students in practical, community-based applied research and projects.

**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 Geography/Faculty of Social Sciences

Name of Program: Master of Community Planning

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)

We are proposing a new Master of Community Planning (MCP) Program housed in the Department of Geography to provide graduate-level certification for individuals aspiring to be a Registered Professional Planner (RPP) or seeking to apply the degree to a related career field. The MCP will be an applied degree and will provide students with the skills, abilities, and knowledge to be an exceptional contributor to the planning profession. The program will meet all requirements of the Professional Standards Board (PSB), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIP), and accreditation of the program will be pursued following the completion of the UVic degree review process. Graduates will then be eligible to apply for their Registered Professional Planner (RPP) designation.

UVic's MCP program is designed around strong experiential and community-based learning activities, offering students the opportunity to learn "what planners need to know" in a stunning coastal environment on Vancouver Island, British Columbia. The geography of the region – a landscape of over 20 First Nations, 14 local governments, and the provincial capital – provides the program with a density of potential partnerships where students can engage with elected officials, citizens, and knowledge-holders on community-defined planning issues. Additionally, the program will build strong ties to

professional planning networks through mentorships with RPPs, field experiences, site-based learning, and a variety of core and elective course offerings. These opportunities, in combination with a strongly recommended Co-op, will ensure that graduates are ready to contribute to a changing world.

Rationale for the proposal (approximately 200 words)

This proposed two-year Master of Community Planning (MCP) program at UVic is intended to replace the MCP program that is closing at Vancouver Island University (VIU). VIU started a Master in Community Planning program in 2015, and it was successful until 2024 when VIU decided to eliminate its graduate studies programs. The faculty team from the MCP program at VIU subsequently approached UVic to establish a new program to replace and expand the VIU program, building on UVic's interdisciplinary strengths and institutional capacity.

The closure of VIU's program has created a significant gap in planning education in British Columbia, especially amid a housing crisis and a shortage of professional planners. UVic's MCP will not compete with existing programs but will fill the void left by VIU, ensuring continued access to planning education on Vancouver Island.

UVic offers a rich academic environment for an interdisciplinary planning program, attracting both domestic and international students. The Greater Victoria Region provides a dynamic setting for experiential learning, with a high concentration of planners, agencies, and organizations that support internships, Co-op placements, and community partnerships.

The region's diverse urban and ecological landscape serves as an ideal living laboratory for planning education, with proximity to major urban centres in Canada and the U.S. This program will prepare graduates to meet pressing community challenges through innovative, inclusive, and place-based planning approaches.

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

N/A. This would be a new program at UVic.

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

We hope that the Community Planning program will be of interest to Indigenous students from Canada and around the world. Currently, Indigenous graduate students compose 8.8% of students in the Faculty of Graduate Studies at UVic (PowerBI UVic Student Factbook – Student Headcount Demographics). As a starting point, we would envision that approximately 8-10% of each cohort (3-4 students) would be Indigenous students in the MCP 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 MCP program will actively recruit and retain Indigenous students through outreach and scholarships. Indigenous students in the MCP program will be eligible for nomination to receive the Jim Ounsworth Graduate Scholarship for Indigenous Students (\$15,000 CAD each) and the John Michael Brownutt Graduate Scholarships (amount varies) at UVic. The Canadian Institute of Planners also offers an annual College of Fellows Indigenous Planning Student Award that “supports Indigenous students’ part-time or full-time post-secondary studies at an accredited Canadian planning program” (CIP-ICU – Support That Starts in the Classroom). Additionally, the Faculty of Social Sciences will actively pursue donor funding for Indigenous graduate students in the MCP program as part of its fundraising campaigns. Moreover, the program will promote pathways for Indigenous learners into planning careers, addressing TRC Call to Action #7 by reducing educational gaps and fostering leadership opportunities for Indigenous students in community planning.

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

The MCP program at VIU actively engaged in community-based applied research with Indigenous communities. Over 10 years, 16 Nations engaged students in a wide range of projects including from site-specific concept plans to large-scale comprehensive community plans. The students also provided support for a wide range of community engagement activities, from short-term pop-up tables to multi-day events. It is anticipated that the same level of “Learning by Doing” will be a critical feature in the UVic program and faculty will actively work to provide support for Nations, communities, and governments interested in working with the students.

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

Indigenous faculty will be required for courses and activities relating to planning with Indigenous communities as well as other courses that address modern planning approaches and practices. It is recognized that Indigenous planners are in high demand and attracting faculty may be challenging, but it is hoped that the UVic program will be of interest due to the applied nature of the program, the location of UVic within the territories of the Coast Salish peoples, and the potential partnerships with other programs, departments, and opportunities at UVic.

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

The Canadian Institute of Planners acknowledges the role that planners have played in Canada’s colonial history in relation to First Peoples, wildlife, lands, and waters. CIP is actively engaging members in the development of a Reconciliation Action Plan that will address training, policy development, advocacy, and relationship-building. This includes Two-Eyed Seeing (with credit to Elder Albert Marshall), collaborating in Ethical Spaces, decolonizing planning approaches, and valuing a diversity of knowledges

and approaches to community engagement. Embedding these guiding epistemic approaches is foundational to the program, as is moving forward in new ways that recognize the requirements of UNDRIP, the TRC's Calls to Action, and BC's DRIPA. Students will also engage in land-based learning where land is the primary teacher, not a passive resource. Community-based research will only be conducted through partnerships where questions and approaches are defined by the Nations and communities. Information on CIP's current activities is available at: <https://www.cip-icu.ca/reconciliation>

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

The "Learning by Doing" ethos of the program is best met by being out of the classroom and engaging in real-life issues important to peoples and communities. We hope to develop partnerships with the Nations and organizations of southern Vancouver Island that will provide useful deliverables while helping UVic students become better citizens and planners. Any engagement with Indigenous territories, lands, and waters will be preceded by the development of collaborative partnerships and the identification of questions/outcomes by the Nation or organization. Ideally, students will become a valuable resource that can assist in addressing problems or building out new opportunities through these partnerships.

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

☒ Yes ☐ No

We do not anticipate the proposed MCP program drawing heavily on IACE resources. However, it is possible that the following may be involved:

- Indigenous students in the MCP program visiting and studying at the First Peoples House;
- Possibly delivering the proposed course, PLAN 521: Planning with Indigenous Communities, in a classroom space in the First Peoples House if space is available;
- Occasionally requesting assistance with booking Elders for special program events and consulting with IACE related to community engagement with Indigenous partners.

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 MCP program will advance UVic's Indigenous Plan (X^wk^wənəŋjstəl | W̱ẸNENISTEL) and Strategic Plan (*Distinctly UVic*) by embedding reconciliation, sustainability, and equity as core values of the program. Guided by the teaching of ʔetalnəwəl | ÁTOL,NEUEL – respecting the rights of one another and being in right relationship with all things – the program aligns with institutional priorities to uphold Indigenous rights, honour local laws, and integrate Indigenous ways of knowing and being across teaching, research, and governance.

The curriculum will include PLAN 521: Planning with Indigenous Communities, emphasizing land-based learning, relational governance, and Indigenous worldviews, supporting DRIPA Action 4.5a and TRC Calls to Action on culturally appropriate education. Partnerships with Indigenous nations will foster community-led projects, mentorship, and research, advancing goals to work together (ĆĀNEUEL OL) and prepare for the work to come (S,HOL ET MEQ EN ENÁ SE SĆĀ).

Aligned with the Strategic Plan's "People, Place, and the Planet" priority, the MCP program will promote social and environmental sustainability through planning practices that respect Indigenous territories and stewardship principles. By creating pathways for Indigenous students and faculty, and embedding accountability measures, the program will contribute to UVic's vision of a university that is inclusive, responsive, and transformative, thereby helping to move each other forward in a good way.

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.



01-Oct-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)

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

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (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: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences	
Consultation date: Oct 15, 2025 (OREM)	

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,	Proposal	Question about the degree: Is this a new degree, or is it a Master of Arts/Science in Community Planning? Admission requirements: <ul style="list-style-type: none"> - Only unofficial transcripts are required at the time of application, not official. - FGS requirement is for two references, not three. In addition, it is not possible to update the Online Admission Application to require 3 references.

Curriculum and Calendar), Ashley de Moscoso (Assoc. Registrar), Marc Bavin (Associate Registrar), Rachel Strandquist (Director, Graduate Admissions & Records)		<p>Also in Section A, in the deadline section (page 2), the sentence should be updated to “The application deadline is December 1 each year for September entry in the <u>following</u> year”.</p> <p>In Section B (on page 3), Fall and Spring term electives</p> <ul style="list-style-type: none">Should they specify ‘Community Planning-approved Electives’ or any other qualifier?				
	<table border="1"><tr><td><p>Year 2 – Fall Term</p><p>PLAN 520 – Planning Theory and Practice (1.5)*</p><p>PLAN 521 – Planning with Indigenous Communities (1.5)*</p><p>PLAN 597 – Planning Capstone (0.5)*</p><p>Complete 1.5 units of electives</p></td><td><p>Year 2 – Spring Term</p><p>PLAN 530 – Financial Foundations of Planning (1.5)*</p><p>PLAN 597 – Planning Capstone (0.5)*</p><p>Complete 1.5 units of electives</p></td></tr><tr><td colspan="2"><p>Year 2 – Summer Term</p><p>PLAN 540 – Planning Design Studio (3.0)*</p><p>Optional Co-op Work Term</p></td></tr></table>	<p>Year 2 – Fall Term</p> <p>PLAN 520 – Planning Theory and Practice (1.5)*</p> <p>PLAN 521 – Planning with Indigenous Communities (1.5)*</p> <p>PLAN 597 – Planning Capstone (0.5)*</p> <p>Complete 1.5 units of electives</p>	<p>Year 2 – Spring Term</p> <p>PLAN 530 – Financial Foundations of Planning (1.5)*</p> <p>PLAN 597 – Planning Capstone (0.5)*</p> <p>Complete 1.5 units of electives</p>	<p>Year 2 – Summer Term</p> <p>PLAN 540 – Planning Design Studio (3.0)*</p> <p>Optional Co-op Work Term</p>		
	<p>Year 2 – Fall Term</p> <p>PLAN 520 – Planning Theory and Practice (1.5)*</p> <p>PLAN 521 – Planning with Indigenous Communities (1.5)*</p> <p>PLAN 597 – Planning Capstone (0.5)*</p> <p>Complete 1.5 units of electives</p>	<p>Year 2 – Spring Term</p> <p>PLAN 530 – Financial Foundations of Planning (1.5)*</p> <p>PLAN 597 – Planning Capstone (0.5)*</p> <p>Complete 1.5 units of electives</p>				
<p>Year 2 – Summer Term</p> <p>PLAN 540 – Planning Design Studio (3.0)*</p> <p>Optional Co-op Work Term</p>						
	<ul style="list-style-type: none">Recommend that the program totals match between SCP and Kual. The last time we checked, they were not the same (although this may have changed since our last review).					

Signature: _____



Date: _____ Oct 15, 2025 _____

Senate Committee on Planning
Required Internal Consultations

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

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Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 11, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles, Executive Director, Co-operative Education Program and Career Services	Emailed SCP Proposal and Quali Proposal	Thank you for forwarding your proposal to me for consultation. Having read through your attached document, I have no concerns with respect to the Co-op program. As noted in our consultation meeting, I indicated that I am extremely enthusiastic about this new Master of Community Planning. The inclusion of a Master level optional Co-op program with at least two work

		<p>terms is strongly supported. That the Co-op work terms will be clearly encouraged by the academic unit is gratifying. I anticipate that your new program will have a positive impact on Co-op and will offer opportunities for new employer and student engagement. We discussed resourcing requirements briefly and we are in agreement on our next steps.</p> <p>Please consider this feedback as my confirmation of consultation and of support of your proposals.</p>
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Andrea Giles

Signature: _____

Date: September 16-25

Senate Committee on Planning
Required Internal Consultations

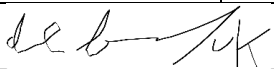
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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 11, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Daniel Brendle-Moczuk on behalf of Jonathan Bengtson, University Librarian	Emailed SCP Proposal and Kualii Proposal	UVicLibs fully supports the Master of Community Planning proposal...but with the caveat that until we know exactly what VIU has in terms of resources they are willing to give UVic...don't know yet 'IF' we currently have enough resources to fully support the program.

Signature:  _____

Date: WedOct15, 2025

Senate Committee on Planning
Required Internal Consultations

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

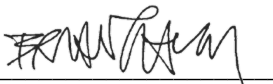
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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Brian Thom, Chair, Department of Anthropology	SCP and Kualii proposals	I'm glad UVic is picking up the planning issue. It is particularly important that we offer these pathways for Indigenous communities who are actively engaged in these issues. From my point of view, it would be fine to have those two classes [ANTH 511 and ANTH 585] listed as electives. They will certainly give someone working in community planning contexts at a graduate level some excellent 'big picture' and 'philosophical' kind of

		<p>grounding. I can't think of other graduate courses in our curriculum that also does this except perhaps for Anth 520a (Ethnographic Mapping and Indigenous Cartographies) where we actually talk about Indigenous land use planning explicitly, and work through methodologies of data collection/management/analysis that relates to land use planning. The only trick is that 520a has at times in the past been taught in other themes (Feminist Theory, etc) but generally it is used for this course.</p>
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Signature: 

Date: 06 Oct 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Erin Campbell, Chair, Art History & Visual Studies	SCP and Kualii proposals	This program will make a tremendous contribution to creating liveable cities. It is a wonderful way to continue to offer the credential in light of VIU discontinuing the program. Since AHVS students include in their programs Cultural Resource Management courses that have the course code AHVS I would defer to Tania and Miranda on the question of the CH course. I wish AHVS had courses at the graduate level that we could contribute but it is something to potentially aspire to as we continue to develop our graduate curriculum. A course on public art, urban art, design, and placemaking, and the role of artists in urban planning and creating liveable cities would be a great addition. I wish you all the best as you

		work your way through the curriculum process.
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Signature: Erin J. Campbell

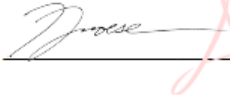
Date October10, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: August-October, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Thomas Froese, Chair, Department of Civil Engineering	SCP and Kuali proposals, email exchange, and meeting.	<p>Based on our discussion, below are the key points we have agreed to:</p> <ol style="list-style-type: none"> 1. CIVE 511, CIVE 513, and CIVE 516 can be kept on the Community Planning electives list, while CIVE 546, CIVE 550, and CIVE 561 should be removed from the list. 2. Create a new cross-listing, PLAN 560 (Urban Transportation Planning), that will be cross-listed with CIVE 560 (Urban Transportation Planning). This would be offered by one of the new hires in the planning program and would be open to both planning and civil engineering students.

		<p>3. Revise the course description of the core course, PLAN 510 (Urban Design), so that it includes reference to 'infrastructural systems' as one of the key themes in the course. CIVE would like to see the PLAN 510 course open to Civil Engineering students in some form (details to be determined, and understanding that the requirements for the Planning program need to take precedence on this).</p> <p>4. Once Geography's planning program is approved by the province, we can continue the discussion about further collaboration related to a possible interdisciplinary graduate program related to Urban Systems or related themes.</p>
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Signature:  Thomas Froese
2025.10.15
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Date: _____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Tania Muir, Director of Languages, Arts and Culture, Division of Continuing Studies	SCP and Kuali proposals	<p>I am in agreement that this will be an incredible opportunity for UVic to provide continuity of learning for those interested in professional and community planning following the closure of the VIU program. I am so pleased to hear that the Department of Geography is taking the lead on this!</p> <p>CH 562 course was part of the Graduate Professional Certificate in Cultural Heritage Studies. While this program was sunset at the graduate level, we do still offer the course at the 400-level under the same course title (please note that the 500-level course is being retained in the graduate calendar at this time solely for the purpose of supporting the one remaining learner who will be participating in the equivalent AHVS 488X at a graduate level in 2026 to complete her credential).</p>

		<p>As you are likely aware, the Cultural Resource Management Program (CRMP) has been working in collaboration with the Department of Art History and Visual Studies for over 30 years to offer education and training to emerging and mid-career professionals working in the museum, heritage and cultural sector. Combining theory and practice, our courses and programs support those working within the field, as well as providing access to undergraduate and graduate learners in related disciplines.</p> <p>While the CRMP currently only has courses offered at the 400-level, our learners are primarily degree holders, many with graduate credentials, who also bring professional experience working within the field. Based on the quality of our courses and relevance to graduate learners, the Department of History at UVic have built their Public History MA with our CRM courses as core and electives to the program (AHVS 486A-489L). Please see below that in alignment with the requirements of the Faculty of Graduate Studies they indicated that while 400-level courses are permissible, at least 12 units must be at the graduate level.</p> <p>In addition to the Curatorial Planning and Practice course that you have suggested, you may be interested in our AHVS 489L Heritage Conservation Planning. This course provides an overview of heritage planning in the context of urban (and rural) planning and</p>
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		<p>development. Considering both individual and collective historic places (e.g., buildings, historic districts, cultural landscapes, archaeological sites) in a wide variety of geographical and physical contexts, the course approaches heritage planning within the larger framework of community planning and sustainability. I know these, as well as our other heritage offerings we provide, are of great interest to the Canadian Association of Heritage Professionals (CAHP), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIB).</p> <p>Apologies for the long message. Happy to chat further if that is helpful!</p> <p>Public History</p> <p>Admission requirements Admission requirements are the same as for the MA in History Stream, however a candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above.</p> <p>Program requirements</p> <ol style="list-style-type: none"> 1. Complete all of the following <ol style="list-style-type: none"> 1. Complete 3 units of: Cultural Heritage Courses, selected from AHVS 486A-489L 1. Complete all of: <ul style="list-style-type: none"> ▪ HSTR515A - Public History (1.5) ▪ HSTR597 - Public
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		<p>History Stream Research Project (6.0)</p> <p>1. Complete 4.5 units of:</p> <p>graduate History courses. Students are strongly encouraged to take HSTR 500. The 4.5 units of graduate History courses may include only 1.5 units of field school courses. The department will accept GMST 589 in lieu of 1.5 units of graduate History courses. Students are also required to complete a final project (HSTR 597) and a work- experience component. In certain cases, because of student background or course availability, one or more of the above courses (except HSTR 515A and HSTR 597) may be replaced by a different course with approval of the Graduate Adviser and the Faculty of Graduate Studies. This may include a language course, a relevant graduate course in History or another department, or a 400- level course in Cultural Resource Management. At least 12 units must be at the graduate level.</p>
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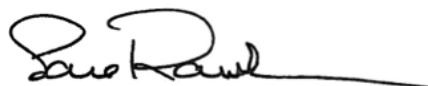
Signature:

Date: October 2, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Sara Ramshaw, Director, CSPT Program	SCP and Kuali proposals	This is a great idea. However, the CSPT 600 course is the course that is cross-listed with courses in other CSPT units and is not itself a standalone course. You may be thinking of the CSPT core course that the CSPT Director teaches: CSPT 501 (MA)/601(PhD): Contemporary Cultural, Political and Social Thought I & II. As non-CSPT students are able to take this course with the Director's permission then this could work for your proposed program.



Signature: _____

Date: 30 Sept 2025 _____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
<p>Martin Farnham, Graduate Advisor (Fall 2025), Department of Economics</p> <p>Marco Cozzi, Incoming Graduate Advisor (Spring 2026), Department of Economics</p>	SCP and Kuali proposals	<p>Feedback from Marco Cozzi:</p> <p>“Overall, I think that the proposed master would be a nice addition to the UVic graduate programs.</p> <p>Here are my two cents, but Martin might have a deeper understanding of these issues, and perhaps a different opinion:</p> <ol style="list-style-type: none"> 1. Usually, our Graduate courses are fairly small (apart from Econ 516, which tends to be popular). From a logistical perspective, having a few more students should not be an issue. 2. Econ 526 is not offered every year; sometimes to make it viable it is taught jointly with the

		<p>undergraduate students.</p> <p>3. Econ 525 and 526 do require some prerequisite knowledge in both math and stat (Econ 516 only in math). The prospective students in the Master of Community Planning would need to have those skills to succeed in these courses. If their technical academic background were to be weak, we would ask (require?) them to attend the Graduate Math/Stat "refresher" course that is usually taught by an Econ prof in late August/early September.</p> <p>4. An additional course that you may want to consider including in the list of Econ courses is Econ 548, Applied Econometric Modelling. I think that the techniques taught there might be useful for the students in the proposed program. However, for this course, the stat knowledge prerequisite would be even more binding.”</p> <p>Feedback from Martin:</p> <p>“None of these courses has a graduate pre-requisite, but all of them require a very strong background in economics. I</p>
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		<p>can't speak for 526 but 516 and 525 are quite technical. I would say they would only make sense for students to take if they were the equivalent of a strong BSc student in economics prior to joining the planning program. Otherwise they'll be lost.</p> <p>So I don't know whether there's an asterisk approach one can take to this, or a subsidiary list of courses available depending on a student's academic background. But I'd definitely be cautious about listing these ECON courses as ones that *any* planning student might take."</p> <p>SOLUTION PROPOSED BY APPLICANT:</p> <p>"Thanks for your feedback about the ECON courses on the Community Planning electives list. What I would propose is to keep the courses on the list – and add ECON 548, as Marco suggested – since when planning students enter the program, they will discuss their elective options with an advisor who can help direct them to electives that they are prepared to take based on their undergraduate background. If they don't have a solid background in ECON, then they would be advised against taking these courses. I'll also add a program note indicating that some electives require background knowledge in the subject areas and that students</p>
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		<p>should consult with their advisor or the program director for guidance.”</p> <p>Solution above supported by ECON.</p>
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Signature:  _____

Date: 2 Oct 2025_____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Deborah Curran, Director, School of Environmental Studies	SCP and Kuali proposals	<p>This is great news! I have often noted over the years that our community work from campus misses the expertise of planning professionals so this will be a wonderful addition to UVic. Thanks for your efforts on this front.</p> <p>While Natalie and I will delve into the proposal once this term launches, we can confirm that we welcome our 500-level topic courses being open to students in this new program.</p>

Signature: 

Date: 9 October 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Lisa Surridge, Associate Dean Academic, Faculty of Humanities	SCP and Kuali proposals	Adrienne and I have consulted, and we suggest IS 391B or 391D as possibilities [for electives]. They both allow registration with permission of the department. I have not yet consulted IS about whether they would agree to have them included.

Signature: Lisa Surridge
Date: 29 Sept. 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Hōkūlani K. Aikau, Director, School of Indigenous Governance	SCP and Kualī proposals	IGOV 510 is restricted to IGOV students in part because the land-based opportunities integrated into the course are paid for out of our small operations budget. If we had external funds to support more students, then we might consider it. We also like to keep it small because the course is designed to provide students with the space and time to develop a personal framework for how to be a good visitor on these lands and waters. The course is not designed to be overtly academic. IGOV 530 & 520 do that work. We find that students from other disciplines get a lot out of IGOV 530 Indigenous research methods, and IGOV 520 Foundations in Indigenous Governance. These courses might be more appropriate for the Master's in Planning. Please be advised,

		students who enroll in our Master's level courses need some kind of background in Indigenous studies (broadly conceived). We find it challenging to welcome students into our graduate level courses who have never taken an Indigenous focused course or who do not have any life experience working with Indigenous nations or community organizations.
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Signature: _____

Date: September 29, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrew Newcombe, Associate Dean Academic and Student Relations, Faculty of Law	SCP and Kualii proposals	<p>This is a great proposal. Having a community planning program at UVic fits so well with the university's overall academic strengths and mission, in particular the community and sustainability focus.</p> <p>I'm pleased to see that there is a required courses on Planning with Indigenous Communities. In terms of approved electives, I am wondering about whether any of the indigenous governance program courses might be considered as relevant, for example, IGOV520 Foundations of Indigenous Governance.</p> <p>With respect to LAW 383, Municipal Law, it could be an elective but it would be restricted to grad students</p>

		who have at least some legal training as it is an advanced course that requires knowledge of statutory interpretation and constitutional law.
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Signature: 

Date: 9 October 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Simon Glezos, Graduate Advisor, Department of Political Science	SCP and Kuali proposals	This sounds like an exciting opportunity. The list of Poli sci courses you have is generally good, and it shouldn't be a problem accommodating non-poli sci students (within reason, I'm not sure how large a program you're envisioning). The only exception is POLI 524 Politics of Colonialism, which probably won't be offered going forward as the primary instructor for it is on long-term leave.

Signature: _____

Date: _October 1, 2025_____

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
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Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: September 29, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Jill Chouinard, Director, School of Public Administration	SCP and Kualu proposals	<p>Responses below from Marlowe Morrison (Program Manager) on behalf of Public Admin:</p> <p>Thank you so much for the chat today! It is so interesting to hear what is happening with the new Community Planning program, it sounds like there might be some great opportunities for our schools to work together.</p> <p>Below is the edited list of electives, removing MPA core courses (these are typically full) and courses that are not currently offered. The two highlighted courses will be revised as part of our MACD program change, but should still be applicable as possible planning electives. For all courses, there would be limits on non-program student seats</p>

		<p>available, so unit permission would be required.</p> <p>ADMN504- Government and Governance (1.5)</p> <ul style="list-style-type: none"> o ADMN507- Public Sector Leadership (1.5) o ADMN509- Economics for Policy Analysis (1.5) o ADMN550 - Strategic Communication and Engagement (1.5) o ADMN577 - Strategic Planning and Implementation (1.5) o CD501 - Setting the Foundations for Community Change (1.5) o GD506- Enterprise Development for Community Benefit (1.5) o GD510- Leadership, Management and Governance within Organizations (1.5) o CD512 - Program and Project Design, Management and Evaluation (1.5) o CD518 - Citizen Participation and Democratic Governance (1.5) o GD524- Leadership and Organizational Development for Communities (1.5) o GD525- Managing Organizations, Systems and Community Transformations (1.5) o CD526 - Communication and Engagement (1.5) o CD530 - Systems Thinking, Innovation and Strategic Planning (1.5) o DR509 - Dispute Resolution System Design and Public Interest Disputes (1.5)
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		<p>o DR516 - Access to Justice and Dispute Resolution Systems (1.5)</p> <p>o PADR505 - Policy-making and Policy Communities (1.5)</p> <p>Other Grad courses:</p> <ul style="list-style-type: none"> ▪ ADMN 548 - Special Topics: Public Policy (Example topics: Sustainability Transitions, Governance for Planetary Health, Indigenous Governance in Canada) ▪ ADMN 547 - Intergovernmental Relations in Canada <p>Related courses that you might want to take a look at just out of interest, and/or for consideration for the elective list are:</p> <ul style="list-style-type: none"> o ADMN423 - Local Government and Governance (1.5) o ADMN445 - Urban and Regional Development (1.5) o ADMN446 - Local Government Land Use Planning (1.5) o ADMN452 - Local Government Law (1.5) <p>My understanding is that upper-level undergraduate courses can be included in a graduate program elective list (e.g. our MPA on-campus), if desired. Please reach out if any other information would be helpful, or the above is not clear!</p>
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		<p>—</p> <p>Over the course of the conversation [at our August 29, 2025 meeting], we discussed how a shared/cross-listed elective course could be an opportunity for students in both programs to work together, given professionals are very likely to work alongside one another! We discussed the possibilities of the MACD residency potentially connecting with an intensive course, or some sort of case-study based and/or community-engaged project...</p>
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Signature: *Ja Chouinard*

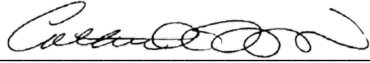
Date: September 30, 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: October 9, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Catherine Worthington, Director, School of Public Health and Social Policy	SCP and Kuali proposals	Thanks very much for those clarifications. I took the request to our school council meeting last week. Consensus is that the MPH Social Policy area of focus courses (those coded PHSP 550, PHSP 551, PHSP 552) may be included on the Community Planning approved electives list. The core course for MPH students, PHSP 504, should be removed from the list, at least until we get a sense of the potential demand for the course(s). (The rationale was two-fold – there was concern about diluting the MPH cohort experience in a core course, and 504 is already typically at/over registration cap so has little

		room for additional students.) I look forward to hearing/seeing more about the new program.
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Signature: 

Date: 14 October 2025

Senate Committee on Planning
Internal Consultations

Name of program: Master of Community Planning	Anticipated start date: May 2026 (calendar) September 2027 (first intake)
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Department of Geography	
Name, title, and email of contact person: Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, soscasdn@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: October 9, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
<p>Garry Gray, Graduate Advisor, Department of Sociology</p> <p>Steve Garlick, Chair, Department of Sociology</p>	SCP and Kualii proposals	<p>Feedback from Garry Gray:</p> <p>I will note that I am mostly fine with what you have proposed below (re: the inclusion of the three SOCI courses).</p> <p>One caveat: Graduate students normally need permission from both our department and the instructor for our graduate courses if they are not a sociology graduate student. Thus, it's fine to include them but if they wish to take the course they will still need to gain individual permission to take the course (so, I cannot speak for Steve, but I think it's fine to include the three SOCI courses as part of the electives for the new Master's Program but for a student to take any one of those three courses the student will still</p>

		<p>need individual permission of the instructor - which, I suspect in most cases will not be an issue). Perhaps this is the normal process anyway (for what you envision) but just thought I would mention it.</p> <p>Feedback from Steve Garlick:</p> <p>I don't see any problem with this proposal.</p>
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Signature: 

Date: 14 October 2025

Signature: 

Date: 14 October 2025

September 5th, 2025

VIA EMAIL

University of Victoria
PO Box 1700 STN CSC
Victoria, BC, V8W 2Y2

Attention: Dr. Reuben Rose-Redwood, Professor and Associate Dean Academic, Faculty of Social Sciences, University of Victoria

RE: Proposal for a Master of Community Planning Program at the University of Victoria

On behalf of the Planning Institute of British Columbia (the Institute), I am pleased to offer our full support for the proposal to establish a Master of Community Planning (MCP) program at the University of Victoria (UVic). The PIBC is the professional association of planners in British Columbia and Yukon and has been dedicated to the advancement of the planning profession for more than 65 years.

The Institute has had a long-standing relationship with the Vancouver Island University (VIU) Master of Community Planning program as well as other university planning programs across the province. Many graduates of VIU's planning program are valued members of the Institute and the planning profession and the closure of the program creates a significant shortfall in planning education within the province and across Canada.

The demand for qualified professional planners is continuing to grow, driven by the urgent need to address challenges such as the housing, climate resilience, reconciliation, and sustainable community development. With an increasing shortage of planners across the British Columbia and elsewhere in Canada, the proposal to establish a Master of Community Planning (MCP) program at UVic is critical to addressing these challenges and helping communities meet the needs of the future.

Establishing the program will directly support the planning profession and help address the gap in planning education following the closure of the valued VIU Master of Community Planning program. Without expanded access to planning education, the province will continue to face a significant shortfall in the number of qualified planning professionals.

The Institute wholeheartedly supports this proposal and recognizes its potential to contribute to the strength of the planning profession and the communities it serves. We are confident that the establishment of the Master of Community Planning (MCP) program at UVic will create an opportunity for future planners to help shape more livable, sustainable, resilient communities and environments in BC, and beyond.

Thank you for the opportunity to provide our support. Should you require any further information please contact the PIBC Office.

Regards,



Kenna Jonkman RPP, MCIP,
President,
Planning Institute of British Columbia

From: PIBC South Island <pibcsouthisland@gmail.com>
Date: Thursday, September 11, 2025 at 3:02 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support - Master of Community Planning (MCP) program

Dear Dr. Rose-Redwood,

On behalf of the Planning Institute of British Columbia – South Island Chapter (PIBC-SI), I am writing to express our strong support for the establishment of a Master of Community Planning (MCP) program at the University of Victoria.

The South Island Chapter represents over 275 professional planners, candidates, and student members across the Capital Region, Cowichan Valley, and Gulf Islands. Our members work within 13 local governments, numerous First Nations, provincial ministries, consulting firms, and non-profit organizations – all of which are facing unprecedented demand for professional planning expertise in the midst of a housing crisis, climate change adaptation, and reconciliation with Indigenous communities.

The closure of Vancouver Island University's MCP program leaves a significant gap in graduate-level planning education in British Columbia, particularly on Vancouver Island. The proposed program at UVic is well-positioned to fill this gap. With its emphasis on applied learning, community-based research, and experiential education, the UVic MCP program will prepare graduates to address real-world challenges while advancing the professional standards of planning practice.

The South Island is uniquely suited to host such a program. The presence of multiple levels of government, First Nation communities, and a wide range of urban and rural communities provides an exceptional laboratory for applied planning education. Embedding Co-op work placements within the program will further strengthen the connection between students and employers, ensuring that graduates are job-ready and responsive to community needs.

Our Chapter sees significant potential for UVic MCP graduates to contribute meaningfully to the planning profession in our region. Within the Capital Region and surrounding communities, there are dozens of current and anticipated planning positions that could be filled by MCP graduates. The demand for skilled planners will only continue to grow in the years ahead.

For these reasons, PIBC-SI strongly endorses the establishment of the UVic MCP program and urges its approval. We are confident that this program will become a cornerstone of planning education in British Columbia and play a critical role in addressing the province's current and future planning challenges.

Sincerely,
Stirling Scory and Kelsey Tyerman
Co-Chairs, PIBC South Island Chapter



September 10, 2025

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
By email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

I am delighted to provide a letter supporting the proposed Master of Community Planning (MCP) Program at the University of Victoria.

The discontinuation of the Master of Community Planning Program at Vancouver Island University will result in the loss of an accredited graduate program in planning on Vancouver Island. The proposal forwarded by UVic builds on the foundational aspects of the VIU program – applied experiences, community-based research, and student engagement in practical academics – then layers in new opportunities that will, I am certain, ensure the success of the proposed program.

Specifically, the option to complete a co-op opens doors to professional experiences and potentially future employment. The wide range of electives available through other programs at the university encourages students to expand their knowledge in related areas. The geographic location of UVic in southern Vancouver Island creates opportunities for projects with First Nations, local governments, and provincial agencies. And finally, the stellar reputation of the university in research and community involvement will attract highly qualified students seeking an accredited graduate degree.

As a UVic alumna, Registered Professional Planner, and as the Director of VIU's sunsetting MCP Program, I fully support the proposal as presented and commend the Department of Geography and the University of Victoria for moving forward on this important initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Shaw", is written over a light blue horizontal line.

Pamela Shaw, PhD RPP FCIP FRCGS
Director, Master of Community Planning Program
UNESCO Chair, Indigenous Protected and Conserved Areas: Research and Action
Research Director, Mount Arrowsmith Biosphere Region Research Institute



School of Resource & Environmental Management
Resource and Environmental Planning Program
Faculty of Environment

Dr. Reuben Rose-Redwood
University of Victoria
September 10, 2025

Tel: 778-782-3074
Fax: 778-782-4968
www.rem.sfu.ca

TASC 1, Room 8405
Simon Fraser University
8888 University Drive
Burnaby BC V5A 1S6
Canada

I am pleased to provide a letter supporting the proposed Master of Community Planning (MCP) program to be housed in the Department of Geography at the University of Victoria.

I am familiar with the Vancouver Island University (VIU) Master in Community Planning (MCP) program created in 2015, which this proposal seeks to reestablish at the University of Victoria. The VIU program was highly successful and was well regarded by both academics and planning practitioners. The program provided academic training in planning combined with applied training based on collaborative projects with community and Indigenous partners supervised by academics and leading practitioners.

Unfortunately, the program was discontinued in 2024 due to budget constraints.

I have reviewed the MCP proposal to reestablish the highly successful VIU program in the Department of Geography at the University of Victoria. This proposed program will result in an even stronger MCP program by utilizing the extensive resources and electives available at the University of Victoria.

The proposed MCP program will fill an important gap in planning training in British Columbia by focusing on applied community and Indigenous planning on Vancouver Island and the Victoria region.

The demand for planners is very strong and reestablishing a previously successful program with an excellent track record at the University of Victoria will make a much needed contribution to the training of planners in BC.

For these reasons I strongly support the proposal.

A handwritten signature in black ink, appearing to read "T. Gunton", is written over a horizontal line.

Dr. Thomas Gunton
Professor and Director
Resource and Environmental Planning Program
Simon Fraser University



16 September 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

via email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Re: Proposal for new Master of Community Planning – University of Victoria

Thank you for sharing your proposal for a new Master of Community Planning (MCP). In light of the recent closure of the Master of Community Planning program at Vancouver Island University, the proposed program provides welcome additional capacity.

We, at the School of Community and Regional Planning (SCARP) at the University of British Columbia, find strong demand for planning professionals within the Lower Mainland and beyond. The knowledge, skills and capacities of planners are highly valued in finding practical ways forward in the face of key societal challenges including the housing crisis, inequalities, climate change, intolerance, reconciliation and more.

It is good to see how the proposed program will build on the established track record of the planning program at Vancouver Island University. I can also see how students will benefit from the wide range of elective courses which will be available. As you continue to develop the program, it might be worth thinking about the precise phasing of the courses over the two years.

In your proposal you refer to UBC's Master of Community and Regional Planning (MCRP) program as having a "broad-based focus and a strong theoretical orientation." I am not sure whether you are aware that we reviewed and significantly revised the MCRP program four years ago. The program provides a strong all-round planning education, and reflects of the School's tag-line of "Knowledge in Action: Planning in Partnership." We are centrally concerned with how to equip students with the capacity to translate ideas into workable actions. Requirements of the program, for instance, are that all students complete an internship, and during the second year students work in small teams for two terms on live client-based Studio or Practicum projects. We reserve 20% of the places on our program for students taking the Indigenous Community Planning (ICP) concentration. This concentration results from a partnership between SCARP and the Musqueam Indian Band. It is the only known program where the content is co-designed, co-delivered and co-taught by the First Nation on whose lands the University is located, and has received national and international acclaim.

Thank you once again for sharing the proposal. We wish you every success as you develop and refine the program. I'm sure the MCP will be a worthwhile addition to the current complement of accredited planning programs in British Columbia.

Yours sincerely,

Heather Campbell
Professor and Director
School of Community and Regional Planning

Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Sept 15, 2025

Dear Reuben Rose-Redwood, Ph.D.

Please accept this letter as support for the proposed Master of Community Planning Program at the University of Victoria (UVIC). The University of the Fraser Valley (UFV) would encourage students in the undergraduate regional and community planning program to apply for acceptance into UVic's proposed program. A graduate program on Vancouver Island that integrates a critical and applied focus is needed in British Columbia, given the challenges facing community and regional environments, as well as the recent loss of a program at Vancouver Island University.

Sincerely,

Cherie Enns

Dr. Cherie Enns, RPP

Chair, UFV Bachelor of Regional and Community Planning



From: Tara Clapp <Tara.Clapp@unbc.ca>

Date: Thursday, August 28, 2025 at 1:22 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Cc: David Atkinson - Geography Chair <geogchair@uvic.ca>, Pam Shaw <pam.shaw@viu.ca>, Lindsay Chase <lindsay.chase@saanich.ca>, Mark.Holland@viu.ca <Mark.Holland@viu.ca>

Subject: RE: Consultation Request: Proposed Master of Community Planning Program at UVic

Hi all –

A request for **correction** in the request:

Can you please address the misrepresentation of the UNBC accredited undergraduate degree in professional planning as ‘one of several general undergraduate degrees in Planning’ in the province?

I would really appreciate this correction, and would ask that you **resend** this letter to the other Schools once it is corrected.

If you or any of the co-authors would like to learn a bit more about the UNBC accredited programs in Planning in particular, and the role of professional undergraduate education in Planning in North American, I would be happy to arrange a meeting to discuss.

In the meantime, UNBC offers one of the now three fully accredited professional degrees in Planning, which is a distinct degree from the ‘general undergraduate’ planning degree.

On the proposal:

I am pleased to hear that UVic is interested in discussing the potential for the continued opportunity for accredited planning education outside the Lower Mainland, and would be interested in discussing eg. ideas about collaboration that could be pursued.

I’m sure that the Province is sensitive to the fact that there are ‘seats’ available in the Province for the education of professional planners – it would be great if you were open to discussing some creative ideas where we might work together on this.

We do have seats available in graduate planning classes, taught by accredited professional planners/academics, and would be interested in exploring the potential for some cross-pollination, as our areas of focus have been very similar to VIUs in the past.

Thanks!

Tara

Dr. Tara Lynne Clapp, RPP, MCIP
Associate Professor and Chair
School of Planning and Sustainability
University of Northern British Columbia
(236) 792-4460
On the unceded territory of Lheidli T’enneh First Nation

From: Barry Wylant <bwwylant@ucalgary.ca>
Date: Monday, September 15, 2025 at 11:22 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: John Brown <brownj@ucalgary.ca>, Enrica Dall'Ara <enrica.dallara@ucalgary.ca>
Subject: Fwd: Query about U of C's Doctor of Design

Dear Dr. Rose-Redwood,

Thank you kindly for your email and inquiry about our SAPL doctoral programs. For your reference, I am the SAPL Graduate Program Director, responsible for our thesis degrees and our Dean, Dr. Brown has kindly forwarded your email to me as the appropriate respondent.

Please note that we have two doctoral programs, the Doctor of Design (<https://sapl.ucalgary.ca/future-students/graduate/doctor-design-ddes>), and the PhD in Environmental Design (<https://sapl.ucalgary.ca/future-students/graduate/phd-environmental-design-phd>).

As a quick reference, the DDes program is an executive degree targeting mid-career professionals, where residency is not required, and students continue to work in their professional practice while completing the degree. Graduates from your proposed MCP program would be eligible for the DDes after several years of professional practice (our recruiting page indicates 7 years as a targeted threshold), but not immediately after graduation from UVic. The focus of the DDes is practice-based research, targeting candidates' research interests arising from their professional practice. The DDes requires 3 years to complete. The nature of DDes research is to develop innovation in practice, where students can actually act upon their research as an effective career step either within their existing professional role or in more entrepreneurial ventures.

An alternative is our PhD in Environmental Design. This is a more traditional doctoral program requiring residency at UCalgary and targets completion within 4-6 years. Admission is contingent upon the quality of the applicant's research proposal, available supervision and funding. SAPL must meet minimum levels of funding to successful PhD applicants, as directed by our Faculty of Graduate Studies. MCP graduates may be eligible for this program, allowing for the conditions noted and it does lead to more academic opportunities for graduates.

Lastly, as the proposed MCP is a course-based program, and as another option, we have a thesis-based research degree that targets recent graduates of course-based professional masters programs. The Master of Design Research (<https://sapl.ucalgary.ca/future-students/graduate/master-design-research-mdr>) is a 16 - 24 month thesis-based degree, which allows students to explore research interests that may emerge during their professional program. It allows students to explore a shorter term research pathway as a stepping stone to more targeted career development, and/or as a potential pathway to doctoral studies. Effectively, the MDR allows students to explore research as a potential career path without committing to the extended timeframe required of a PhD. Further, we've had success with MDR graduates finding novel career placement and leadership roles in professional firms given their research focus.

We thus have multiple potential pathways for graduates of your proposed MCP program, allowing for certain conditions with each pathway. I hope this is helpful and please reach out if additional questions arise.

Lastly, I wish you every success with the proposed new program. Given so many impactful forces on our urban systems/cities regarding housing, rural to urban migration, decolonization, and sustainability, programs like the MCP are needed in so many jurisdictions across the country.

With Kind Regards,
Barry

Barry Wylant MEdes (ID)

Graduate Program Director
School of Architecture, Planning and Landscape
The University of Calgary
bwylant@ucalgary.ca
(p) 403-220-8456
(c) 403-860-0756



1 CENTENNIAL SQUARE, VICTORIA, BC V8W 1P6 | victoria.ca

Planning and Development

1 Centennial Square, Victoria, BC V8W 1P6
khoese@victoria.ca | 250.361.0576

September 11, 2025

Dr Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic,
Faculty of Social Sciences

Via Email to soscasdn@uvic.ca

Dear Dr. Rose-Redwood:

On behalf of the City of Victoria Planning and Development department, I am pleased to offer our enthusiastic support for the proposed Master of Community Planning (MCP) program at the University of Victoria.

As a department dedicated to fostering sustainable and inclusive urban development, we recognize the critical need for well-trained and innovative planners to address the complex challenges facing our communities today.

The closure of Vancouver Island University's MCP program has left a significant gap in planning education within our province. The proposed MCP program at UVic promises to fill this void by providing a comprehensive and applied education that aligns with the Professional Standards Board (PSB), the Planning Institute of BC (PIBC), and the Canadian Institute of Planners (CIP) standards.

We are particularly impressed by the program's emphasis on applied learning, community-based research, and experiential education, which are essential for preparing graduates to be effective and impactful professionals. The program's integration of UVic's strengths and its strategic location in the Greater Victoria Region will provide students with unparalleled opportunities for hands-on learning and professional development.

We believe that the UVic MCP program will play a vital role in addressing the shortage of professional planners in British Columbia. Our department currently employs 70 staff members, and we anticipate that graduates from the UVic MCP program will be well-equipped to contribute to our team. We foresee the potential to employ both co-op students and graduates from this program to fill positions within the Planning and Development department.

Additionally, we suggest considering a downtown Victoria presence for the program, which would offer numerous benefits such as proximity to key municipal offices, access to diverse urban planning projects, and opportunities for students to engage directly with the community and local stakeholders.

The City of Victoria is located on the homelands of the Songhees Nation and the Xwsepsum Nation.

In conclusion, we wholeheartedly support the establishment of the MCP program at UVic and look forward to collaborating with the university to create a pipeline of skilled and dedicated planners who will shape the future of our communities.

Thank you for considering our letter of support. Please do not hesitate to contact us if you require any further information.

Sincerely,

A handwritten signature in black ink, appearing to read "K Hoese". The signature is written in a cursive, flowing style.

Karen Hoese
Director Planning and Development
City of Victoria

From: Miko Betanzo <mbetanzo@victoria.ca>
Date: Monday, September 15, 2025 at 4:10 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: RE: Request for a Letter of Support: Proposed Master of Community Planning Program at UVic Planning Program at UVic

Hello,

I am writing to offer my wholehearted support for the University of Victoria's (UVic's) goal to create a Master of Community Planning Program (MCP). As a practicing scholar, former faculty member of the Vancouver Island University's (VIU) Community Planning program and senior planner and urban designer with the City of Victoria, I've seen firsthand the benefits the VIU MCP program offered, and I am very excited to see how that program could be developed and grow at UVic.

VIU's legacy of nimble, creative, practical and practicing students is a testament to the success of the program, and its potential continuation at UVic seems almost critical in this new era of heightened crises. Housing affordability, sustainable land development, health and wellness, and economic and democratic stability are all influenced and affected by how and where we build our cities. And small to medium size cities will continue to be at the forefront of addressing these crises. This means that we'll need the kind of planners that came from the kind of program that VIU pioneered, with broad skill sets, strong theoretical underpinnings and an entrepreneurial disposition to take on these huge challenges.

UVic's existing research strengths, values and setting all fit well with the applied theory requirements of a contemporary community planning program. Land use planning as a discipline itself continues to be refined and, as cities around the world struggle with addressing their shared city making challenges, there is an opportunity to be a leader in this field, right here in the capital of BC. It's exciting, I'm excited, and I see bringing the VIU MCP program to UVic as a tremendous stroke of luck, and an opportunity that should be leapt at.

Kind Regards

Dr. Miko Betanzo, PHD, MArch
Senior Planner, Urban Design
Planning and Development
City of Victoria
1 Centennial Square, Victoria BC V8W 1P6
T 250.361.0604



The City of Victoria is located on the homelands of the Songhees Nation and Xwsepsum Nation.

From: Aaron Dixon <ADixon@victoria.ca>

Date: Wednesday, September 3, 2025 at 9:47 AM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: Letter of Support for UVic MCP

Dear Dr. Reuben Rose-Redwood,

I am writing to you in full support of a proposed Master of Community Planning (MCP) program at the University of Victoria (UVic).

Being a 2019 graduate of the MCP, I fully believe the program provided me the fundamentals of community planning and prepared me for many opportunities to apply my knowledge on Vancouver Island and beyond.

I believe Dr. Pam Shaw wouldn't sign off on moving the MCP to UVic if she didn't think UVic was a stellar environment to nurture future planning professionals. As a planner in the Transportation Department within the City of Victoria, I adamantly agree the city of Victoria provides an excellent urban environment to foster education within the field of community planning.

Thank you for your time and best of luck with shifting the MCP to UVic.

Cheers,

Aaron Dixon, MCP

Transportation Coordinator

Engineering & Public Works

City of Victoria

1 Centennial Square, Victoria BC V8W 1P6

T 250.361.0300



The City of Victoria is located on the homelands of the Songhees and Esquimalt People

District of Saanich**Current Planning**

770 Vernon Ave.
Victoria BC V8X 2W7

t. 250-475-5471

f. 250-475-5430

saanich.ca



September 15, 2025

Dr. Reuben Rose-Redwood
Associate Dean Academic, Faculty of Social Sciences
University of Victoria
3800 Finnerty Road
Victoria BC V8P 5C2

Attn: Dr. Reuben Rose-Redwood
soscasdn@uvic.ca

sent via email

Dear Dr. Rose-Redwood,

I am writing in response to your email of August 28, 2025, describing the closure of the VIU Master of Community Planning Program, and the desire to start a new accredited planning program at the University of Victoria within the Department of Geography. With the imminent prospect of no graduate planning programs on Vancouver Island, it is much more difficult to attract qualified applicants. Having a planning school here is essential.

The District of Saanich is the largest municipality on Vancouver Island, with a total staff complement of over 1200 people. More than 35 Professional Planners are embedded within the Planning Department, the Engineering Department and the Parks, Recreation and Community Services Department. Saanich currently employs 4 graduates of the VIU Master of Community Planning program, and we've found the calibre of graduates to be exceptional. In the coming years I anticipate having multiple planning positions to fill, some of which will be suitable for recent graduates or co-op placements.

The growth in demand for planners is not met by the number of graduates from all accredited schools in Canada. An additional school on Vancouver Island is much needed and supports the attraction and retention of professionals to this region. The program as proposed seems to emphasize the practical aspects of being a planner, and I support this approach.

A new accredited planning program at the University of Victoria fills a critical need both locally and provincially. I fully support the proposal and look forward to engaging with future students.

Sincerely,

A handwritten signature in black ink, appearing to read "Lindsay Chase".

Lindsay Chase, RPP, FCIP
Director of Planning

September 9, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria BC, V8P 5C2

Dear Dr. Rose-Redwood,

On behalf of the Community Building and Planning Department at the District of Oak Bay (District) we are pleased to offer our support for the proposed Master of Community Planning (MCP) program at the University of Victoria (UVic). UVic is an ideal landing spot for this program, located in the provincial capital and in a region with so many local governments and countless businesses that are contributing to the planning world.

The Capital Region offers a real-world laboratory for hands-on education and opportunities to apply course work, research and major projects towards making great places more resilient and sustainable for future generations. The idea of having a master's level planning program located within the district is an exciting opportunity for the District. Oak Bay's Council project list is extensive with land use planning related priorities and we anticipate that there would be meaningful opportunities to collaborate with the MCP program and its students as part of their planning-related projects.

There is also the opportunity to continue the direction of the MCP in support of reconciliation and the integration of indigenous knowledge into contemporary land use planning. UVic's existing programs and facilities like the First Peoples House and the Office of Indigenous Academic and Community Engagement, and the Indigenous Law programs present exciting opportunities to collaborate for greater understanding of indigenous peoples and support planners to play an integral role on the path of reconciliation.

UVic has a beautiful campus which in itself is an ideal environment for learning and on ongoing planning for the campus. The opportunities are countless to work with the campus planning office, research on land use impacts on climate change and resiliency, building sustainable communities, housing, and addressing infrastructure and social needs for the community in the future. We look forward to working with individual students for research on specific topics, that may be relevant to the District, and in team projects where Oak Bay can be a case study for the program.

Thank you for the opportunity to lend our support for the MCP program. Please let us know of the next steps and how we may continue to support this effort. We look forward to working with the future MCP program as it evolves.

Regards,

Community Building and Planning Department
District of Oak Bay



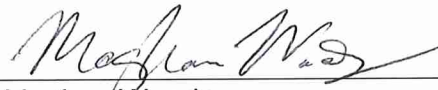
Andre Boel MCIP, RPP
Director



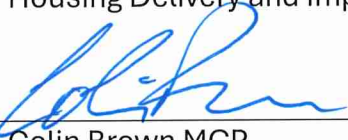
Brian Green MCIP, RPP, MRTPI
Deputy Director



Julie Cooke
Senior Planner
Housing Delivery and Implementation



Meghan Woods
Senior Planner
Climate Action



Colin Brown MCP
Senior Planner
Housing Policy



Kyle McStravick
Planner



Sam Hadfield
Planning Technician

DEVELOPMENT SERVICES

August 29, 2025

Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria

Dr. Rose-Redwood,

I am writing in response to your email of August 28, 2025, describing the impending dissolution of the Master of Community Planning program at Vancouver Island University, and a desire to start a similar program within the Department of Geography at the University of Victoria.

In this letter I will briefly describe my background, my own systemic struggle with obtaining my Planning education, and my current issues as a Department Manager with needing, hiring and retaining Planners in the current employment market.

The Department of Geography at UVic, of which I am a proud alumnus, was where I first learned of the discipline of Planning. Dr Larry McCann and his tireless love of the discipline encouraged me, and what feels like hundreds of others, to switch focus and pursue a career in Planning. I am forever in his debt for introducing me to my chosen career, to my profession, and to a lifelong passion.

When it came time for me to attend an accredited Planning school, there was no option for me at UVic. I dreaded leaving, having built community, professional connections, close personal relationships and countless friendships during my undergraduate degree.

I ultimately attended the Faculty of Environmental Design at the University of Calgary, choosing that school for the simple reason that it was the closest available with a curriculum that interested me. Moving out of province was not an easy choice, and it resulted in me working for a significant amount of time in Calgary after my convocation. I imagine many British Columbian graduate students today are making similarly difficult choices, heading further afield and developing personal and professional relationships elsewhere rather than here in our province, on the island, and in our city.

The Master of Community Planning program at VIU was a tremendously positive step for Planning on the island. Having worked under Lindsay Chase at the Town of View Royal for a decade, I gained an opportunity to engage with many of the students at VIU through her professorship at VIU and eventually hired a student from that program in 2022.

Due to the scarcity of qualified applicants, she was the only candidate we interviewed. We were relieved that she took the position when it was offered. Unfortunately, she left two years later to

pursue a focus in Housing with the City of Victoria. There are far too many opportunities for excellent people in our current employment environment, and too few people to fill them.

Within our department at the Township of Esquimalt we have five Planners: a Director, a Manager, a Senior Planner, a Policy Planner II and a Development Planner II. We hope to acquire another Development Planner in the next year, with little hope that we will find a suitable applicant that has any experience in a British Columbian municipal context, either through education, internship, co-op program, or employment experience.

None of our three unionized Planning staff have degrees from accredited graduate programs in Canada, and as a result none have yet obtained the MCIP or RPP designations typically expected of professional Planners practicing in a Canadian Municipal context. With the closure of the VIU program I expect that this problem will only get worse in the future.

In this political, environmental, societal and cultural time in Victoria, in British Columbia, and in Canada in general, we need Planners more than ever. We have a crisis in housing, in environment, in demographics, and in public health (to name but a few) that we as Planners play critical roles in addressing. The loss of accredited professional programs at such a time is a significant blow to addressing these issues.

In hearing of a potential Master of Community Planning program at UVic, and in reviewing the proposed curriculum and program structure, I am incredibly excited and hopeful that this becomes a reality for all my stated reasons. I have no doubt that the Planning positions within my department could be immediately filled by a student completing the proposed program, especially as the program proposal includes Co-op placements and has an emphasis on experiential learning. These practical learning opportunities are critical for Planners entering a workplace and practicing with confidence and competence. We seek them out.

I wholeheartedly endorse this proposal and ask that you do not hesitate to reach out should any assistance with its implementation be required. I wish you and your colleagues all the best with the next steps in this critical endeavour.

Warmest regards,



James Davison, RPP, MCIP
Manager, Development Services
Township of Esquimalt

Cc David Atkinson, PhD
 Pam Shaw, PhD, FCIP, RPP, FRCGS
 Lindsay Chase, RPP, MCIP
 Mark Holland, RPP, FCIP

From: Kerri Clark <Kerri.Clark@csaanich.ca>
Date: Thursday, September 25, 2025 at 10:54 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVIC MCP Program

Dear Dr. Reuben Rose-Redwood,

I am writing to express my strong support for the creation of the UVIC MCP Program. I've had the opportunity to observe the profound impact the VIU MCP program has on its students, the District of Central Saanich as an employer of two past students, and the broader community.

In my role with the District of Central Saanich I've had the privilege of working directly with students who were enrolled in and graduated from this program, and I can say without hesitation that they are among the most talented, dedicated, and thoughtful individuals I've encountered. They have demonstrated a high level of critical thinking and genuine passion for their fields as they are engaged, community-minded, and eager to apply their learning in meaningful ways.

What stands out is the strong sense of purpose these students bring to their work. The MCP program not only equips them with technical skills and knowledge but also fosters a culture of inquiry, collaboration, and integrity. Based on my direct experience, I can confidently say that the MCP program is cultivating the kind of graduates our communities and the planning profession need – individuals who are prepared to lead, innovate, and make a positive impact in the world.

Personally, as a Victoria-born and raised Planner I had to leave the province to seek a graduate degree in planning and feel strongly that the MCP program at UVIC would be well positioned to be recognized as a highly sought-after post-secondary school for planning studies and further supplement the other spectacular educational programs available locally. Moving the program to UVIC would retain this superior program and faculty who have proven to have a key role in the development of incredibly capable next generation of planners.

Please feel free to contact me if further insight or information is helpful.

Sincerely,

Kerri

Kerri Clark, MCIP RPP (she/her)
Manager of Planning/Approving Officer
District of Central Saanich
C: 250-812-4891 | P: 250-544-4219 | [CentralSaanich.ca](https://www.centralsaanich.ca)





2025 09 15

Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
VICTORIA BC V8P 5C2

Via email: soscasdn@uvic.ca

RE: Proposed Master of Community Planning Program at UVic

To Dr. Rose-Redwood,

I write in support of the proposal for a new Master of Community Planning (MCP) program under the Department of Geography at the University of Victoria. I understand that the course of study would emphasize applied learning, community-based research, and experiential education.

The southern tip of Vancouver Island offers a unique governance environment for students to see urban and regional planning in action. This setting means that the proposed program will be able to provide great opportunities for students to begin to practice in the field with specific course-work, capstone projects and co-op work terms.

I would look forward to having a nationally accredited planning school in our backyard and seeing the region's public and private sector professionals engage with the students and faculty to develop a strong, effective next generation of planners.

Sincerely,

Sarah Jones

Sarah Jones, MCIP
District of Highlands CAO



1980 Millstream Road Victoria BC V9B 6H1
Tel: 250 474 1773 Fax: 250 474 3677 Web: www.highlands.ca

From: Madeleine Koch <Madeleine.Koch@nanaimo.ca>
Date: Monday, September 15, 2025 at 4:57 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for Master of Community Planning program at UVic

Dear Dr. Reuben Rose-Redwood,

I am writing to express my strong support for the establishment of a Master of Community Planning program at the University of Victoria.

As someone who grew up on Vancouver Island and later moved to Manitoba in 2013 to complete my Master of City Planning degree at the University of Manitoba, I can personally attest to the value of a locally offered program. I began my graduate studies shortly before VIU began offering their MCP program. And while I was fortunate to have the lifestyle and means to relocate for my education, I know many aspiring planners with tremendous potential do not have the same opportunity.

Since working at the City of Nanaimo, I've had the pleasure of working alongside many talented graduates from Vancouver Island University's planning program. Even with a planning program at our local university, our organization continues to face challenges in filling planning positions, demonstrating the significant demand for planners. At a time when the planning profession is rapidly evolving to meet the demands of a changing world, the need for newly trained planners in positions of influence is greater than ever.

I recognize that universities today face increasing pressure to ensure financial sustainability. Still, I believe there's room for decisions to be shaped by a commitment to the public good and a sustainable future. A community planning program at UVic would not only align with these values but also complement the university's already impressive range of post-secondary offerings—making a meaningful contribution to both the region and the planning profession.

Thank you for considering this proposal.

Sincerely,

Madeleine Koch, RPP, MCIP (*she/her*)
Active Transportation Project Specialist
Engineering and Public Works
City of Nanaimo



September 15, 2025

Dr Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Via email: soscasdn@uvic.ca

Re: Letter of Support – Proposed Master of Community Planning (MCP) Program

Dear Dr Rose-Redwood

On behalf of North Cowichan Council, we would like to offer our strong support for the creation of a new MCP program at UVic in response to the closure of the Vancouver Island University MCP program.

The VIU MCP program is very highly regarded, with its strong focus on applied planning and links with planning practitioners "in-the-field". Having become an integral part of the character of the planning profession on Vancouver Island, its demise is a huge loss to us all. Many planners on the Island - including staff within North Cowichan - have been involved with the program in various ways. The experience they gain from this is enriching for both their careers and their municipal work projects, providing opportunities for growth, mentorship, and gaining continuous professional learning credits.

MCP students and alumni find employment at many Island municipalities, and we are no exception; we have hired 6 VIU MCP students or alumni over the past three years, including our last three planning department summer student placements. The program operates effectively as a feeder system for graduates to gain entry positions as junior planners at municipalities, non-profit organizations and private sector firms across Vancouver Island and beyond. The program also offers a valuable career path for Vancouver Island locals who would otherwise have to travel farther from home, with all the barriers that this creates. Recruiting professional planners to central Vancouver Island can be a challenge, and the loss of an on-island MCP program will exacerbate this considerably.

It is with great enthusiasm therefore that the Municipality of North Cowichan offers its support to UVic in creating an MCP program. We look forward to forging a new relationship with UVic, working with its future students and graduates, to the benefit and betterment of both our organizations.

Sincerely



Chris Istace
Acting Mayor

chris.istace@northcowichan.ca

cc: Pam Shaw, Director, Master of Planning VIU
Rob Douglas, Mayor, North Cowichan



ALBERNI-CLAYOQUOT REGIONAL DISTRICT

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

September 15, 2025

Re: UVic MCP Program Letter of Support

Dear Dr. Rose-Redwood,

On behalf of the Alberni-Clayoquot Regional District (ACRD) Planning team, this letter is to express strong support for the newly proposed Master of Community Planning (MCP) program at the University of Victoria (UVic).

As a local government on Vancouver Island, with its office building situated in Port Alberni, the ACRD relied on Vancouver Island University (VIU)'s MCP program to provide local, qualified graduates with practical, community-based skills. With British Columbia facing a housing crisis, climate adaptability challenges, and an increased demand for planning expertise, there is a pressing need for more qualified graduates to enter the workforce.

The proposed UVic MCP program is a significant opportunity to help increase the number of qualified planners on Vancouver Island and will help ensure that communities across the province have access to the planning expertise they require. This program would provide the opportunity for local governments and agencies to secure workers that are prepared for the practical realities of planning in BC.

The previous MCP program at VIU provided well-prepared graduates that positively impacted the communities in which they worked. The ACRD has hired five (5) MCP alumni in the Planning Department over the past years, all of whom are still working on Vancouver Island helping to shape the communities in which we live. Based on our experience with VIU MCP graduates, I can attest that the ACRD would continue to hire the high-quality graduates that come out of the proposed UVic MCP program.

We strongly support the proposal and look forward to the benefits it will bring to the students and communities.

Sincerely,

Alex Dyer, MCIP, RPP, General Manager of Planning and Development
Alberni-Clayoquot Regional District

September 15, 2025

RE: Letter of Support for Master of Community Planning Program at University of Victoria

Dear Dr. Rose-Redwood,

I am writing this letter in support of the proposed Master of Community Planning (MCP) program at the University of Victoria. I am a graduate of the VIU MCP program, a registered professional planner, and the Manager of Planning for the City of Port Alberni. I also sit on the Vancouver Island North Chapter Committee of the Planning Institute of British Columbia.

The discontinued MCP program at Vancouver Island University has been a tremendous benefit to the planning profession in our region. Students participate in professional events, undertake small contracts for municipalities, and upon graduation start careers in planning with local governments and consulting organisations on Vancouver Island.

The City of Port Alberni has over 150 full time employees, including five positions that could be filled by MCP graduates. Currently, two of our five planning staff are graduates of the MCP program at VIU. In the past five years, our number of planning positions has increased by 60%, and we expect to continue growing to meet the demands of the housing crisis, climate change, and increasing development interest. As a hiring manager, I've found it challenging to find qualified entry-level candidates for our planning positions, but the MCP program always produces locally-trained graduates who are willing to relocate to small communities where they are in-demand.

The proposed MCP program at the University of Victoria is crucial to supporting the planning profession on Vancouver Island, and there is a high-demand for these graduates in our municipalities.

Sincerely,

A handwritten signature in black ink, appearing to read "B. McLoughlin".

Brian McLoughlin, MCP MCIP RPP

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Sent via email only:
soscasdn@uvic.ca

Subject: Support for the Creation of a Master of Community Planning Program at the University of Victoria

Dear Dr. Rose-Redwood,

As a group of practicing professional planners based in the City of Courtenay, we are writing to express our strong collective support for the establishment of a Master of Community Planning (MCP) program within the Department of Geography at the University of Victoria.

Our combined experience spans multiple sectors—municipal and regional government, Indigenous governance, the non-profit housing sector, development consulting, and academic research. Despite our varied professional paths, we are united by a shared recognition: our communities urgently need more well-prepared, interdisciplinary planners who can respond thoughtfully and effectively to the interwoven crises we are facing.

From our vantage point on Vancouver Island, we see daily how housing unaffordability, climate vulnerability, infrastructure pressures, and social fragmentation are playing out in real time—not as abstract issues, but as urgent, lived realities for individuals and families. These challenges are deeply interconnected, and addressing them requires a new generation of planners trained not only in technical competencies but in systems thinking, inclusive engagement, and equity-driven policy development.

We believe that UVic's Department of Geography is ideally suited to host such a program. Geography already offers an integrative lens on place, space, and community—bringing together environmental understanding, social analysis, and spatial planning. An MCP program grounded in geography at UVic could equip students with the critical, collaborative, and place-based skills needed to plan effectively across urban, rural, and Indigenous contexts.

The recent closure of the MCP program at Vancouver Island University (VIU) has left a significant gap in planning education in the region. For many students, VIU provided a crucial pathway into the planning profession—especially for those from Island communities, Indigenous nations, and non-traditional educational backgrounds. With that program no longer available, there is an urgent need for a new institutional home that can carry forward and evolve this vital work. UVic is well-positioned to meet this need, not only by filling the gap but by advancing planning

education through a research-informed, community-engaged, and sustainability-focused approach.

Importantly, we need to maintain skills training opportunities close to home to remove barriers to entry into the profession and talent drain away from the Island. A UVic-based MCP program would provide an accessible, locally relevant educational pathway that supports community-connected practitioners who are more likely to remain and contribute meaningfully to the region.

Vancouver Island is undergoing rapid population growth, and we expect this trend to continue in the coming decades. This growth brings both serious challenges and enormous opportunities. With the right educational infrastructure in place, UVic has the chance to be a national and global leader in sustainable community planning—showcasing how regions outside major metropolitan centres can respond to 21st-century challenges with innovation, inclusivity, and resilience.

We urge you and the Faculty of Social Sciences to support the development of a Master of Community Planning program at UVic—one that reflects the university's values and academic strengths, while directly responding to the needs and aspirations of communities across Vancouver Island, British Columbia, and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read "Geoff Garbutt".

Geoff Garbutt, RPP MCIP
CAO, City of Courtenay

A handwritten signature in black ink, appearing to read "Nancy Gothard".

Nancy Gothard, RPP MCIP
Manager of Community and Sustainability Planning

A handwritten signature in blue ink, appearing to read "A. Stewart-Jones".

Andrew Stewart-Jones, MCP
Planner 2, Development

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

Dana Beatson, RPP, MCIP
Planner 1, Development

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Sent via email only:
soscasdn@uvic.ca

Good Morning Dr. Rose-Redwood,

I am writing to you today as a recent graduate of the Master of Community Planning (MCP) at Vancouver Island University program and practicing planner at the City of Courtenay to voice my heartfelt support for the proposed new MCP program at the University of Victoria's Geography Department.

I just began my career as a planner, having just graduated from the penultimate cohort of the previous MCP program in April. Over the last two years I anxiously awaited to test what I was learning in school. Like many new grads I worried if I would be up to the task that the real world would present me with. Thanks to my time in the MCP program, I was not only prepared, but I was confident, competent, and fully ready to step into the shoes of a practicing professional.

The MCP program was more than just training, more than education, more than a degree. MCP is a community: a family. As I've stepped into my career it has been a tremendous comfort to know that I am surrounded by other professionals that I can count on. A question about how to apply planning law? There's a former classmate. Navigating professional requirements? A former professor. Need advice about navigating a tricky situation or advice about career path? A mentor. Everywhere I turn, there is a friend of the MCP program. I have never been more grateful or prouder to belong to a community.

Given the amazing network of people that I have been introduced to through the MCP program, when the news came that the program was being cancelled at VIU I was crushed. We were all crushed. Immediately everyone wanted to find a way for the program to continue. UVIC, for many of us, was an obvious choice. I moved from Victoria after living there for ten years to attend the MCP program in Nanaimo. I always thought that Victoria would have made an excellent city to learn about planning practice.

The CRD has so much to offer planning students personally, and professionally. As a planning student the variety of urban settings is a dream. In the same day you can look at excellent examples of place-making in Cook Street, appreciate how tourism affects local communities in James Bay, appreciate the historic architecture of downtown, all while considering the impact that planners have had as settlers on the communities that existing before Victoria came to be. Victoria holds a significant place in the collective settlement and birth of planning on this side of the Country. It would be a wonderful opportunity for students to get everything the MCP program has to offer in such a prime planning locale.

Lastly, it can't be over emphasized that BC and the Island need planners. While UBC and SFU offer planning programs, the MCP program is the only program in BC offering a practical

planning education for professionals working in small communities. Without the MCP program our profession, and so all our communities, will be left without enough planners. Of the planners we will have, an even smaller proportion who understand planning for small communities. Not enough planners mean not enough development, not enough housing, not enough community spaces, not enough economic development. Without planners our cities will not be able to meet the rising tide of challenges we face; we'll just be treading water. I want communities in BC to be leaders in addressing housing, climate change, equity, and reconciliation. We can't do it without planners. We can't do it without MCP. We can't do it without UVIC.

MCP and UVIC are a natural match that could very well provide the best planning education in Canada. I implore you and the Faculty of Social Sciences to ensure we can continue to nurture the futures of our profession and our communities by supporting the Master of Community Planning Program at UVIC.

Sincerely,

A handwritten signature in black ink, appearing to read 'Syd Bergeron'. The signature is fluid and cursive, with a large initial 'S' and 'B'.

Syd Bergeron,

Planning Technician at the City of Courtenay.

From: Brandon Djordjevich <bdjordjevich@kamloops.ca>
Date: Monday, September 15, 2025 at 3:50 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: UVic MCP support

Good Afternoon, Dr. Rose-Redwood,

I am writing this letter of support for a Masters of Community Planning program at the University of Victoria.

As a former UVic Bachelor of Arts – Geography graduate, I can attest to the level of expertise already in the program relating to engagement, critical thinking, demographics, land use, natural resources, climate, and many more directly related subjects.

Currently, the province lacks continued Island representation for this important educational field in one of the province's fast-growing regions (the same can be said about the Interior). Given the limited masters options at the time when I was in Victoria, neither BC option was on the Island, I chose to pursue my masters in planning in Toronto followed by a career in the Lower Mainland then the Interior. Should there have been a school on the Island, I am sure my career path would have kept me closer to Victoria. My professional program in Toronto was filled with recent undergraduate students and more mature students with full-time professional jobs that were adding onto their existing credentials and maintaining their current positions. A masters program in planning is more than just attracting and growing talent, it is also about maintaining it.

The City of Kamloops currently employs 12 employees: three planning technicians (including landscape), six planners, and three managers. Education requirements can reduce the required experience needed for more senior roles such as Planner 2 and higher.

I wish the University of Victoria the best in its pursuits of obtaining the MCP program.

With regards,

Brandon Djordjevich MPI, RPP, MCIP

Planner II | Community Planning | City of Kamloops

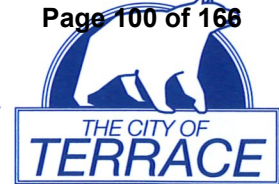
P: 250-828-3502 | 105 Seymour Street, Kamloops BC, V2C 1A2

Kamloops.ca | LetsTalk.Kamloops.ca | [Twitter](https://twitter.com/BrandonDjordjevich) | [Facebook](https://www.facebook.com/BrandonDjordjevich) | [YouTube](https://www.youtube.com/channel/UCvXqjYqjYqjYqjYqjYqjYqjY) | [LinkedIn](https://www.linkedin.com/in/brandon-djordjevich)



**MAKING
KAMLOOPS
SHINE**

The City of Kamloops acknowledges that we are located on Tkémlyúps te Secwépemc territory, situated within the unceded ancestral lands of the Secwépemc Nation. We honour and respect the people, the territory, and the land that houses our community.



PUBLIC WORKS \ DEVELOPMENT SERVICES
5003 GRAHAM AVENUE
TERRACE, B.C. V8G 1B3
PH. 250-615-4000
FAX 250-635-3467

September 22, 2025

University of Victoria
Department of Geography
Victoria, B.C.

VIA EMAIL

RE: Support for the new Master of Community Planning (MCP) Program at the University of Victoria (UVic)

Attention: Dr. Reuben Rose-Redwood, Professor of Geography and Associate Dean
Academic, Faculty of Social Sciences
soscasdn@uvic.ca

I am writing to express my strong support for the proposed new Master of Community Planning (MCP) Program at the University of Victoria (UVic). Maintaining a master of community planning program in BC is critical following the decision made by Vancouver Island University (VIU) to cease it's MCP program as part of a restructuring. The initiative by the UVic Department of Geography to build on the legacy of the VIU program and continue the excellent and valuable contributions the graduates have made throughout BC, the Yukon and across Canada over the past decade is welcomed.

This decision has come at a time when knowledgeable, skilled and competent planning graduates are in demand. Over the past 20 plus years working as a Registered Professional Planner in B.C. with a local government I have experienced the increasing need for skilled educated planning students. The public and private sectors are facing increasingly complex challenges in delivering the wide range of services BC residents need to enjoy a quality of life in communities across this province. Establishing a Master of Community Planning program at UVic will help meet this need in coming years.

Sincerely,

David Block, MCIP, RPP
Director of Development Services
City of Terrace
PIBC Past-President (2023-2025)



District of Lantzville

PO Box 100, 7192 Lantzville Road
Lantzville, BC V0R 2H0

Tel 250.390.4006
Fax 250.390.5188

district@lantzville.ca
lantzville.ca

Dr. Reuben Rose-Redwood, PhD
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
Via email: soscasdn@uvic.ca

September 15th, 2025

Hello,

I wanted to write a letter of support for the proposed new Master of Community Planning (MCP) program at the University of Victoria.

I was saddened to hear that the Master of Community Planning program at Vancouver Island University was being closed due to financial troubles at VIU. This program fills a niche role in providing highly qualified professional planners to local governments, First Nations, and local land development companies.

Two of my staff are graduates of this program, and they entered my office with a diverse skill set that speaks to the quality of education that was provided at VIU. I also recently hired two summer students who are in the final cohort of MCP students at VIU to assist us in the development of Official Community Plan amendments to comply with changes to Provincial housing legislation. We would have struggled to complete this project on schedule if it were not for the skilled students we were lucky to hire.

The University of Victoria is in a unique position to create a new graduate program to provide students an opportunity to further their education in a rewarding career, while solving a key skills shortage in British Columbia. Other planning schools in the province at UBC and SFU are focused on planning theory, environmental planning, and research. These are valuable and set their students up for success, but smaller municipalities in particular need applied skills planners, who can address a broad range of practical, day-to-day problems as well as develop good long-range policy. For example, our planner administers the building permit system at our municipal office, as well as assists with keeping our Official Community Plan and Zoning Bylaw up to date. Smaller local government offices need planners who are skilled in reading blueprints and turning their minds to research and policy development.

As an alumni of UVic (BFA '08), I would be proud to see my alma mater host a new planning program.

If you have any questions please let me know.

George Robinson, MCIP, RPP
Director of Planning and Community Services
District of Lantzville
grobinson@lantzville.ca

November 12, 2025

Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Attention: Reuben Rose-Redwood, Ph.D.

RE: Letter of Support – Proposed Graduate School of Planning, University of Victoria

Urban Systems is pleased to offer our strong support for the University of Victoria's initiative to establish a graduate-level School of Planning. We understand that this proposal will advance through internal university approvals and, ultimately, through provincial and professional accreditation review. We commend UVic's commitment to strengthening planning education in British Columbia and believe this initiative arrives at an important time for the profession and for communities across the province. *Community growth and development are in flux, and planners sit at the front of the room when it comes to shaping adaptation and stability.*

We expect that the recent closure of Vancouver Island University's planning program will create a noticeable gap in regional planning education and training. While we recognize that such program decisions are complex, we see real value in maintaining a strong planning presence on Vancouver Island. Regionally grounded programs help connect graduates to the places where they live and work, improving recruitment, retention, and long-term community impact.

We are particularly encouraged that UVic's proposed program emphasizes applied, experiential learning through co-operative education and capstone projects. Embedding co-op as a core component and culminating study through capstone-based work reflects the way professional learning truly happens in our field—through collaboration, engagement, and problem-solving in real community contexts. These design elements mirror the applied nature of consulting practices like ours; where planners work alongside local governments, Indigenous partners, and community organizations to turn planning ideas into action. We have come to learn that graduates who learn this way will be ready to contribute meaningfully from day one.

We also appreciate UVic's intent to build curricular linkages to infrastructure, planning economics, transportation design and applied project delivery, and to integrate Indigenous and community planning perspectives as part of its approach. These areas of focus align closely with the evolving realities of practice and with the values we see shaping the next generation of planners.

Urban Systems works with communities across Western Canada, and we are consistently reminded of the importance of well-prepared planners who can bridge local knowledge and interdisciplinary practice. We have even been told—somewhat to our surprise—that we may now employ more professional planners than any other single organization in British Columbia. This gives us a clear stake in the future of planning education and reinforces our commitment to supporting initiatives like UVic's.

For these reasons, we are pleased to support the University's proposal and look forward to collaborating as the program develops. We welcome opportunities for co-op placements, capstone projects, guest lectures, and applied research that connect students directly with communities and practitioners. We also see opportunities

URBAN SYSTEMS

DATE: November 12, 2025
ATTENTION: Reuben Rose-Redwood, Ph.D.

FILE: [File No.]

PAGE: 2 of 2

to begin working together now—identifying students from related disciplines who are interested in planning and helping them gain early experience through our co-op pathway. In time, we hope to see graduates of UVic's planning program working with us, serving clients, and making a lasting impact across Canada.

Sincerely,

URBAN SYSTEMS LTD.



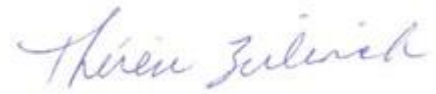
Shaun Heffernan, RPP, MCIP
Partner, Senior Planner



Brittany Tuttle, RPP
Partner, Community Planner



Ehren Lee, P.Eng, CMC
Partner, Consultant



Therese Zulinick, RPP
Chair, Community Planner

/el

September 2, 2025

Re: Support for the Proposed Master of Community Planning Program at UVic

Dear Dr. Rose-Redwood,

I am writing to express my strong support for the University of Victoria's exploration of a Planning program within its Department of Geography. My own professional career has its roots in a geography and planning education, having completed a Geography degree at Western and Planning degrees at both Toronto Metropolitan University (formerly Ryerson) and the University of British Columbia. Those programs provided me with the foundational skills, perspectives and practical experiences that have guided my career in real estate development.

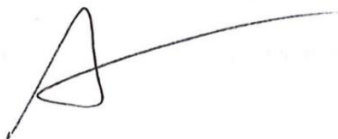
I know first-hand the value of a high-quality planning education and the positive impact it has on shaping resilient, livable communities across British Columbia. In my role at Abstract Developments, where I have worked for the past eight years, I have had the privilege of employing and collaborating with graduates of planning programs (some of the best came from Vancouver Island University). Over the past decade, planning graduates have been an integral part of our team, bringing practical skills, policy expertise, and a strong sense of community responsibility—qualities that make them indispensable to both the private and public sectors.

The closure of Vancouver Island University's Master of Community Planning program has created a gap in the training of planners who are connected to Vancouver Island. A new program at UVic which mirrors the positive attributes of the former VIU program would provide students with the opportunity to study within the unique context of the Capital Region and southern Vancouver Island, where pressing challenges around housing supply, climate resilience, infrastructure, and sustainable development demand thoughtful, well-prepared planners.

The establishment of a Planning program at UVic would not only benefit students but also strengthen the capacity of municipalities, non-profits, and private sector organizations across the region. It would help ensure a new generation of professionals is equipped to lead the way in building thriving, inclusive communities.

I strongly encourage the University of Victoria to move forward with this important initiative. Its benefits will be long-lasting for students, employers, and communities throughout British Columbia.

Yours sincerely,



Adam Cooper, MCIP, RPP
Director of Community Planning and Development
Abstract Developments

From: Alastair Moore <alastairmoore1@gmail.com>

Date: Tuesday, September 16, 2025 at 5:00 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: Support for UVic MCP Program

Dear Dr. Reuben Rose-Redwood,

I wish to express my strong support for the establishment of a new Master of Community Planning program at UVic. The closure of VIU's planning program could not have come at a worse time and UVic's efforts to pick up the torch and run with it are appreciated.

The many challenges facing communities across Vancouver Island, British Columbia and the rest of Canada are daunting. Principal among these are affordability and homelessness, climate change, rapid economic restructuring, resource limits and major geopolitical shifts. Planners have much to contribute to our collective response to these and other crises.

As a Professional Planner myself and graduate of SFU's School of Resource and Environmental Management I understand and support the pedagogical and professional aims embodied in the Proposal for a Master of Community Planning Program at the University of Victoria.

I wish you and your colleagues the very best as you move forward with your proposal.

Sincerely,

*Alastair Moore PhD | RPP | LEED AP | CEM
Principal, Big Bad Wolf Resilience*

From: Alison Garnett <Alison.Garnett@cvrd.bc.ca>
Date: Tuesday, September 2, 2025 at 10:23 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>, Mark.Holland@viu.ca <Mark.Holland@viu.ca>
Subject: Support of a new MCP program at the UVic

RE: Support of a new Master of Community Planning program at the University of Victoria.

Dr. Rose-Redwood

I write as an alumna of both UVic and VIU. In 2006 I completed my undergraduate degree from UVic (double major environmental studies and women's studies) and began work as an entry level planner for the Cowichan Valley Regional District. At this time, a graduate level planning program did not exist on Vancouver Island.

In 2018 I was accepted into the VIU MCP program. This program filled a gap in my career, as it provided a graduate planning program right here on Vancouver Island. My experience in VIU's MCP program was excellent, with committed and highly experienced faculty, amazing community connections that allowed for experiential learning, and opportunity to study my area of interest – local government and First Nations collaborative governance.

Since completing the MCP program, I have continued working for the Cowichan Valley Regional District in long range policy planning. This career advancement was made possible by VIU's MCP program. More importantly, I am a better professional planner able to contribute to my community.

The closure of the VIU MCP program leaves a gap in graduate level research, learning and new graduates capable of carrying on the profession. It also provides an opportunity for UVic to step in and build on the legacy that VIU's program started. I encourage UVic to do so.

Thank you
Ali

Alison Garnett, MCP, RPP, MCIP (she/her)
Planning Coordinator, Planning – Strategic Initiatives
Land Use Services
Cowichan Valley Regional District
175 Ingram Street, Duncan, BC V9L 1N8
Email: Alison.Garnett@cvrd.bc.ca
Tel: 250.746.2500 Toll Free 1.800.665.3955 Fax: 250.746.2543

I am thankful to live and work in the unceded lands of the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, Lyackson, Pauquachin, Ditidaht & Pacheedaht Peoples.

From: Alison McNeil <alisonmcneil01@gmail.com>

Date: Sunday, September 14, 2025 at 10:01 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Cc: Alison McNeil <alisonmcneil01@gmail.com>

Subject: Letter of Support for Proposed Master of Community Planning

To: Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic,
Faculty of Social Sciences
University of Victoria

From: Alison McNeil, former MCIP (retired) and PIBC retired member
Former Chair and Instructor, Public Administration, Capilano University
(2008-2021)
Graduate of UBC School of Community and Regional Planning (MA, 1993)

**Re: Support for Proposed Program at University of
Victoria: Master of Community Planning (MCP)**

I am writing to express my strong support for the proposed Master of Community Planning Program at the University of Victoria.

This program as described in the proposal, is critically important to replace the program that is closing at Vancouver Island University. I completely concur with the stated rationale that the closure of the VIU's successful and distinct Community Program leaves a significant gap in planning education in BC.

UVic's strength and experience in offering first rate graduate programs, including the highly regarded Master of Public Administration, is well known. VIU's well structured, conceived and delivered MCP program would be an excellent addition to UVic's programming and I believe would be a strongly successful one.



September 09th, 2025

Dr. Reuben Rose-Redwood

Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Re: Letter of Support for the Proposed Master of Community Planning Program at the University of Victoria

Dear Dr. Rose-Redwood,

On behalf of Inform Planning Inc., we want to express our strong support for the creation of the Master of Community Planning (MCP) program at the University of Victoria.

As professional planners in British Columbia, we see a growing need for skilled planners to tackle urgent issues like the housing crisis, climate change, reconciliation with Indigenous communities, and sustainable development. The closure of the MCP program at Vancouver Island University has left a significant gap in graduate-level planning education in our province. This is especially important now, as the demand for qualified planners continues to rise. Aishwarya, an alumna of the VIU MCP program, can share her personal experience on its impact and how vital it is to have a graduate planning program on Vancouver Island that effectively prepares students for professional work.

The proposed MCP program at UVic can fill this gap. Being in the provincial capital and surrounded by a diverse mix of local governments and First Nations, UVic offers an excellent environment that blends academic strength with hands-on experience. We are particularly excited about the program's focus on community research, hands-on education, and possible Co-op placements. These will equip graduates with the practical skills they need to succeed in the planning field.

Currently, Inform Planning has a team of five planners, and we plan to expand as the need for planning services grows. We see future graduates from the UVic MCP program as strong candidates for our positions, mainly due to the program's practical focus and its connection to the professional accreditation pathway.

We believe that re-establishing an accredited planning program on Vancouver Island is essential for maintaining a strong pathway of future planners in British Columbia. We commend the Department of Geography at UVic for leading this proposal, and we fully support its approval and implementation.

Sincerely,

Allison Savigny, Principal Facilities Planner
Inform Planning Inc.

Aishwarya Thabitha, Facilities Planner & Designer
Inform Planning Inc.

September 15, 2025

ATTN: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences, University of Victoria

Re: Proposal for a Master of Community Planning Program at the University of Victoria

I am writing in support of the proposal by the University of Victoria (UVic) to establish a Master of Community Planning (MCP) program housed in the Department of Geography.

As a proud graduate of UVic's geography program and now a practicing registered professional planner, I am pleased to say that my degree in geography provided a clear pathway into pursuing a career in planning. As part of the program, I was fortunate to take several foundational as well as specialized urban geography courses, many of which were taught by Dr. Reuben Rose-Redwood and colleagues throughout the department.

My desire to continue studies in geography and planning led me to complete the University of Toronto's Master of Science in Planning program, housed within a combined geography and planning department. Having an opportunity to take graduate geography classes and to learn from and alongside geography students and faculty, greatly enhanced my planning education and the ways in which I practice planning today.

Today, I work at a governmental organization who employs over 60 planning staff, including approximately seven student and assistant planners. We are located within a rapidly growing region and rely on the continuation of planning education programs and their talented graduates to fill these critical roles.

As such, I support the proposal for a Master of Community Planning program at the University of Victoria and the many benefits it would bring in serving the planning sector on Vancouver Island and the surrounding metropolitan regions within western British Columbia and beyond.

Sincerely,

Andrew Picard, RPP MCIP, BA (University of Victoria)
Senior Planner, TransLink
andrew.picard@translink.ca

From: Angela Letman <aletman@telus.net>

Date: Wednesday, September 3, 2025 at 2:58 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: Support for UVic MA Planning program

To Whom it May Concern:

I am in full support of a Planning Masters programme being developed at the University of Victoria. A programme that is recognized by the PIBC (Planning Institute of BC) and CIP (Canadian Institute of Planners).

I am also very much in favour of it being apart of coop work experience programme. This is a valuable way for students to receive on-the-ground, real-world, and practical experience.

Our neighborhoods, villages, towns and cities need help and guidance to grow in a sustainable and vehicle-optional manner. New BC land laws, national housing programs, and climate change, mean the profession is ever changing and becoming more vital.

Additionally, as a professional planner in private practice, who is about to retire, I can tell you there is a shortage of planners both in the public, private and non-profit sectors.

I hope you will consider my support with a favourable decision to begin the programme in 2026.

Regards,

Angela Letman, MCIP, RPP

Very Coast Planning and Design

September 2, 2025

To:

Dr. Reuben Rose-Redwood
Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Via Email: soscasdn@uvic.ca

Re: Letter of Support for UVic's Proposed Master of Community Planning Program

Dear Dr., Reuben Rose-Redwood,

I am writing to offer my full support for the University of Victoria's proposal to launch a Master of Community Planning (MCP) program. As someone who has been a part of the program from its initiation and seen how it has developed on the ground, I know how urgently we need planners who understand the real-life challenges people are facing—especially around housing, climate change, transportation, and meaningful relationships with Indigenous communities. Planning should not just be about policies and zoning. It should be about people, places, and justice. That is why I am so encouraged to see UVic proposing a program that is rooted in **applied learning, community engagement, and decolonization**. This kind of training is long overdue.

The program has helped me be what I am today in the planning world, and I am extremely excited that UVic is taking this opportunity to continue this program and provide planners not only in BC but all of Northern America. Being an accredited program and having accreditation through said program is critical in these modern times. With the VIU program now closed, there is a real gap for students—especially those from Vancouver Island, rural areas, and Indigenous communities—who want to pursue a graduate-level planning education without having to leave their region or take on massive costs. The need for professional planners is growing and UVic is in a strong position to carry forward and expand what VIU started, with even more opportunities for collaboration, co-op placements, and partnerships with First Nation communities like ours.

I also appreciate that the program is being designed to meet national accreditation standards. But just as importantly, it sounds like it will center values that matter on the ground—**equity, sustainability, cultural respect, and accountability to the**

communities' planners serve. The VIU program offered that and now it will be UVic which will help grassroot level approach to the planning profession.

We need more planners who listen before they act, who work alongside—not above—community members, and who are willing to challenge the status quo when needed. I believe UVic's proposed MCP program can help shape that kind of planner.

Please count this as a strong letter of support.

Sincerely,

Benafshaw Dashti, RPP, MCIP, MCP
VIU MCP Cohort of 2015-2017
Senior Planning Officer, Leq'á:mel First Nation

From: Cheryl Wirsz <cawirsz@gmail.com>

Date: Tuesday, September 2, 2025 at 9:07 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: Letter of support for a Masters of Planning in the Department of Geography at UVIC.

Hello please accept this email as my support for UVIC to become the premier school of community planning in Canada

As a retired MCIP, I sincerely wish that UVIC was an option for me, as an islander. Honestly, nobody wants to go to Winnipeg in the winter! I have an MPA (2005) from UVIC and know how widely esteemed this degree is. An MCP from UVIC will have at least the same relevance and the draw of Victoria and UVIC will mean a large waiting list with a wide range of applicants from all over Canada. Plus, Dr Pam Shaw is the penultimate professional planner with real life experience coupled with her extensive education; a big draw, and the ability to produce professional planners who are highly sought after.

This is nothing but good news for future planners, who could now get a masters in planning at one of the best schools in Canada, stay to work in BC and be entirely relevant

Yours truly, Cheryl Wirsz

Retired professional planner (MCIP and PIBC)

1709 Glen Road, Cowichan Bay, BC.

Sent from my iPhone

Christopher Bjorgan
Planner I, District of Kitimat
Master of Community Planning, Vancouver Island University
Kitimat, British Columbia
t: 306-551-4037 e: Christopher.Bjorgan@Kitimat.ca

Dr. Reuben Rose-Redwood August, 27 2025 Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

Re: UVic MCP Letter of Support

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, pragmatism, and community engagement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice, focusing on missing elements from other schools.

During my time in the program I found much common ground and diversity in the opinions of professors leading to a well rounded education. I believe the foundation the program provided led to me integrating with little difficulty into a variety of planning positions, such as at Cowichan Valley Regional District and the District of Kitimat. The loss of this program would be substantial and create a void in not only British Columbia but the Canadian educational landscape of planning where development oriented, pragmatic, planning is on the backburner. Most planning educations delve heavily into theory while neglecting the importance of zoning, land use economics, and development cycles, professors like Mark Holland make an enormous impact in building planners fit to play their role in city development.

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community, work with local, regional, provincial, and Indigenous governments, and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumni of the MCP program and for that, I am proud.

Sincerely,

Christopher Bjorgan

Planner I, District of Kitimat
VIU MCP Alumni, 2025

From: Chris Larson <clarson@salmonarm.ca>

Date: Tuesday, September 2, 2025 at 2:30 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: letter of support - UVic MCP

This is a letter of support for the University of Victoria (UVic) proposal to establish a Master of Community Planning (MCP) program housed in the Department of Geography to provide graduate-level certification for individuals aspiring to be a Registered Professional Planner (RPP) or seeking to apply the degree to a related career field.

I work within a small municipal government which employs 5 planners, potentially 5 positions that could be filled by UVic MCP program graduates.

My personal experience through the UVic Geography program assures me that the UVic MCP will emphasize applied learning, community-based research, and experiential education, with the option to include Co-op work placements as part of the degree to great success.

Much appreciated,

Chris Larson, MCIP, RPP | Senior Planner

Box 40, 500 - 2 Avenue NE, Salmon Arm BC V1E 4N2

P 250.803.4051 | E clarson@salmonarm.ca

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“We acknowledge that the City of Salmon Arm offices are located on the traditional territory of the Secwepemc people, with whom we share these lands and where we live and work together.”

All communications with the City are considered City records and may be subject to disclosure through the Freedom of Information and Privacy Act. Please consider the environment before printing this e-mail.

From: Chris Oberg <cobergviu@gmail.com>
Date: Monday, September 15, 2025 at 11:52 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Email of support for Proposed Master of Community Planning Program at UVic

Hello,

I am writing an email to express my individual support for the proposal to establish a Master of Community Planning (MCP) housed in the Department of Geography at the University of Victoria.

I am an alumni of the Master of Community Planning Program at Vancouver Island University (VIU) and a practicing regional park planner with the Capital Regional District. I worked on a master's project with VIU and the IISAAK OLAM Foundation to pitch, fund, develop and launch Canada's first advanced planning certificate in Indigenous Protected and Conserved Areas (IPCA's), (PIBC Student Award, 2022 with funding from the Real Estate Foundation of BC, the Conservation through Reconciliation Partnership at the University of Guelph and the former Canadian Mountain Network, now Braiding Knowledges Canada). The practical focus of the program at VIU and the championship by Director Pam Shaw made the launch, on-going delivery and success of the IPCA Certificate a reality.

The IPCA certificate and the larger VIU Master of Community Planning program fill a much needed gap of accredited planning programs on Vancouver Island and I would be thrilled to see the program find a new home at the place of my undergrad (BSc Geography), the University of Victoria. I found my BSc in Geography from UVIC was a natural fit and jumping off point for an advanced degree and career in planning and agree that the Department of Geography is a good fit for the program.

Additionally, there are staff at my organization that were admitted to VIU for the 2026 program and I've had early discussions with my leadership team about supporting them through co-op placements and identifying grants and external funding to support their education journey. This is something I would professionally like to explore and support if I remain in my role at the CRD and the program moves to UVic.

Please accept this email as my formal letter of support and reach out if you have any further questions or concerns.

Warm regards,
Chris (Crystal) Oberg
778-679-5231
Park Planner

From: Claire Lee <cilee@cmhc-schl.gc.ca>
Date: Tuesday, September 2, 2025 at 3:21 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Letter of Support for UVic MCP Proposal

Hi Dr. Rose-Redwood,

My name is Claire Lee and I am a Planner currently working with CMHC-Granville Island, but recently relocated to Victoria. I would like to express my support for the UVic MCP Proposal.

I am a UVic BA Geography grad (2015-19) and I completed my Master's in Planning at Queen's University (2019-21).

While I enjoyed my education at Queen's, I would have much preferred to stay in Victoria and would have loved to do my Master's at UVic. UBC's program is very competitive and there is definitely demand for more graduate planning programs in BC. I am also very supportive of the co-op program and would highly encourage working with local partners in the CRD to offer summer co-ops between semesters. Having that first job opportunity in the field definitely kick-started my career, and I really appreciated how Queen's Master's program was geared towards developing the professional skills to work in the field (vs. theoretical knowledge).

Thank-you and please let me know if you need a more formal letter.

Best,

Claire Lee (*She/Her*)
Planner, Planning & Development
cilee@cmhc-schl.gc.ca



CMHC-Granville Island
1661 Duranleau St, 2nd Floor
Vancouver, BC V6H 3S3
www.granvilleisland.com



CMHC-Granville Island would like to acknowledge that we are located on the traditional territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and Selilwetaʔ/Selilwitulh (Tsleil-Waututh) First Nations.

Colin Brown MCP
203-2515 Dowler Place
Victoria BC, V8T 4H7
colinbrownnanaimo@gmail.com

September 5, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria BC, V8P 5C2

Dear Dr. Rose-Redwood,

This is an exciting opportunity, and I pleased to offer my support for the proposed Master of Community Planning (MCP) program at the University of Victoria (UVic). While the news from Vancouver Island University (VIU) was disappointing, the transition to UVic offers many possibilities for the program to grow into its next chapter.

I graduated from VIU's MCP program in 2018 and can attest to the quality of instruction, practical experience, and preparation for the real world that the program offers. It is encouraging that UVic looks to build upon the legacy of applied learning, experiential education, and opportunities to work on real world projects as part of the curriculum. After graduating, I knew after the first day in my first planning job that I was fully prepared to exceed expectations. The program's success is evident from nearly 10 years of MCP alumni who are leading the planning profession around the province, across North America, and around the world.

UVic is an ideal landing spot for this program in a region with so many local governments, the provincial capital, and countless businesses that are contributing to the planning world. The area offers a real-world laboratory for hands-on education and opportunities to apply course work, research and major projects towards making great places more resilient and sustainable for future generations. There is also the opportunity to continue direction of MCP in support of reconciliation and the integration of indigenous knowledge into contemporary planning. UVic's existing programs and facilities like the First Peoples House and the Office of Indigenous Academic and Community Engagement present exciting opportunities to collaborate for greater understanding of indigenous peoples and how planning can lead the way on the path of reconciliation.

In my current role as Senior Planner – Housing Policy at the District of Oak Bay, the idea of having a master's level planning program in our backyard is intriguing. My mind immediately goes to the list of projects that are priorities for the District and do not have the capacity and resources to complete. There would be opportunity to collaborate with

the MCP program and its students as part of individual major projects and with all students when we need extra people to execute planning processes on behalf of the District. I am sure that my colleagues throughout the region would be in similar positions.

Finally, UVic has a beautiful campus which in itself is an ideal environment for learning and on ongoing planning site. From the opportunity to work with the campus planning office and participating with the upcoming planning work with the university, there are so many possibilities.

I look forward to working with UVic and hopefully the approved new MCP program going forward.

Regards,

A handwritten signature in blue ink, appearing to read 'Colin Brown', with a stylized, flowing script.

Colin Brown MCP

From: Courtney Simpson <simpsonplan@gmail.com>
Date: Sunday, October 5, 2025 at 11:14 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: Letter of support for Master of Community Planning

To Dr. Reuben Rose-Redwood,

Please accept this letter of support for the Master of Community Planning program at UVic. Your deadline of September 15 for letters has passed, but I am sharing my support in the event that it may still be helpful.

I am currently the Director of Development and Bylaw at the Village of Cumberland, a municipality of just under 5,000 people on mid-Vancouver Island. I am a Registered Professional Planner, and we employ three other planners at the Village. I received my BSc honours in Geography from UVic in 2004, and went on to receive my MSc in planning at UBC School of Community and Regional Planning (SCARP) shortly after. I have volunteered with the Planning Institute of BC as a member of the local Vancouver Island North chapter for 8 years, two of which I was Chair.

The MCP program at VIU has made many important contributions to the professional planning practice on Vancouver Island. Through its internship program, students have made positive contributions to many local governments. At the Village of Cumberland, we have had several MCP students undertake projects that have benefited our work. For example, students have prepared "statements of significance" for heritage properties in the Village, and presented them to our Heritage Committee. Students have also prepared design guidelines for the historic Village core, which have contributed to our new Official Community Plan.

Last year, we hired a student of the MCP program who was near graduation, for a temporary position as an entry level planner. Their work was outstanding, as the MCP program had prepared them well for professional work. This student was not looking for a permanent position yet, and we hired a new graduate from UBC SCARP permanently.

Our Planner 2 (one step above entry level) is a VIU MCP graduate and has been with the Village for two years. They are an outstanding planner and employee, the MCP program having prepared them well also. The Village currently has one entry level planning position that is suitable for a recent graduate, and another position suitable for someone with at least 2 years experience. We also have hired summer students in the past, and may do so in future years.

I have been involved with the VIU MCP program since it began, through guest speaking, on a student's thesis panel, and as a mentor. I think there is a real opportunity for UVic to continue the legacy created by Pam Shaw and her team. This will benefit the profession on Vancouver Island, who will continue to support the program through volunteering, and providing internship and employment opportunities to students and recent graduates.

Please feel free to reach out to me if you have any questions.

Thank you,
Courtney Simpson

Diana Jerop
Master of Community Planning graduate (Class of 2018)
September 10, 2025

Letter of Support – Master of Community Planning Program Relocation

I am writing as a proud graduate of the Vancouver Island University - Master of Community Planning (MCP) program to express my enthusiastic support for the proposal to relocate this vital program to the University of Victoria (UVic).

The MCP program has been more than an academic experience—it has been a transformative force in my life and in the communities it serves. Through its unique blend of Indigenous perspectives, sustainability principles, and hands-on community engagement, the program has cultivated planners (including myself) who are not only technically skilled but deeply rooted in values of equity, reconciliation, and resilience.

During my time in the program, I had the opportunity to work directly with local governments, First Nations, and grassroots organizations. These experiences didn't just shape my career—they shaped my worldview. I've seen firsthand how the program's graduates go on to lead meaningful change in housing, transportation, land use, and climate adaptation across British Columbia and beyond.

The cancellation of the MCP program would be a profound loss. But its relocation to UVic offers a powerful opportunity: to embed community planning within a university that already champions sustainability, Indigenous scholarship, and civic engagement. UVic's interdisciplinary strengths and location make it an ideal home for the next chapter of this program.

I urge you to consider the legacy and future potential of the MCP program. It has built bridges between academia and community, and it deserves a place where it can continue to thrive. I would be thrilled to see future students benefit from the same transformative education I received—this time, under the banner of the University of Victoria.

Thank you for your consideration and for your commitment to education that makes a difference.

Warm regards,

Diana Jerop
MCP Graduate, Class of 2018
Housing Planner, City of Burnaby
250 8845346

September 15, 2025

Dr. Reuben Rose-Redwood

Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Dear Dr. Rose-Redwood

I am writing this letter in support for the development of a new Master of Community Planning (MCP) to be offered by the Department of Geography at the University of Victoria.

I graduated from of the Master of Resource and Environmental Management program at Simon Fraser University in 1999 and became a full member of PIBC/CIP in 2009.

Our society needs more community planners. Community planners are responsible for planning and designing projects that maintain or improve the quality of life in a community. And with the current 'poly crises' developing around the world, community planners are more important than ever to help make our communities more resilient, safe, and affordable in these challenging times.

My husband (Alastair Moore) and I are both RPPs with PhDs in Geography. We have a small consultancy business (Big Bad Wolf Resiliency) which focuses on climate resiliency in the built environment. As our business grows, we expect to hire more community planners to join our team. For this reason, we hope University of Victoria will continue to legacy started by Vancouver Island University in training and educating a new generation of community planners.

I urge the University of Victoria approve a Master of Community Planning program. I strongly believe that this institutional effort will benefit our students and our community at large.

Sincerely,

Dominica Babicki

Dominica Babicki, PhD, RPP, MCIP

Principal, **Big Bad Wolf Resiliency**

1350 William Street

Vancouver, BC

V5L 3K7

778 877 3609 | dbabicki@bigbadwolf.ca

Dr. Don Alexander, retired professor of
Geography and MCP; retired RPP/ MCIP
don.alexander@viu.ca
1-778-441-3232

Attn: Dr. Reuben Rose-Wood, professor of Geography
Associate Dean Academic, Faculty of Social Sciences
University of Victoria
soscasdn@uvic.ca

Dr. Rose-Wood,

Beginning in 2007, I was part of a group that began discussing how to establish a Masters of Community Planning program at Vancouver Island University. Ultimately, Pam Shaw and Mark Holland emerged as the pre-eminent leaders of this effort, but I remained involved throughout.

I taught the first cohort in the fall of 2015 in a course called “Theory and Policy of Planning” (PLAN 502), which I taught until the spring of 2021. I also taught a course I developed called “Planning and Sustainability” (PLAN 602) which ran for two semesters. Teaching in the MCP program was the highlight of my teaching career. The students were bright, engaged, and passionate, and I learned as much from them as they did from me.

They were a diverse group – some fresh out of their B.A./ B.Sc. programs, and some older or mid-career. About 50% were domestic (including Indigenous) students and half international. Every year I was there we graduated 20 to 25 students who went on to illustrious careers in the public and private sectors, and who stood out for their broad knowledge, practical skills and experience, and resourcefulness.

MCP was, initially, one of two master’s programs in planning in B.C. (itself and a longer established one at UBC), until it was finally joined by one at Simon Fraser University, which I played a minor role in helping to initiate. One thing that has set MCP apart is that it is not only academically rigorous but is largely taught by practitioners who are strongly rooted in the current world of planning in all of its aspects. As a result, MCP has developed a nation-wide reputation for the quality of its graduates, and has also attracted students from South Asia, China, Africa, Belize, and elsewhere in the Americas.

MCP has also offered stand-alone credits on a variety of topics that serve as electives, while providing additional opportunities for specialization and, in 2020, launched the *Professional Indigenous Lands Management Certificate* program that is still running

currently. It also offers an Orientation Week, before formal classes start, where students are given a planning challenge based on an actual site – with a local government or First Nation – and are asked to present a plan after a few days of research, consultation, and deliberation. The client in each case has found these to be very useful, and the students build teamwork and learn useful hands-on skills.

As has been suggested, the Masters of Community Planning program is a good fit with U.Vic's emphasis on interdisciplinarity, its policies of sustainability, and programs on ecological restoration and cultural heritage protection. Its presence would make a contribution to the Capital Region community, to its member municipalities, and to the wider population. Many of its instructors and alumni already live and work in Greater Victoria. I hope this transfer can be made to happen. If I can be of any further assistance, please don't hesitate to contact me.

Yours sincerely,

Don Alexander

126 Post Street, 5th Floor
San Francisco, California
94108
Tel 628.444.6130

406, 611 Alexander Street
Vancouver, British Columbia
V6A 1E1
Tel 604.255.1169

300, 134-11th Avenue SE
Calgary, Alberta
T2G 0X5
Tel 403.245.5501

100, 10237-104 Street NW
Edmonton, Alberta
T5J 1B1
Tel 780.429.1580

500, 35 John Street
Toronto, Ontario
M5V 3G6
Tel 416.966.0220

6 Booth Street,
Ottawa, Ontario
K1R 6K8
Tel 613.317.7200



September 19, 2025

Delivered electronically via email

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

Re: Letter of Support — Proposed Master of Community Planning at the University of Victoria

Dear Dr. Rose-Redwood,

On behalf of DIALOG, we are pleased to offer our strong support for the University of Victoria's proposed Master of Community Planning (MCP) program, to be housed in the Department of Geography. We recognize the urgent need to restore applied graduate planning education in British Columbia following the closure of Vancouver Island University's MCP and to do so in a way that squarely addresses the province's housing, infrastructure, climate, and reconciliation imperatives. The University of Victoria's MCP—by design—does exactly that: it replaces the Vancouver Island University program's applied focus, aligns with the Planning Institute of British Columbia's and Canadian Institute of Planners accreditation pathways through the Planning Standards Board, embeds experiential learning (including a Co-op option), and leverages the University of Victoria's interdisciplinary strengths and location in a complex multi-jurisdictional region that includes local governments, First Nations, and the Province.

Why This Program Matters to DIALOG and Our Clients

DIALOG's purpose is to meaningfully improve the wellbeing of communities and the environment we all share. Across our Canadian studios, municipal, private, and Indigenous clients are accelerating work on housing supply and affordability, 15-minute communities, climate adaptation, resilient infrastructure, mobility, and healthy community design. Delivering these outcomes requires practice-ready planners who can pair rigorous planning theory with hands-on skills in engagement, policy and bylaw drafting, financial and implementation tools, urban design, planning law, GIS/analytics, and intergovernmental collaboration.

The University of Victoria's MCP's applied core (e.g., Community Plans and Policies; Financial Foundations of Planning; Planning Law; Methods in Planning & Community Engagement; Urban Design; Planning & Professional Practice; Capstone), its meaningful incorporation of Indigenous knowledges and community-engaged learning, and its interdisciplinary electives (spanning engineering, public health, dispute resolution, economics, and more) align directly with the competencies we hire for and mentor in practice. Graduates who have already worked in communities through Co-op and applied capstones will reduce onboarding time, strengthen project teams from day one, and improve project delivery for our public- and private-sector partners.

Our Needs and Proposed Collaboration

To meet current and forecast demand, DIALOG anticipates sustained hiring for community planners across junior and intermediate levels into the future, with needs in policy planning, development approvals, urban design, housing and growth management, climate resilience, mobility, and Indigenous/community engagement.

Beyond hiring, we propose opportunities to collaborate with UVic in the following ways:

1. **Co-op & Practicum Placements:** Offer Co-op terms and applied studio/practicum projects tied to live municipal, private, and Indigenous-led initiatives (housing action, corridor

Dr. Reuben Rose-Redwood
Faculty of Social Sciences, University of Victoria
September 19, 2025
Page 2 of 2

DIALOG[®]

planning, complete communities, climate adaptation and resilience planning, public realm and mobility integration).

2. **Guest Instruction & Mentorship:** Provide guest lectures, critiques, and career mentorship on professional practice, ethics, equity-centred engagement (IAP2-aligned), implementation finance, and inter-disciplinary delivery.
3. **Capstone Sponsorship:** Sponsor capstone projects aligned to real-world client briefs (e.g., housing needs & acceleration strategies, zoning modernization, infrastructure-ready growth scenarios, climate-risk informed land use).
4. **Curriculum Feedback:** Be an external stakeholder for curriculum review, ensuring competencies remain aligned with evolving Planning Institute of British Columbia and Canadian Institute of Planners standards and private sector needs.

Sector and Societal Benefits

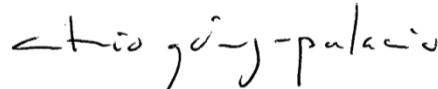
Re-establishing an applied graduate planning program on Vancouver Island will help address the global planner shortage, strengthen the talent pipeline inside and outside the Lower Mainland, and support communities across the province, as they implement aggressive housing and infrastructure agendas. The program's location and partnerships—with 14 local governments, over 20 First Nations, and the province—offer a uniquely rich learning laboratory where graduates gain the place-based, reconciliation-informed, and implementation-ready skills that British Columbia needs now.

DIALOG strongly encourages approval of the University of Victoria's MCP and looks forward to partnering on Co-ops, capstones, and graduate recruitment. Please feel free to contact us with any questions.

Sincerely,



Eleanor Mohammed, RPP (PIBC), FCIP, MTCP, EP
Partner – Urban Governance & Planning
emohammed@dialogdesign.ca



Antonio Gómez-Palacio, Arq MES, FCIP, FRAIC
Partner – Planning, Urban Design, and Architecture
DIALOG Chair
agp@dialogdesign.ca



Jill Roberston, BCSLA, FCSLA, LEED AP (ND), SITES AP
Partner – Planning and Landscape Architecture
jroberston@dialogdesign.ca



Amit Price-Patel, Architect AIBC, AICP, NCARB, LEED AP
Partner – Planning, Urban Design, and Architecture
apricepatel@dialogdesign.ca



Joost Bakker, Architect AIBC, FRAIC, RCA
Partner – Architecture
jbakker@dialogdesign.ca

Emilie K Adin

Immediate-Past President, Planning Institute of British Columbia and Yukon
and Adjunct Professor, UBC School of Community and Regional Planning
1316 Cotton Drive, Vancouver BC, V5L 3T7
778.228.6767
Emiliekadin@gmail.com

Date: September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography & Associate Dean Academic, Faculty of Social Sciences
University of Victoria
Email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Subject: Letter of Support – Proposed Master of Community Planning Program at the University of Victoria

I am writing to express my strong support for the proposed Master of Community Planning (MCP) program at the University of Victoria. As a Registered Professional Planner, an elected Fellow of the Canadian Institute of Planners, a fellow educator, and a former municipal planning director, I recognize the urgent need for graduate-level planning education in British Columbia, particularly in light of the housing crisis and the closure of Vancouver Island University's MCP program.

The proposed UVic MCP program—emphasizing applied learning, community-based research, and experiential education—aligns perfectly with the skills and competencies required of today's professional planners. The inclusion of potential Co-op placements, and the setting within a region that includes the seat of provincial government, fourteen local governments, more than 20 First Nations, provides an exceptional environment for hands-on, practice-oriented education.

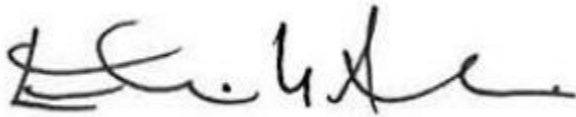
Graduates of this proposed MCP program will be well positioned to pursue full membership with the national Professional Standards Board for the Planning Profession, and to contribute immediately to the pressing planning challenges faced by communities across BC.

From the perspective of workforce development, the shortage of planning practitioners is dire in this country. Some provinces—like the Provinces of Ontario and New Brunswick—have instituted workforce strategies to increase the number of professional planners available for hire; and hopefully BC will follow suit. In the meantime, a number of employers would be strongly interested in hiring your graduates.

I fully endorse the University of Victoria's proposal to add an MCP program to your offerings, and I encourage its approval. A strong, locally based, and professionally accredited planning graduate program is essential to sustaining and strengthening the planning profession in British Columbia.

Thank you for the opportunity to provide this letter of support.

Sincerely,



Emilie K Adin, RPP, FCIP, LEED AP, MLAI

Consultant | Writer | Speaker

Cc. David Atkinson, PhD
Professor and Acting Chair, Department of Geography
University of Victoria
geogchair@uvic.ca

Pam Shaw, PhD, RPP, FCIP, FRCGS
Professor and Director, Community Planning Program
Vancouver Island University
Pam.Shaw@viu.ca

Lindsay Chase, RPP, FCIP
Professor, Vancouver Island University
Director of Planning, District of Saanich
Lindsay.Chase@saanich.ca

Mark Holland, RPP, FCIP
Professor, Vancouver Island University
Principal, Westplan Consulting Group
Mark.Holland@viu.ca

From: Eric Post <epost@cnv.org>
Date: Friday, September 5, 2025 at 9:44 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for UVic Master of Community Planning Program

Hello,

I would just like to express my support for the Proposal for a Master of Community Planning Program at the University of Victoria.

I believe the proposal outlines a clear rationale for the development of the program, ensuring students are able to pursue a planning degree on the Island and differentiating the program from existing programs on the mainland. I also believe the structure of the proposed program is sound and offers a wide variety of electives, allowing students to pursue the topics that are of most interest to them.

Best of luck and looking forward to seeing expanded options for students interested in pursuing a degree in community planning.

Regards,
Eric

Eric Post (he/him) | City of North Vancouver

Planning Assistant (Transportation)
Engineering, Parks & Environment
T: 604-983-7708 | C: 778-580-7539 | E: epost@cnv.org

141 W 14th Street, North Vancouver, BC | V7M 1H9
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Erik Morden
Planner II, Village of Pemberton
Master of Community Planning, Vancouver Island University
Pemberton, British Columbia
t: 778-859-4667 e: erikmorden@gmail.com

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

August, 27 2025

Re: UVic MCP Letter of Support

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, collaboration, and community involvement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice.

Throughout my experience at VIU, I found the MCP program to be engaging, relevant, and dynamic. Compared to other program offerings throughout the province, the MCP program provides the opportunity to work on real world projects and build connections with the local planning community. As a result of such positioning, students are well suited to transition directly into the planning workforce at a time where well-equipped planners are in high demand. During my own time in the program, I was able to obtain direct planning experience with the Village of Cumberland and upon graduation transitioned directly into a senior level planning position with the Village of Pemberton. If not for the hard and soft skills acquired through the MCP program, such a seamless transition into the planning field would not have happened.

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community, work with local, regional, provincial, and Indigenous governments, and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumni of the MCP program and for that, I am proud.

Sincerely,

Erik Morden (*he/him*)

Planner II, Village of Pemberton
VIU MCP Alumni, 2025

To: Dr. Reuben Rose-Redwood
Professor and Associate Dean, Academic Faculty of Social Sciences,
University of Victoria 3800 Finnerty Road
Victoria, BC
V8P 5C2
Re: UVic MCP Letter of Support

Hello Dr. Rose-Redwood

We are the current (and now final) cohort of Vancouver Island University's Master of Community Planning Program. Having completed our first year last April, we are excited to begin our penultimate semester in a few days. However, even the thrill of a new semester is tinged with a bit of sadness: there are no incoming students to our program.

We say 'our program' instead of 'this program' because the VIU MCP program has granted all of us the opportunity to shape our own education and thereby shape our futures. Our program has been engaging and rewarding, and challenging all at the same time. We have been given opportunities for practical hands-on learning, cooperation, critical analysis, applying our knowledge and new contextual frameworks. Throughout the past year, we have completed site visits, practiced presenting to large groups, engaged with community members, attended public hearings, worked with stakeholders, and gained mentorship from industry leaders. We have learned about our cities and the world around us, we have learned about working with and for others, and we have also all learned about ourselves.

These are all opportunities that should continue to be available to future students at the University of Victoria. UVic is an exemplary school and has such a well-established and respected geography department that we believe it would be the perfect home for the Master of Community Planning program.

The combination of our program and your school is a match made in heaven. Accepting the program would mean an opportunity for future students to experience the same magic our cohort has at VIU. Where future students can enjoy vibrant campus culture, maybe visiting Mystic Vale, Fel's Pub, or Finnerty Gardens. Where future students can grow in their planning knowledge and expand their minds. And where future students can follow in our footprints and become the next group of early-career planners, ready and excited to improve our cities, towns, and municipalities.

Please accept our letter of recommendation and contact us if you have any further questions or would appreciate any additional insight into our time in the Master of Community Planning Program.

VIU MCP Graduating Class 2026

Bernard Asamoah, Haniya Ashfaq, Sophia Barr, John Christoffersen, Brie Dinsdale, Brooke Euloth, Holly Faithfull, Anna Irwin-Borg, Kiran KC, Angus Keen, Shealyn Kenny, Achilles Sophia Madhi Gnanaprakasam, Manuel Meier, Deraek Menard, Sai Deepthi Poshala, Nicholas Rae, Freya Selander, Otuo Serebour Boatin, Megan Turcato, Amanda Van Hulsen

From: Gary Buxton <gbuxton@salmonarm.ca>
Date: Wednesday, September 3, 2025 at 2:09 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Proposal for a Master of Community Planning Program at the University of Victoria

You don't often get email from gbuxton@salmonarm.ca. [Learn why this is important](#)

Dr. Reuben Rose-Redwood

Please accept this message as my letter of support for the establishment of a Master of Community Planning Program at the U of Vic. The pending closure of VIU's Community Planning program will leave a significant gap in planning education in the province, very likely resulting in decreasing numbers of students entering the profession in the near future. While the pace of growth and development in the Lower Mainland area may have moderated in the last year or so, there remains a very strong demand for planning professionals from the municipal government sector. Some communities continue to see robust growth, and are also trying to encourage and facilitate continued residential development to meet the objectives of the Province's small scale multi unit housing legislation.

While the City of Salmon Arm may be a small organization, we continue to experience difficulty in recruiting new staff in our department of six. Outside of hiring two new planning graduates, fresh from the conclusion of their studies in the last few years, we have had considerable difficulty recruiting new staff. If the supply of new students entering the profession in the province was to decrease, I would be concerned that this situation would only worsen. Having a new and continued option to supply planning graduates from the U of Vic would be a very welcome addition, or at least compensatory action to offset the loss of the VUI program.

Yours truly,

Gary Buxton | Director of Planning & Community Services

P.O. Box 40, 500 2 Avenue N.E., Salmon Arm, B.C., V1E 4N2

P 250.803.4015 | **E** gbuxton@salmonarm.ca | **W** www.salmonarm.ca



“We acknowledge that the City of Salmon Arm offices are located on the traditional territory of the Secwepemc people, with whom we share these lands and where we live and work together.”
All communications with the City are considered City records and may be subject to disclosure through the Freedom of Information and Privacy Act. Please consider the environment before printing this e-mail.

GLENN MORRIS

6219 Selkirk Terrace, North Cowichan BC | 250 710 4478 | cipollini@me.com

September 8, 2025

Reuben Rose – Redwood, PhD
Professor and Associate Dean Academic, Faculty of Social Sciences
University of Victoria
soscasdn@uvic.ca

Dear Reuben Rose – Redwood, PhD:

I was surprised and disappointed to learn that the Masters in Community Planning offered through Vancouver Island University (VIU) was to be shut down. Thus, I write to you this morning to express my support for the establishment of a Master of Community Planning program with the University of Victoria's Faculty of Social Sciences.

This letter also provides an opportunity to thank Dr. Pam Shaw, Lindsay Chase and Mark Holland for their contributions made to our Island communities and the Planning profession in general these past years. I had the good fortune to participate in the Planning Institute of BC (PIBC) Membership Exam Course for Professional Practitioners culminating with submission of a research paper and guided discussion at the 2016 PIBC conference in Kelowna. This program was administered by Dr. Pam Shaw and Lindsay Chase. Receiving their passion and energy for Planning was very welcome after months of thought and consideration in assembling the research to be presented. I was successful in achieving professional status, which changed the course of my career (very much for the better) in ways I could not have foreseen at the time.

Several students from VIU completed work terms in our Planning department at North Cowichan. These folks were some of the brightest and most inquisitive people I had met over the years and brought a sense of fun with them. Indeed, we hired more than one VIU program graduate to join us full time when the opportunity arose. All were strong contributors to our team / Local Government and by extension our community.

In closing, I reiterate that the contribution the faculty and students of the Masters of Community Planning (formerly offered through VIU) made to our Island communities and the profession itself is significant. The opportunity to re – establish the program in Victoria presents the opportunity for a big win for everyone

In appreciation

Sincerely,

Glenn Morris

**MCIP RPP (Ret.)
Development Planning Coordinator,
Development and Engineering Services Division,
Municipality of North Cowichan**

Copy:

**David Atkinson, PhD
Professor and Acting Chair, Department of Geography
University of Victoria
geogchair@uvic.ca**

**Pam Shaw, PhD, RPP FCIP, FRCGS
Professor and Director, Community Planning Program
Vancouver Island University
Pam.Shaw@viu.ca**

**Lindsay Chase, RPP, FCIP
Professor, Vancouver Island University
Director of Planning, District of Saanich
Lindsay.Chase@saanich.ca**

**Mark Holland, RPP, FCIP
Professor, Vancouver Island University
Principal, Westplan Consulting Group
Mark.Holland@viu.ca**

From: Heike Schmidt <frauschmidt@me.com>
Date: Friday, September 12, 2025 at 12:01 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Subject: Support for Proposed Master of Community Planning Program

Dear Dr. Rose-Redwood,

As a planning professional with 25 years of experience in both government and the private sector in British Columbia (currently with the Ministry of Housing and Municipal Affairs), I strongly support the proposed Master of Community Planning (MCP) program at UVic. Urban and community planning has never been more important, offering a valuable opportunity for much needed interdisciplinary learning across planning, political science, environmental studies and Indigenous law. Located in the provincial capital city, the program will provide a rich learning environment that equips students to address complex, real-world planning challenges.

Sincerely,

Heike Schmidt, RPP, MCIP
2605 Roseberry Ave,
Victoria BC, V8R 3T8



Date: September 4, 2025
To: Dr. Reuben Rose-Redwood,
Professor of Geography and Associate Dean Academic, Faculty of Social Sciences
Re: Master of Community Planning (MCP) Program at UVic
From: Capilano University School of Public Administration

Capilano University's School of Public Administration is pleased to provide this letter of support for the Master of Community Planning Program and the University of Victoria.

Our program serves local government employees across British Columbia. Our undergraduate courses cover a variety of topics including corporate administration, leadership, law, and becoming a successful chief administrative officer. In any given year, we deliver 17 courses and learn alongside over 350 local government employees from across the Province. Our instructor team comes from a variety of professional backgrounds, with three of us being designated Planners.

Throughout our courses, we strive to foster an environment of co-learning between instructional teams and students. This frequently leads to discussions about pressing and tangible issues for local governments. Right now, more than ever, we are hearing about issues of succession planning. Coupled with this multi-generational, cross-sector challenge, our students are telling us about the increasing complexity of issues that their local governments are tackling: climate change, community resilience and emergency preparedness, economic instability, and the housing crisis, for example.

There is a well-documented shortage of Planners in the Province of British Columbia. This is an experience mirrored across Canada, and is not uncommon in other parts of the world right now. The shortage of Planners is one part by-product of the complexity of the issues aforementioned in this letter, and one part an exacerbator of said challenges. Austerity, and service level cuts in the Planning profession, will not get us out of these challenges. Rather, they will worsen them for generations to come.

More than ever, the world needs educated, courageous, and ethical Planners. The MCP program at UVic would come at a pivotal time for communities who need the service of the Planners.

We would be pleased to collaborate and be of assistance throughout this process, and see an immense need for this kind of education for the next generation of Planners. Please do not hesitate to contact me should you have any questions or interest in discussing this further.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie McEwan".

Jamie McEwan, MA, MCIP, RPP

Chair of Local Government Programs
School of Public Administration, Capilano University



United Way
British Columbia

United Way British Columbia –
Central & Northern Vancouver
Island
#9-327 Prideaux St. Nanaimo, BC
Email: JaneV@uwbc.ca
Phone: 250.739.1755

September 23, 2025

Dear Dr. Rose-Redwood,

On behalf of United Way British Columbia – Central & Northern Vancouver Island, I am writing to express our strong support for the proposed Master of Community Planning (MCP) program at the University of Victoria.

As a regional organization deeply engaged in community development, health equity, and housing initiatives, we recognize the urgent need for well-trained professional planners in British Columbia. The recent closure of Vancouver Island University's MCP program has left a significant gap in planning education at a time when our communities are facing complex challenges, including a housing crisis and rapid urban growth.

The proposed MCP program at UVic, with its emphasis on applied learning, community-based research, and experiential education, aligns closely with the values and needs of our region. The inclusion of Co-op work placements within our Community Health Network initiatives has been an incredible asset—enhancing our projects and providing students with real-time community planning experience. This new program is particularly promising, as it will enable students to gain practical experience while contributing meaningfully to local planning efforts.

United Way BC employs a diverse team of professionals working across multiple sectors. While we do not currently employ certified planners, we regularly collaborate with municipal governments, Indigenous communities, and planning professionals on initiatives that would benefit from the expertise of MCP graduates. We anticipate that graduates of the UVic MCP program would be well-positioned to support our work in areas such as housing, transportation, climate resilience, and inclusive community engagement.

We commend UVic for taking proactive steps to address the province's planning education needs and would welcome future opportunities to partner with the MCP program in research, practicum placements, and community-based projects.

Thank you for your leadership in advancing this important initiative.

Warm regards,

A handwritten signature in blue ink, reading "Jane Vinet".

Jane Vinet
Coordinator, Health Network
Community Impact & Investment

From: Jeremy Paquin <jpaquin@orionconstruction.ca>
Date: Wednesday, August 27, 2025 at 2:55 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Mark Holland <mark@westplanconsulting.ca>, Pam Shaw <pam.shaw@viu.ca>
Subject: Letter of Support - MCP Program

Good Afternoon,

I'd like to formally offer my support for relocating the MCP program to UVIC. I am a graduate of the program and will always remain a booster for it, regardless of the university banner it flies under.

My time at MCP was extremely beneficial for my development as a planner. Entering the private sector after graduation, I found the program's pragmatism and emphasis on applied planning to be invaluable. It gave me a clear advantage over peers whose education focused heavily on theory at the expense of how planning actually occurs in the real world. I hope the MCP's focus on the economic realities of planning projects as well as the real day-to-day functions of planning, including urban design, public engagement, municipal governance, and Indigenous relations, carry on to UVIC. I also hope that the program's commitment to giving student's workplace experience through co-ops and real-world class projects can continue.

It was a huge blow to hear about the program's troubles, but I am I am grateful to both VIU and UVic, and particularly to Pam and Mark, for working quickly to secure a future home for the program.

We need planners more than ever. It is imperative that British Columbia does not lose these planning student seats. It is even more crucial they remain on Vancouver Island where so much growth is occurring!

If you have any questions or require further letters of support, please do not hesitate

Thanks for your consideration.

Sincerely,
Jeremy Paquin

Jeremy Paquin
Senior Manager, Development



Orion Construction

p: [778 . 874 . 1681](tel:778.874.1681)

a: Unit #105 - 19923 80A Avenue, Langley, BC, V2Y 0E2

w: orionconstruction.ca e: jpaquin@orionconstruction.ca

Karen Russell
1932 Ferndale Street
Vancouver, B.C.
V5L 1X8

September 14, 2025

Reuben Rose-Redwood, Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Dear Reuben Rose-Redwood,

Re: Proposed New Master of Community Planning Program

I am writing to lend my support to the establishment of a new Master of Community Planning Program at the University of Victoria. With the closure of the highly regarded Master of Community Planning program this year at Vancouver Island University, an opportunity exists to fill a significant gap in the education of future planning professionals in British Columbia.

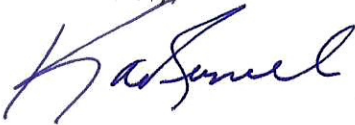
I am a professional planner and Fellow of the Canadian Institute of Planners and have recently retired as the Manager of Development Services at UBC Campus and Community Planning. I am also a volunteer assessor for the Professional Standards Board reviewing applications from candidate members seeking certification as Registered Professional Planners. Over my career, I have volunteered in many capacities for the Planning Institute of British Columbia and the Canadian Institute of Planners.

There have been few times historically when the need for planning education has been as critical as it is now. The role of planners to provide a way forward working with other professions and communities to address urgent issues such as housing affordability, climate change, transportation choice and social inequities has never been greater. I believe that the University of Victoria is in a unique position to provide a robust applied graduate degree in Planning that focuses on areas of expertise and practice that is different from the other respected planning degree programs in British Columbia. This will build upon the very successful program at Vancouver Island University that was lauded for its applied work which included collaboration with indigenous communities in British Columbia. There are also opportunities to benefit from the strong professional network of practising professional planners on Vancouver Island that can partner with, and support the academic expertise in the program. It is also my understanding that the University has a long established and very successful cooperative program that will give students of Planning an instructive and experiential connection to applied practice while they undertake their degree.

I am confident that should the University of Victoria adopt a new Master of Community Planning as a graduate degree program in the Faculty of Social Sciences that it will be an

extremely successful and sought after degree, offering exceptional opportunities for future professional planners both locally and across the country.

Yours truly,

A handwritten signature in blue ink, appearing to read "Karen M. Russell". The signature is fluid and cursive, with the first name "Karen" being more prominent than the last name "Russell".

Karen M. Russell, MEDes (Planning), RPP, FCIP

Kate Fenton
14-5837 Sappers Way
Chilliwack, BC
V2R 0G4

September 15, 2025

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Sent via email to: soscasdn@uvic.ca

Re: Letter of Support – Proposed Master of Community Planning at UVic

Dear Dr. Rose-Redwood,

I am writing to express my strong support for the proposed Master of Community Planning (MCP) Program at the University of Victoria. The recent closure of Vancouver Island University's Master of Community Planning Program leaves a significant gap in planning education at a time when communities across British Columbia are facing increasingly complex social and environmental challenges. Establishing this program at UVic is a timely and essential step towards ensuring the province has the skilled planners needed to guide and support sustainable, resilient, and well-planned communities.

The proposed applied-learning and community-based research approach will equip students with practical skills and a strong foundation for entering the professional workforce. I believe this program will play a vital role in preparing the next generation of planners to address the diverse, urban, rural, regional, social, and environmental challenges across BC.

While I am not writing on behalf of my organization, I can share that the small local government where I work, with approximately 100 employees, has approximately 17 planning positions, which, at times, have been challenging to fill. Graduates of this program would help address this pressing need.

Thank you for considering my support for this important program.

Sincerely,

Kate Fenton

September 8, 2025

Dr. Reuben Rose-Redwood,
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria
Victoria, B.C., V8W 3P2

RE: Letter of Support for UVIC MCP Program

Dear Dr. Rose-Redwood,

My name is Larissa Barry-Thibodeau, and I am a City Planner with the City of Duncan. I am writing to express my support for the new proposed MCP program at the University of Victoria, both as a graduate of the former Master of Community Program at VIU (2019), and as a person currently employed in the sector. There are three people employed within the Planning Department at the City of Duncan, and two of them, including myself, are VIU MCP graduates.

I chose to attend the VIU MCP program over others for several reasons: the incorporation of experienced practitioners woven throughout the program both as professors and as mentors; the availability of hands-on experiences linking theory with praxis; and most importantly, the leadership of the Program Director, Pam Shaw, PhD, RPP, FCIP, FRCGS.

The proposed curriculum for the new UVIC MCP program will provide an excellent background for soon-to-be planners, incorporating a strong grounding in fundamental planning knowledge and experiential education, complemented by a well-developed elective list to deepen subject specific knowledge around topics of interest for individuals in the program.

As a practitioner, it has been a great joy working with current MCP students on community engagement for planning projects. My personal highlights as a grad student included assisting with a variety of real work projects as part of the curriculum and as additional (paid) opportunities, as well as the yearly welcome to grad school design charette. I am glad to see the legacy of this experiential education will continue.

In closing, I fully support the development and implementation of the UVIC MCP program, and I feel it would be a mistake not to continue with an accredited master's program on Vancouver Island. I would be pleased to offer my support as a mentor or guest speaker for incoming students as the program develops. Thank you for the opportunity to speak to the development of this new and exciting program.

Sincerely,



Larissa Barry-Thibodeau, MCP
City Planner
City of Duncan, 200 Craig Street, Duncan, B.C., V9L 1W3
larissa@duncan.ca

Mark Gledhill Consulting
Disability And Neurodiverse Planning Solutions
507 Stewart Ave Nanaimo BC
250-619-9790
marktgedhill@gmail.com

September 10, 2025

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
By email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood,

Re: Letter of Support for the Proposed MCP at UVic

Please accept this letter in support for a new Master in Community Planning Program at the University of Victoria (UVic). I understand that this proposal has, in part, been prompted by the recently announced discontinuance of the Master of Community Planning at Vancouver Island University (VIU).

As a graduate of the VIU program I saw firsthand the importance of a system that engaged students in a cohort model, practical experiences, and a solid academic grounding in the functional and enabling competencies as defined by the Professional Standards Board. I appreciate that the UVic Program is interested in adopting key components of the VIU Program: the success of the VIU program offers a “proof of concept” that points to the success of a new program at UVic. It will also continue the legacy of creating generations of planners who are capable and ready to create positive change.

You will note that my consulting company is titled Disability and Neurodiverse Planning Solutions. While I don’t claim to be the first neurodiversity planner, I have an invisible disability that shapes the way I experience the world. I did not enter into the VIU Planning Program with the intent of conducting research in this area, but I quickly found that planning as a profession has done little to amend urban environments to meet the needs of individuals with neurodiversities. My thesis entitled “Defining the Invisible Dyslexia and Autism in Planning” addressed this new frontier in planning. I appreciated the opportunity to address this gap in planning research and have continued to shine a light on this important area through my consulting work that focuses on raising awareness, education, and solutions that bring neurodiversity and planning.

I have continued to work with subsequent cohorts in the VIU Program to ensure that students gained knowledge in this area of research and application. I hope that UVic would be interested in this as well, and I offer my support as a planner and educator in bringing this information to your future planning students.

Mark Gledhill Consulting
Disability And Neurodiverse Planning Solutions
507 Stewart Ave Nanaimo BC
250-619-9790
marktgedhill@gmail.com

I offer my strong support for creating a program that provides a wide latitude in the determination of research topics for students. From the information provided, this appears to be the approach that will be true for UVic's program.

Additionally, I strongly support continuing the DNA initiated at VIU through a "Learning by Doing" approach at UVic. This will help students become better informed, well-rounded planners. Not every planning program across Canada has taken this approach, but I can assure you and UVic that this method produces graduates who are able to "hit the ground running" post-graduation. Also, the involvement of students in "real life" projects through their academic career provides substantial benefits to both students and the community partners.

Thank you for providing me with the opportunity to support your program. I look forward to your certain success.

Sincerely,

Mark Gledhill
Mark Gledhill Consulting
Disability and Neurodiverse Planning Solutions

September 11, 2025

Re: Letter of Support – Proposed Master of Community Planning (MCP), University of Victoria

Dear Dr. Rose-Redwood,

I am writing in strong support of the proposed Master of Community Planning at the University of Victoria. I hold a PhD in Urban Planning from the University of Tehran and am currently pursuing a second PhD in Interdisciplinary Studies (Sociology & Public Administration) at UVic. Through my research and community partnerships on Vancouver Island, I have seen closely the region's growth challenges and the gaps facing local governments and First Nations.

I believe the MCP is both timely and important. Greater Victoria has experienced fast and large-scale growth that requires planners trained locally, who can move policy into real action. For example, between 2014 and 2024, Langford grew by nearly 60%, Sooke by about 32%, and Colwood by about 18%, while the Capital Regional District overall grew by around 20%. Langford was the fastest-growing municipality in B.C. during that time. These changes make a practice-focused Community Planning degree on the Island even more needed.

I am encouraged by the program's design. The core courses cover the essentials of the profession, from law to design and finance etc. Students can also benefit from a wide range of interdisciplinary electives at UVic across housing, climate, transportation, GIS, etc. I especially value the program's strong inclusion of Indigenous knowledges and community-based learning.

If the program is approved, I can help in concrete ways. I am ready to mentor students, give guest lectures and workshops, collaborate on applied research and grant applications, and help with quality assurance by serving on advisory groups and program reviews.

For these reasons, I fully support the MCP at the University of Victoria and look forward to contributing to its success.

Sincerely,



Mehdi Hosseini Dehaghani

PhD (Urban Planning), University of Tehran

PhD Student (Interdisciplinary Studies), University of Victoria

mehdihd@uvic.ca | (672)-200-1407

MVH Urban Planning & Design Inc.

14562 16A Avenue, South Surrey, British Columbia, V4A 5S1
Fax (604) 536-3995

Tel. (604) 536-3990
Email vhausen@telus.net

September 2, 2025

Dr. Reuben Rose-Redwood
Professor of Geography
Associate Dean Academic,
Faculty of Social Sciences
University of Victoria

Dear Dr. Reuben Rose-Redwood:

RE: Letter of Support for the Proposed Master of Community Planning Program at UVic

I am delighted to offer my letter of support for the proposed *Master of Community Planning* Degree at the University of Victoria in the Department of Geography.

Let me first introduce myself. I have 40 years of experience as a professional planner, landscape architect, urban designer, and development consultant. I am a Fellow of the Canadian Institute of Planners, the Institute's highest honour, and a graduate of Harvard University. I am also a Fellow of the Canadian Society of Landscape Architects. I have been Adjunct Professor in Urban Studies at Simon Fraser University (SFU) for 20 years and Adjunct Professor at Vancouver Island University in the Master of Community Planning Program for 10 years. I have also taught at the University of British Columbia, Queen's University, and the University of Colorado. I practice as a planning, development and urban design consultant around the world including Canada, the United States, Mexico, Russia, and China. I have published five books.

I support the proposed *Master of Community Planning Program* for three fundamental reasons:

1. The core planning professors at VIU are outstanding and committed educators and professionals and all the three professors are Fellows of the Canadian Institute of Planners.
2. The planning program is proven and tested at VIU over the last 10 years.
3. The planning program will provide a great symbiotic relationship with the other programs at the University of Victoria, especially the Department of Geography.

If you require any further information, please do not hesitate to contact me at (604) 536-3990 or on my cell phone at (604) 789-9325 and I would be delighted to discuss the potential and future of the *Master of Community Planning Program* at the University of Victoria.

I would like to finally congratulate you on the occasion that you are supporting the continued legacy of a great planning program on Vancouver Island at the University of Victoria.

Yours truly,



Michael von Hausen, President, FCIP, RPP, FCSLA, LEED AP, IAP2
Adjunct Professor Simon Fraser University Graduate Urban Studies Program
Adjunct Professor University of Vancouver Island Master of Community Planning Program

Email: vhausen@telus.net
Website: www.michaelvonhausen.com



Reuben Rose-Redwood, PhD
Professor and Associate Dean Academic,
Faculty of Social Sciences, University of Victoria

September 12, 2025

RE: Letter of support for a UVic Master of Community Planning Program

Dear Dr. Reuben Rose-Redwood

We are writing to express our enthusiastic support for the proposed development of a Master of Community Planning program within the Department of Geography at the University of Victoria (UVic). Transitioning this well-respected program from Vancouver Island University to UVic is a strategic investment in UVic's leadership in sustainability, reconciliation and community-based research.

The demand for skilled planners is growing rapidly, particularly in British Columbia, where communities are facing increasingly complex and urgent decisions related to climate change, housing affordability, transportation and land use. A Master of Community Planning program at UVic would directly respond to this demand, while also enhancing the university's reputation as a leader in sustainability and equitable futures. It would attract students who are eager to make meaningful contributions and who value UVic's commitment to place-based learning and Indigenous engagement.

Our office includes three Registered Professional Planners who regularly collaborate with the Department of Geography. We engage with classes, co-develop research questions, present on campus planning issues, coordinate research partnerships with municipalities and support emerging planners through co-op and work study placements. Through this work, we have seen firsthand the value of UVic's academic contributions to planning practice. The proposed program would deepen these contributions and connections, offering expanded opportunities for collaborative research, work-integrated learning and professional development.

We are confident that this program will bring significant benefits to our office, to local governments and to Indigenous communities. It will foster stronger community relationships and support best practices in planning and development. Our ongoing engagement with Geography already directly supports our work and enriches our professional learning and we look forward to further collaboration with Master of Planning students, faculty and researchers.

We strongly support this proposal and look forward to actively contributing to the successful launch and long-term success of this important and timely initiative.

Sincerely,

Mike Wilson, RPP, MCIP

A blue ink signature of Mike Wilson.

Juliet Van Vliet, RPP, MCIP

A blue ink signature of Juliet Van Vliet.

Alannah Rodgers, RPP, MCIP

A blue ink signature of Alannah Rodgers.

From: Morgan McLeod <morgenrae@gmail.com>

Date: Monday, September 8, 2025 at 1:54 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>, Brad Davies <braddavies79@gmail.com>

Subject: UVic MCP - Master of Planning - Letter of Support

Hello,

I grew up on Vancouver Island and at the time there were no Masters of Planning courses on the Island, so I am now trying to obtain my MCIP RPP through PLAR route after having 12 years experience in city planning after having to study in Vancouver. There is now VIU in central island, but the south island would also be a good location for students to learn city planning. This letter is in support of the UVic MCP program, as my friend's daughter is doing a BA in Geography at UVic and she has a keen interest in city planning as a career.

Thank you,

Morgan McLeod
Planning and Development Officer
City of Dawson, Yukon

Nadine Wiepning, MCP

Nanaimo, BC

nadinewiepning@gmail.com

Letter of Support for Master of Community Planning at UVic

Dr. Reuben Rose-Redwood

University of Victoria

Victoria, BC

September 7, 2025

Dear Dr. Rose-Redwood:

I want to add my enthusiastic support to the proposed establishment of a Master of Community Planning (MCP) program at the esteemed University of Victoria. This move would ensure the presence of an accredited, highly successful, and respected planning school on Vancouver Island. This makes it more accessible for locals, who can remain on the Island while they study, especially for students who are parents. Personally, this program changed my life. As a single parent, I needed a reliable career that I am passionate about, that fits my ethics and worldview.

My journey towards the planning profession has been long, but it was worth the wait and the work. In 2006, with my new undergraduate degree in Geography in hand, and a desire to find solutions to climate change, I applied to UBC's SCARP, but was not admitted. When VIU created the MCP program in 2015, I was thrilled at the opportunity to be recruited into the first year. However, I faced barriers to accessing student or bank loans and had to decline the offer. Discouraged, I gave up on the idea of a planning degree until 2019, when another life-changing opportunity came along. I became the Constituency Advocate for MP Manly's team before and throughout the Pandemic. Luckily, I was able to pay off my student loan during that time and am now a proud graduate of the MCP 2023-24 cohort. I'm happily employed with the Regional District of Nanaimo, and grateful to be on the path toward RPP. I'd like to add many thanks to our professors for their dedication and support, particularly Dr. Pam Shaw.

I sincerely hope the MCP program endures at UVic! Thank you for your time and consideration of this unique and timely opportunity.

Respectfully,



Nadine Wiepning

Letter of Support for the University of Victoria Master of Community Planning Program

I am writing to express my support for the MCP program at UVic. I am a member of the last cohort of MCP VIU students and have found it to be an amazing experience. I am disappointed that VIU is cancelling this amazing program, and I would hate to see it disappear. Having a Master of Community Planning program on the island is of vital importance to the planning profession, and if it is not replaced there will be long term negative effects to communities looking to hire planners. This program has been amazing for its hands on experience with instructors who work in the planning profession and are able to cater the program to our interests.

I think the MCP program will be a great fit for the Geography Department at UVic. I graduated from UVic in 2021 with a Bachelor of Arts in Economics, and through my studies met and befriended many other students in the Geography Department. I know the quality and reputation of Geography and Social Sciences at UVic, and I think the MCP program would be a great addition that will compliment the already great programs. When I first started researching planning programs, I was quite surprised to find that UVic had no planning program at all. The Capitol Regional District is a perfect fit for a planning program with different municipalities of different sizes that each face different planning problems for students to study.

The addition of the optional Co-op program will also be a great addition to the program. Planning students often already work over the summer in between years and often continue working at that same employer after the program. With so many different disciplines within planning, it is also important that students can try out different disciplines before starting their career.

If there was a Master of Community Planning program at UVic when I was applying to programs, I would have applied. I left Victoria for the VIU MCP program, and I would have loved to stay in Victoria if I had the chance. I hope you seriously consider this application for the program as it will be a great opportunity for UVic and the region. I hope to meet and work with future UVic MCP students and graduates in the future, as I know they will be great planners and advocates for their communities.

Best,

Nicholas Rae

VIU MCP Second Year Student

UVic 2021 Bachelor of Arts Economics

From: Nisha Gnanasingarajan <nishag@peachland.ca>

Date: Wednesday, September 3, 2025 at 11:22 AM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Subject: Letter of Support for UVic MCP Program

You don't often get email from nishag@peachland.ca. [Learn why this is important](#)

Good morning Reuben,

I am writing to support the reintroduction of the Master of Community Planning (MCP) program at the University of Victoria. As a graduate of the program when it was offered at Vancouver Island University, I can speak to the value it provided in preparing me for a successful career in planning.

The program's balance of applied learning, theory, and community engagement gave me the skills to contribute immediately in professional practice. At a time when B.C. communities face urgent challenges in housing, climate adaptation, and reconciliation, there is a strong need for locally trained planners.

I strongly urge the approval of this program to help meet the demand for skilled planners in British Columbia.

Sincerely,



Nisha Gnanasingarajan

Planner II

778-760-4068 | nishag@peachland.ca

District of Peachland

5806 Beach Avenue | Peachland, BC | V0H 1X7

www.peachland.ca

This email and any attachments may contain privileged information, including material protected by the *Freedom of Information and Protection of Privacy Act*. Any use of this information by anyone other than the intended recipient is prohibited. If you have received this transmission in error, please immediately reply to the sender. Thank you.

Patricia Maloney Consulting

3440 Hammond Bay Road, Nanaimo, BC, V9T 1E6
250.585.683 | 403.819.8196 | pattheplanner54@gmail.com

September 10, 2025

Reuben Rose-Redwood
Associate Dean Academic
Faculty of Social Services
University of Victoria
3800 Finnerty Road
Victoria, BC, C8P 5C2
soscasdn@uvic.ca

Dear Mr. Rose-Redwood,

Re: VIU Master of Community Planning Program

I am writing this letter in support of the Master of Community Planning program with the hopes that the University of Victoria has the vision and drive to find a home for this amazing program in the Social Services Faculty.

The Canadian Institute of Planners states that “now more than ever, planning matters. Planning influences where we live, how we move, how we work, how our economies grow, and the health and wellbeing of our cities, communities and regions.”

I believe I am qualified to speak to this topic as a professional planner, recognized by my profession and nominated as a Fellow the Canadian Institute of Planners, and adjunct professor at VIU in the MCP program, the first and only Planner in Residence for the VIU MCP program, a mentor in the program for the full 10 years, thesis supervisor and employer of VIU MCP graduates.

The myopic decision to shut down the MCP program by the Board and Senate of Vancouver Island University leaves a massive gap in the educational and professional sectors of Vancouver Island. I am writing to support the move of the program to UVic for two primary reasons: 1) we need an accredited planning program on Vancouver Island and 2) the MCP program was the most successful planning program in BC for graduating professional planners of the highest quality.

1) Accredited Planning Schools

The Planning profession is a semi regulated profession. We have right to title, although, at this time, planning has no exclusive right to practice. This situation could changed in the near future. Provincial legislation, which regulates planning and the planning

profession in Canada, is considering stronger legislation to ensure that people who practice in planning are educated, regulated and responsible for the public interest. The Professional Standards Board for the Planning Profession in Canada (on which I sit as a Board member and Chair of the Standards Advisory Committee) regulates the entry level planners and accredits planning schools. There are only 15 accredited planning programs in Canada. With the loss of the VIU MCP program, we lose one of those accredited schools. Students who graduate from an accredited school are fast tracked into the profession to achieve their Registered Professional Planner status due to the rigor of the programs, the core courses, the focus on planning and the experiential learning offered by the teachings of active professional planners.

The VIU MCP program will have graduated almost 220 students, most of whom have achieved RPP status or are in progress. Most are employed in the planning profession in public, private, academic, and not for profit organizations, primarily in British Columbia, but also across Canada. The loss of an accredited school is a major setback for the profession. Graduating qualified students who have both an academic and practical background is critical for the profession.

The University of Victoria could provide a home for the MCP program and provide an accredited program that would fill a major gap in the educational system after April 2026. As a member of the Professional Standards Board, I feel it will be a logical and relatively simple task to have the program accredited at UVic. The opportunities to utilize some existing faculty and programs, as well as enhance your staff with Registered Professional Planners to teach the core planning courses would add to UVic's legacy. Recognizing that there is a process and criteria to become an accredited planning school, I feel that you have many resources available to you to ensure success, including Dr. Pamela Shaw, Mark Holland and myself.

2) Demand for Planners

Planning is a very successful, important and emerging profession. There is great demand for planners across Canada. On any given day, you can review the job postings on any of the provincial and territorial planning associations and institutes web sites, as well as the Canadian Institute of Planners, to see the employers seeking planners to fill a myriad of positions. Vancouver Island employers have been particularly benefitted by the location of an accredited planning school.

The importance of having graduates from an accredited school is that the employer knows that the employee has a solid foundation in the planning profession. The employer anticipates that this new hire will be able to step into the role of planner and succeed. This has been proven time and time again. Our students have been employed in just about every municipality and jurisdiction on Vancouver Island as well as numerous provincial and federal agencies and private consulting firms. The versatility of our students is due to the amazing comprehensive education they receive.

September 10, 2025
Reuben Rose-Redwood
Patricia Maloney Consulting

Our students have worked in communities that do not attract national attention (Ontario graduates generally stay in Ontario for example) but our school has been a feeder for these employers. Many employers require an accredited planning degree or membership as an RPP (or eligibility for membership) as a requirement for employment. With fewer schools, there will be more demand for accredited planning graduates. UVic could provide the home and education and graduate the high quality planners that the market demands.

Every year, as faculty at VIU, we have had to turn away qualified students due to capacity of the program. All of the other accredited planning schools are in the same situation. The provision of more spaces in accredited planning programs is critical to the success of the profession, but also the success of the municipalities, the provincial and federal agencies, the private sector consulting firms and the not for profit organizations such as not for profit housing groups.

Planners provide the foundation to build better communities. Without accredited planners, we risk the future of our communities. I hope that the University of Victoria can see the path forward to embrace the MCP program that has been presented and strive to develop the program, get the accreditation and ultimately graduate the next cohorts of professional planners.

If I can be of any service in the accreditation process, please contact me.

Sincerely



Patricia Maloney, RPP, FCIP

c.c. Dr. Pam Shaw, RPP, FCIP
Mark Holland. RPP, FCIP

Dear Committee Members,

I am writing to express my strong support for the establishment of a Master of Community Planning (MCP) program at the University of Victoria.

The planning profession in British Columbia, and across Canada, is facing increasing demand for highly skilled professionals capable of addressing complex challenges such as housing affordability, climate adaptation, Indigenous community planning, sustainable transportation, and resilient infrastructure. The need for qualified planners is only expected to grow as communities across the province seek innovative, evidence-based solutions to manage growth and change.

As a graduate of the Master of Community Planning program at Vancouver Island University, I can personally attest to the value of that program. Its focus on rural and Indigenous planning perspectives was unique and critically important to the profession. I was truly devastated to learn of its closure, both for future students and for the planning industry as a whole. My own employer, the Regional District of Nanaimo, has hired many VIU graduates over the years, all of whom have earned an exceptional reputation for the quality of their training and their contributions to the field. The loss of this program has left a significant gap in graduate-level planning education on Vancouver Island.

The University of Victoria is uniquely positioned to fill this void. With its strong academic reputation, existing expertise in related fields such as geography, public administration, and environmental studies, and its deep connections to Vancouver Island and coastal communities, UVic can provide a program that not only meets industry demand but also reflects the values and needs of the region.

For these reasons, I strongly encourage the University of Victoria to move forward with establishing a Master of Community Planning program. This initiative would not only strengthen the planning profession but also deliver significant benefits to communities across Vancouver Island and beyond.

Thank you for considering this important initiative.

Sincerely,

Patricia Reynes, MCP, RPP MCIP

Planner, Regional District of Nanaimo

Graduate of the Master's of Community Planning at VIU

Riley Nicholson

Master of Community Planning, Vancouver Island University
778-257-4112 | riley.nicholson.d@gmail.com | Victoria, BC

September 2, 2025

Dr. Reuben Rose-Redwood
Professor and Associate Dean Academic
Faculty of Social Sciences, University of Victoria
3800 Finnerty Road
Victoria, BC
V8P 5C2

Re: Application for Transit Planning Coordinator Position

Dear Dr. Reuben Rose-Redwood,

I am writing to express my support for the University of Victoria (UVic) proceeding with a new Master of Community Planning (MCP) program in their Department of Geography. As a recent graduate of the MCP program at Vancouver Island University, I believe I am well positioned to share the impact and benefits that would come from such a decision. The MCP program stands out in British Columbia as a program that is rooted in applied knowledge, collaboration, and community involvement. It was created by passionate professional planners who understand planning from both an academic and practical point of view and as such adequately addresses pressing issues in both planning theory and practice.

Throughout my experience at VIU, I found the MCP program to be engaging, relevant, and dynamic. Compared to other program offerings throughout the province, the MCP program provides the opportunity to work on real world projects and build connections with the local planning community. As a result of such positioning, students are well suited to transition directly into the planning workforce at a time where planners are in high demand

Besides what the program stands for as an academic undertaking, I could not think of a better location than Victoria. As a resident of Victoria seeking a planning education, I was shocked that UVic did not have an accredited, masters level program, despite having strong undergraduate programs in related fields. I commuted between Victoria and Nanaimo to attend the VIU program, but so did several of the faculty who were practitioners based in Victoria. Located in a region that includes 14 local governments, over 20 First Nations, and the seat of provincial government, UVic offers a unique setting for studying planning theory and practice in a complex and dynamic environment. Creating this program in Victoria provides the opportunity to maintain and build off of the longstanding connections to the Island planning community and supplement an already strong student culture. I am excited for the future of the MCP program and look forward to the development of its legacy as a producer of research, learning, and knowledge mobilization. I will always be an alumnus of the MCP program and for that, I am proud.

Sincerely,
Riley Nicholson
VIU MCP Alumni, 2025

Rylan Graham, PhD RPP MCIP

Assistant Professor

School of Planning and Sustainability

University of Northern British Columbia

Prince George, BC V2N4Z9

Rylan.graham@unbc.ca

September 14, 2025

Dear Dr. Rose-Redwood,

I am writing to express my support for the proposal to establish the Master of Community Planning (MCP) program at the University of Victoria. Like many others, I was disappointed to learn this past summer about the decision to terminate the planning program at Vancouver Island University (VIU). At a time when communities across the province are confronting the challenges of housing affordability, climate change, and social equity, amid a growing shortage of planners, the need to train more planners is critical.

The proposal to re-establish the MCP program at the University of Victoria presents a timely opportunity that is well positioned to meet this need. In shaping the curriculum around applied learning, experiential education, and community-based research, the program will not only provide students with a germane planning education but also facilitate connections between the university and local communities and organizations.

Given the unique governance landscape of the Victoria region, which includes 14 municipalities, more than 20 First Nations, and the presence of the provincial government, the city and region is an ideal location to learn about the dynamics of planning. The multi-jurisdictional exposure that students will take from living and learning in the Capital Region means that they will have the opportunity to study planning in a diverse and distinct set of contexts. This program is poised to provide them with the breadth and depth of experience that will enable them to ultimately be the effective changemakers we need in our communities. Moreover, as a scholar of mid-sized Canadian cities, including Victoria, I recognize that there are a unique set of dynamics that shape this cohort of cities. It is imperative then that planning schools exist in these contexts so that the next generation of planners can develop the knowledge and skills needed to navigate the unique challenges and opportunities in mid-sized cities.

Since joining the University of Northern British Columbia in 2021, and through my role on the Planning Institute of British Columbia's Academic Liaison Committee, I have had the opportunity to collaborate with faculty and students from VIU's MCP program. These experiences have underscored my understanding of the importance of having a planning program on Vancouver Island. Moreover, I have been impressed by the quality and impactful work of both students and

faculty. The proposal to re-establish the program at the University of Victoria provides an important opportunity to carry forward and expand upon this legacy.

I firmly believe in the mission to maintain access to graduate-level planning education on Vancouver Island. The absence of such a program not only weakens planning education in British Columbia but also jeopardizes the development of the next generation of planners who will be needed to address the challenges of tomorrow. For these reasons, I am pleased to offer my support for this proposal.

Sincerely,

A handwritten signature in black ink, reading "Rylan Graham". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Rylan Graham, PhD RPP MCIP

From: Samuel Gerrand <samgerrand.n@gmail.com>
Date: Friday, September 12, 2025 at 5:13 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Pam Shaw <Pam.Shaw@viu.ca>
Subject: Letter of Support for Master of Community Planning Program at Uvic

Dr. Reuben Rose-Redwood,

I am writing to support the proposal for a new Master of Community Planning Program at the University of Victoria. I graduated from the Master of Community Planning Program at VIU, and like many of my colleagues have found the program's focus on applied learning, community-based research, and experiential education to be a solid foundation for a career in Planning.

I am currently employed in planning and reflect often that the MCP program gave me a 'step up.' Particularly, I found it valuable that the faculty -- Pam Shaw, Lindsay Chase, and Mark Holland -- are not only professional planners with long experience in the profession, but are actively practicing planning. I felt that access to this perspective added enormously to my education, compared to some of my colleagues that graduated from more purely academic programs. My hope is that the transition of the program to UVic and the union with the existing programs there can only improve the quality of the MCP program.

I would also add that the planning community, and I would argue our communities at large, will be for the worse if this transition cannot be completed and the program ceases to exist. I am employed as a planner at a regional service commission and we cannot find enough planners to hire. To my knowledge there are as many as 8 positions within the organization that could be filled with a recent graduate from the MCP program.

I look forward to hearing updates about the program and hope to be able to recommend the new MCP program to many aspiring planners!

Sincerely,
Sam Gerrand, MCP

Dr. Reuben Rose-Redwood
Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

September 5, 2025

Delivered via Email

Dear Dr. Rose-Redwood:

RE: Letter of Support for Master of Community Planning Program at the University of Victoria

Please accept this letter in support of establishing a Master of Community Planning program at the University of Victoria (UVic).

Having completed my Master of Community Planning (MCP) degree at Vancouver Island University (VIU), I was deeply disappointed to learn that VIU will be cancelling this excellent program. As a UVic graduate, the MCP program provided me with hands-on training and an applied pathway that launched my career in land use planning. With its emphasis on sustainability and reconciliation, the MCP program would be a natural fit with UVic's own areas of academic focus.

My experiences at both UVic and VIU gave me the tools required for a successful planning career. In fact, it was a UVic professor, in a public administration course I took in 2016, who first inspired me to pursue this path. Later, when I was seeking a master's program after completing my undergraduate studies, I wondered why UVic did not already offer the MCP program. The culmination of my education and professional experience has since enabled me to achieve my RPP, MCIP designation; credentials that hold planners in British Columbia and across Canada to the highest ethical standards.

As communities across Vancouver Island and the country grapple with the major urban challenges of our time, I firmly believe that combining the MCP program's practical orientation with UVic's longstanding tradition of research and academic excellence would be of great benefit to the profession. Personally, I would not be where I am today without the opportunities afforded to me by both universities.

Sincerely,



Seamus McConville, RPP MCIP
UVic BA Humanities, 2017
VIU Master Community Planning, 2020

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

August 27th, 2025

Dr. Rose-Redwood,

Let's be honest: universities are on thin ice.

Across Canada, degrees are losing their value. Students go into insurmountable debt for an education that employers openly admit doesn't prepare them for the real world. Higher education is being called out as bloated, out of touch, and more interested in protecting its image and income rather than producing professionals at good value.

Ask any employer and they'll tell you: most graduates aren't ready. Too often, graduate programs lean on theory, abstract projects, and academic debates that have little to do with the messy, practical realities of planning practice. Graduates leave smart, not ready.

The Master of Community Planning program at VIU was different — it worked. It wasn't theory for theory's sake. It gave us applied tools, real-world projects, and work experiences that translated directly into practice.

Every graduate from that program will direct your attention to the brilliant leadership of Dr. Pam Shaw and her colleagues - their unwavering commitment to a practical education ensured that every single graduate was ready to deliver in the workforce from day one.

No better proof exists than my own cohort, graduating directly into the chaos of pandemic lockdowns. Despite the turmoil, nearly all of us were hired into meaningful planning roles — because the MCP program prepared us for practice in a way that no other school does.

UVic has the chance to do something rare: build a program that employers trust, students celebrate, and communities desperately need. This is a chance to lead, to set a strong standard for what education should be at a highly respected institution.

Of the nearly thirty of my work colleagues, virtually all of them are either UBC graduates or trained out of province. I look forward to building communities alongside UVic MCP graduates in the near future.

Regards,

Sev Ebadi

VIU MCP Graduating Class of 2018

Development Planner at the City of Coquitlam

Sev.ebadi@gmail.com

Reuben Rose-Redwood, PhD

Professor and Associate Dean Academic, Faculty of
Social Sciences

University of Victoria



September 15, 2025

Dear Reuben,

As an alumnus of the very first Master of Community Planning (MCP) program class, I am very sad to have to write this letter supporting the MCP program move to the Department of Geography at the University of Victoria (UVic). The program was innovative in that it delivered pragmatic, practical planning-education – something we desperately need in both the public and private planning sectors. Vancouver Island University's (VIU) abrupt cutting of the program will only hurt BC as we continue to face numerous crises including housing, climate and endemic social issues. The proposed MCP program at UVic states that it will build on the legacy of VIU's program, and if that is the case my full weight of support is behind it.

I have worked for the last almost nine years in a variety of planning positions and know first-hand how important it is to have an education grounding a planner in policy analysis and critical thinking about the regulatory and common law impacts of our work. Planning doesn't need more theory – we need action and my time at MCP in Nanaimo set me up for success because of both the experiential education and highly experienced, practicing planner professors and adjuncts.

I truly hope that MCP can be saved, and we can continue to have an accredited planning program on Vancouver Island. In these critical times, our profession needs more action-oriented planners to hit the ground running out of grad school.

Sincerely,

Teunesha Evertse MCP RPP MCIP

Principal, Westplan Consulting Group

teunesha@westplanconsulting.ca

Dr. Reuben Rose-Redwood

2025-09-15

Professor of Geography and Associate Dean Academic
Faculty of Social Sciences
University of Victoria

Submitted via email: soscasdn@uvic.ca

Dear Dr. Rose-Redwood:

Re: Letter of Support – UVic Master of Community Planning (MCP) Program

On behalf of WATT Consulting Group (WATT), we wish to provide our enthusiastic and heart felt support for the establishment of a Master of Community Planning program at the University of Victoria (UVic), particularly one that builds on the legacy of what was established at Vancouver Island University (VIU).

Our consulting firm undertakes transportation and community planning projects across B.C. and Canada. Our larger transportation team includes 35 transportation professionals. On Vancouver Island, we have a team of six transportation planners and are hoping to expand to ten (10) in the future. Having both been personally involved with past projects, courses, and workshops at both UVic and VIU, we're also keenly aware of both universities, their learning environments, and the calibre of their programs.

Both of us have been with WATT for almost 10 years now. In the last 5 years we've taken on leadership roles responsible for hiring, business development, and project delivery. In the last few years, for example, we have reached out directly to the VIU MCP program on multiple occasions to fill open entry-level positions within our Victoria-based Vancouver Island Planning team and practice. We've successfully hired four (4) VIU MCP graduates over that period. We have been incredibly pleased with how our team-member graduates of the MCP program have demonstrated not only technical rigour and a diverse skill set but also a notable degree of practical experience and a deep understanding of how planners serve and ultimately support communities. Further, we have been particularly impressed with how the VIU program produces professionals who are well-grounded in theory and also so ready to help turn ideas into action and implementation. Indeed, the applied planning acumen that MCP graduates bring to the table has directly improved the quality of our project work.

We anticipate continuing to provide a place for future MCP graduates within our team, particularly for those who might already attend school within Victoria and therefore already call Vancouver Island their home. This past summer we hosted a UVic Geography undergraduate student as our first planning co-op and we envision future opportunities to support MCP students searching for part-time work or coop placements in transportation planning to further their experience while learning. We would also be happy to personally contribute to classes (i.e., through lectures and/or facilitated seminars) and/or provide mentorship if such a program were in Victoria.

Re: Letter of Support – UVic Master of Community Planning (MCP) Program

Page 2
2025-09-15

We very much hope for and support the establishment of an MCP program at UVic. Please contact us if there's any further information we can provide.

Sincerely,

WATT Consulting Group Ltd.



Tania Wegwitz, RPP, MCIP
Vice President, Transportation

C 250-208-3874

E twegwitz@wattconsultinggroup.com



Tim Shah, RPP, MCIP
Planning Practice & Vancouver Island Team Lead

C 778-350-3628

E tshah@wattconsultinggroup.com

From: Wayne Beggs <wbeggs@telus.net>
Sent: Monday, September 15, 2025 11:23 PM
To: Geography Office <geography@uvic.ca>
Subject: UVIC Planning Program - Letter of Support

I am writing to express support for the establishment of a planning school at the University of Victoria. The loss of the planning program at Vancouver Island University was a blow to the profession. As both a planning educator and a planning professional with a non-traditional planning career, I can attest to the broad applicability of the education and skills developed through participation in a planning program. In my own roles with a number of departments and agencies at the Government of Canada, time and again I have used the specific skills and contextual knowledge derived from planning. I believe there is a market for planning skills beyond what is currently available in BC programs.

The program at VIU provided planning education in an important segment of the market that was not covered by other schools. My own students from Geography program courses at Simon Fraser University followed the VIU route to their education. Schools at UBC, Uvic, UFV and UNBC cover other aspects of the market for planning education. There are natural synergies between existing Geography and Public Administration programs at UVic and there are opportunities to expand partnership between UVic and the provincial government.

I fully support the development of a planning program at the University of Victoria and would be happy to assist those advancing this effort in any way possible.

Best regards,

Wayne Beggs, PhD, RPP, MCIP.

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: December 10, 2025
Subject: Proposal to establish a Minor, General, and Major in Media Studies (MDIA)

At its meeting on December 3, 2025, the Senate Committee on Planning considered the proposal to establish a Minor, General, and Major in Media Studies (MDIA).

The proposed Media Studies program is designed as an interdisciplinary inter-faculty program housed in the Faculty of Humanities for administrative purposes.

The proposed minor, general, and major makes UVic Media Studies programs build on the existing Certificate in Media Studies and provides students more options for media studies-related credentials in response to the high enrolments in media studies courses.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor, General, and Major in Media Studies (MDIA), 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. Community engagement is a key part of our success. We work closely with our community partners to foster respect and reconciliation, promote sustainable futures, and uphold our values of equity, diversity, and inclusion. UVic is a proud partner in the Greater Victoria and BC economies. We work with governments, First Nations, businesses, and non-profits towards economic and social prosperity. We combine three elements: dynamic learning, vital impact, and our extraordinary academic environment. Together, they nurture an environment of discovery, innovation, and creativity. This environment fortifies our work in sustainability and healthy societies. It shapes our world view with diverse perspectives, including those from Indigenous and international communities. It also fuels our commitment to economic well-being, technological advances, and social justice.

Our [Strategic Plan](#) outlines UVic's vision, values, and priorities. It inspires our excellence in research, creative activity, teaching, service, commitment to diversity and inclusion, and engagement to serve students, communities, and the world. Our [university plans](#) guide the operational directions for a wide range of UVic activities. UVic operates under the authority of the [University Act](#) and is [governed](#) by a Board of Governors and Senate. Here are some relevant UVic facts and figures:

- Approximately 22,000 students (undergraduate and graduate)
- Over 6,000 employees, including 900+ full-time faculty members
- 580+ patents filed to date
- 1,145+ invention disclosures to date
- 169 start-up companies to date
- Ranked top 1% of global universities for contributions to the United Nations Sustainable Development Goals (2024 Times Higher Education Impact Ranking)
- Consistently the top university in North America for international research collaboration (Leiden, 2011-23).

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

UVic Media Studies (MDIA) is currently a Certificate program, and—given overwhelming student demand (Appendix A5) since our launch in 2023—we are now proposing a Minor, General, and Major in Media Studies (Appendices A1, A2, and A3) to be administered by UVic's Faculty of Humanities (Appendix A4).

c) Location of where the proposed degree program will be offered;

UVic's Gordon Head campus, on the territory of the Ləkʷəŋən (Songhees and X̱wsep̓səm/Esquimalt) Peoples

d) Faculty or school(s) offering the proposed degree program;

Faculty of Humanities (administrative home), with participating faculty and instructors (Appendix A4) from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science.

e) Anticipated program start date;

Sept. 2027 (promotions and applications in Sept. 2026)

f) Anticipated completion time in years and semesters;

Major (4 years; 8 semesters) | Minor (1-2 years; 3-4 semesters) | General (4 years; 8 semesters, when combined with another general)

g) Expected number of students at launch and at steady state;

The Media Studies Certificate program has graduated 8 students since its launch in 2023, and 30 students are currently enrolled in the program. Based on those numbers, ongoing demands for our MDIA courses (Appendix A5), and current numbers of declared students in comparator UVic Humanities programs such as Philosophy, Gender Studies, Indigenous Studies, and Pacific and Asian Studies, we anticipate the following enrolments by 2030-31: 2-5 students in the General, 40-65 students in the Minor, and 35-60 students in the Major. These numbers echo the results of a Media Studies student survey (Appendix A5) we conducted in Spring 2025, and we imagine many UVic students will approach Media Studies as a path to augment their majors, hence our projected numbers for the Minor alongside those for the Major. A steady-state scenario for 2031-36 will likely see increased enrolments, especially if BC's secondary curriculum expands its media offerings: 5-10 students in the General, 70-90 students in the Minor, and 75-100 students in the Major.

h) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

Students in Media Studies (Appendix A3) will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem-solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media
- Anti-racist, inclusive communication across media and sensory modalities
- Critical evaluation of information and storytelling, including how they are shaped by history, culture, context, and media
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences
- Creating, showcasing, and sustaining innovative, public-facing media projects.

Media Studies students will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from the local to the global, across media
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities
- Inclusive, life-long learning that adapts to changes in media over time.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

Sʔeyəʔənɣw̓ | S,ÁEŁA'NW̓ | When things are in harmony: The proposed Media Studies curriculum (Appendix A3) is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local Indigenous territories, lands, and waters. Guiding questions include, "Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?"

ʔetalnəw' əl' | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200, 300, and 400 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

Χəçĩŋəʔn' əw' əl' | XEĆINEŁNEUEL | Actively planning and problem solving and ʔay'nəw' əl' ʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow

principles of universal design for inclusion (by affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by focusing on intersectional media practices and learning from Indigenous peoples, Black people, and People of Colour), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: a) equity-centred culture, b) relationality and belonging, c) recruitment and retention, d) access and support, and e) institutional (including unit-level) accountability.

- Linkages between the learning outcomes and the curriculum design and whether a work- integrated learning experience is required for degree completion;

Although it will *not* be required for degree completion, Media Studies students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program.

Learning outcomes (above) will be achieved through the following elements of MDIA's curriculum design:

- An emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia, across Canada, and around the world
- The integration of research and teaching across all MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for lands and waters, and promotion of sustainable futures
- Critical media practice across sensory modalities and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400 and concluding with a capstone project)
- Opportunities for dynamic learning, research, and critical media practice across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, the Farallon Book Arts Lab, the Historic Computing Lab, and Kula: Library Futures Academy
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated—with respect and accountability—in context and culture
- The production of a public-facing media project as part of capstone seminar (MDIA400).
- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

Media Studies has not yet offered an online course; however, all our courses (Appendix A3) rely on principles of universal design of learning that render them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

- Program strengths; and,

The combination of the following strengths makes UVic's proposed Minor, General, and Major in Media Studies distinctive within the province, if not all of Canada:

- *Deep integration with UVic Libraries.* All MDIA students will experience hands-on learning in spaces such as UVic's Special Collections and Archives, Farallon Book Arts Lab, Historic Computing Lab, and Kula: Library Futures Academy. In his letter of support for the proposed programs, University Librarian, Jonathan Bengston, wrote, "future collaborations with MDIA that could potentially include research seminars, lectures, workshops and exhibitions, finding ways to explore the foundational, historical, and theoretical intersections of technology and knowledge production in human culture and society."
- *Accountability, inclusion, and collaborative practice.* All MDIA students will learn to move forward together by respecting the rights of one another and making media in inclusive and accountable environments in right relationship with all things. This learning includes, but is not limited to, the required Indigenous Studies course, IS100: "Responsibilities to Coastal Indigenous Peoples and Lands."
- *Knowledge across disciplines, geographic locations, and local and global cultures.* All MDIA students will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty

experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance (Appendix A1).

- *Co-operative education and career services.* All MDIA students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program, which states that "the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry."
- *Public-facing projects.* All MDIA students will design, create, and showcase public-facing media projects with attention to innovation, sustainability, and social, cultural, and economic change. In his letter of support for the proposed programs, Shaun Macpherson at Flashpoint wrote, "In light of the rapid rise of AI, programs like UVic's Media Studies are more important than ever. Today's students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence."
- *Attention to current issues.* Echoing the Premier's 17 July 2025 [mandate letter](#) to the Minister of Post-Secondary Education and Future Skills, the proposed programs' research integration offers "British Columbians the training and skills they need to be successful and help grow our provincial economy." In her letter of support for the proposed programs, Nina Belojevic at Benevity wrote, "This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia's prosperity."

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

09.0199: Communication and media studies, other

- 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?	Undergraduate students seeking the media training and communication skills needed to be career-ready, critically aware, prepared to grow our provincial economy.
What specific need is there for the proposed program and how will it benefit the targeted student population?	The 2024 edition of the British Columbia Labour Market Outlook offers substantial evidence of excess demand for media literacy across high opportunity occupations in BC's public and private sectors. Additionally, Vancouver Island University is the only other post-secondary institution on Vancouver Island that offers programs comparable to the three programs we are proposing. UVic currently offers only a Certificate in Media Studies, but our MDIA courses have incredibly high enrollments, demonstrating interest in Media Studies among students who choose to attend UVic. Our proposed programs offer these students opportunities to have a Minor, Major or General in MDIA. Also, as a result of BC's new curriculum and excess demand for media literacy across the globe, UVic anticipates more high school students will enter BC's post-secondary institutions with experience and interest in Media Studies.
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	Yes. MDIA's curriculum (Appendix A3) requires an Indigenous Studies course (IS100) and includes decolonial methodologies, critical attention to the role of media in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners. We hope to attract Indigenous students with interests in media analysis, decolonial methodologies, and weaving Indigenous traditions of storytelling with media practice, empowering them to tell their own stories through audio, video, games, and other media. We have also consulted with Indigenous Studies (Faculty of Humanities) and allied programs in BC on ways to best support Indigenous students in our proposed programs. If our proposal is successful, we would further coordinate with Indigenous Studies to support their students who express interests in MDIA.
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.	Yes. MDIA's curriculum affords traditionally underserved and underrepresented students with opportunities to learn in-demand media and networked communication skills that feed directly into innovation, local employment, career laddering, community building, and group representation and advocacy. MDIA students will learn to tell their and their communities' stories rather than being the objects of media in mainstream society. Such storytelling practices are crucial to not only resisting marginalization but also centering the experiences of underserved and underrepresented groups in the media. Additionally, MDIA's globally informed curriculum will make an asset of additional languages commonly wielded by students from first-generation, immigrant families.

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.	The proposed curriculum creates paths for students interested in further study and pursuing a terminal degree. Opportunities for future study within the province include the Master of Digital Media and Doctor of Philosophy in Cinema and Media Studies programs at UBC, the Communication Research for Social Change Master of Arts program at SFU, and multiple graduate programs at UVic. See attached letters of support for evidence of consultation with post-secondary institutions in BC.
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	UVic's standard tuition fees for undergraduate Humanities programs will apply. As of May 1, 2025, they are: Domestic Full Fee: \$6,414 / International Full Fee: Y1: \$35,448; Y2: \$36,866; Y3: \$38,340; Y4: \$39,874
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?	UVic's standard tuition fee is lower than or nearly equal to annual tuition at other post-secondary institutions in British Columbia. Capilano University , School of Communication: Domestic: Y1: \$4,489; Y2: \$4,489; Y3: \$6,096; Year 4: \$5,931 / International: Y1: \$20,693; Y2: \$20,693; Y3: \$22,299; Y4: \$22,134 University of British Columbia , Media Studies: Domestic: \$8,091 / International: \$49,549 University of the Fraser Valley , Media and Communication Studies: Domestic: \$4,478.30 / International: \$18,998 Vancouver Island University , Media Studies: Domestic: \$5,091.90 / International: \$24,473.10 Royal Roads University , Communication and Culture (two-year degree completion program): Domestic: \$9,645.50 / International: \$25,056 Simon Fraser University , School of Communication: Domestic: \$7,502 / International: \$37,442 Thompson Rivers University , Communication and Visual Arts: Domestic: \$4,856.10 / International: \$22,815.90 Trinity Western University , Media and Communications: Domestic: \$23,370 / International: \$23,940

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
Capilano University	Communication	focuses more on strategic and professional communication
University of British Columbia	Media Studies	more technical (with courses on computational thinking and information design) and includes cinema studies
University of the Fraser Valley	Media and Communication Studies	more emphasis on the Social Sciences, including qualitative and quantitative methods
Vancouver Island University	Media Studies	focuses on digital communication with more attention to journalism and media

		arts
Royal Roads University	Communication and Culture	focuses more on marketing and strategic, organizational, and sports communication
Thompson Rivers University	Communication and Visual Arts	focuses more on public relations, journalism, and visual arts
Trinity Western University	Media and Communications	focuses more on organizational leadership and professional writing
Simon Fraser University	Communication	focuses more on political communication

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
Capilano University Edward Hamilton, Chair, School of Communication	email and Zoom	"To have more media studies programming at one of BC's major research universities will also broaden the reach of our discipline to what has to this point been an underserved population of higher education students, and will likely enhance mobility and transferability options for communication students in the province. We do not see overt replication or duplication of programming in relation to what we offer in our Bachelor of Communication Studies degree and are happy to voice our support for the University of Victoria's Media Studies program as a welcome addition to the field."
University of British Columbia Christine D'Onofrio, Chair, Media Studies	email	"it looks like a thoughtfully arranged degree and I wish you all the best"
University of the Fraser Valley Sylvie Murray, Dean, College of Arts	email and Zoom	"Our assessment finds the proposal to be: 1) Complementary (not duplicative) . . . 2) Student-centred and mobility-enhancing . . . 3) Aligned with labour-market and civic needs . . . 4) Quality-assured and scalable . . . 5) Collaboration-ready. . . We intend to continue consultation with UVic to ensure complementary curricula and to formalize transfer pathways."
Vancouver Island University Joy Gugeler, Chair, Media Studies	email and Zoom	"VIU is therefore in support of our colleagues at UVic who are expanding Media Studies coverage in the province while offering a flexible, more interdisciplinary option to students of a unique profile. We hope to collaborate to bring speakers to Vancouver Island, co-host workshops and events, invite our students to our year-end showcases, and facilitate easy credit transfers via BCCAT as well as articulating and laddering agreements where appropriate."
Thompson Rivers University Joceline Andersen, Acting Chair, Communication and Visual Arts	email	"We support this application. . . . The interdisciplinary list of courses demonstrates that the program is up-to-date with media research across disciplines on the UVic campus, and demonstrates that there is a wealth of existing media expertise for students to access."
Simon Fraser University Milena Droumeva,	email and Zoom	"At SFU, we have long recognized the growing demand among undergraduate students for programs that combine conceptual

Director, School of Communication		grounding with creative and analytical exploration of media. UVic's proposed model is well positioned to meet this demand in ways that complement rather than duplicate existing offerings across the province. Its structure as a non-departmental, flexible program promises to open new pathways for students whose academic and professional interests intersect multiple disciplines. . . . Please accept my full support for the University of Victoria's proposed Media Studies program. I have no doubt it will make a meaningful and distinctive contribution to the landscape of postsecondary media education in British Columbia."
Royal Roads University Zhenyi Li, Director, School of Communication and Culture, and Robert Mittleman, Dean, Interdisciplinary Studies	several emails exchanged between July and September 2025; multiple attempts made to schedule a meeting	no feedback

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?

As indicated by Section B above, the proposed Minor, General, and Major programs (Appendix A3) are not substantially similar to any other programs offered in British Columbia. The range and depth of participation across the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1) make UVic Media Studies unique in the province and allow the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide. Drawing upon expertise across units, disciplines, and faculties at UVic, the proposed curriculum will provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" ([B.C.'s 2025 mandate](#)).

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.

After consulting with six BC post-secondary institutions (see Section B above), UVic Media Studies has begun 1) engaging several transfer mechanisms, such as the BC Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across BC, 2) the process of joining the BC Council on Admissions and Transfer (BCCAT)'s Communications and Media (CAMAC) committee (including coordination with Alison McDonald, CAMAC's co-chair, and Mark Wallin, CAMAC's system liaison), and 3) building various Media Studies partnerships across the province, with plans for MDIA students to showcase their projects with students at other universities and colleges. Based on feedback from other media and communications programs, we also refined our language for student pathways through the proposed programs, with more attention to scaffolding learning and graduating ("capstone") projects.

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?	The proposed MDIA programs would provide essential media and communications skills training and build competencies among a new generation of workers. Such competencies include media design

	(technical competency), media management (competency in material resources), complex problem solving (real-world competency), media coordination and analysis (systems competency), and media instruction, persuasive media, and social and cultural sensitivity in communications (social competencies). A Minor, General, and Major in Media Studies at UVic would also spark community and industry partnerships with companies and nonprofits in Greater Victoria and help grow jobs through units such as UVic Co-op. We met with numerous relevant BC employers and community organizations and shared our proposed curriculum with them. Several of them inquired about Co-op, which the proposed programs would facilitate to help MDIA students gain real-world experience in media and communications across BC's public and private sectors. We are already working with Jeremy Pearce (Co-op Coordinator for UVic Humanities) to expand Co-op with Media Studies in mind and offer UVic students more media-related placements.
Reference specific government and community initiatives, plans, and priorities that the proposed program supports.	According to the 2024 edition of the British Columbia Labour Market Outlook (LMO), the following five occupational groups are expected to account for nearly 80 percent of the projected job openings in BC between 2024 and 2034: 1) sales and service, 2) business, finance, and administration, 3) trades, transport, and equipment operators and related, 4) education, law and social, community, and government services, and 5) natural and applied sciences and related. Media literacy is important to each of these groups, and it is fundamental to groups 1, 2, and 4. The LMO also underscores the fact that generative AI's impact on skills, competencies, and labour needs to be monitored, and the field of Media Studies is a leader in this area. The proposed MDIA programs (Appendix A3), especially courses such as "Media in the 21 st Century," "Critical Media Practice," and "Capstone Seminar," will train students in how to anticipate AI's impact and innovate accordingly, with an emphasis on what makes the people skills of media and communication unique in BC and Canada and across the globe.
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.	Graduates of the proposed MDIA programs are most likely to advance in the following high opportunity occupations: 1) professional occupations in advertising, marketing, and public relations (NOC #11202), 2) producers, directors, and related occupations (NOC #51120), and 3) managers – public and private sector (NOC #00018), where the combined 2024-34 job openings, job expansions, and job replacements are (according to the 2024 BC LMO) expected to be 1) 17,270, 2) 6,080, and 3) 43,020, respectively.

B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The current curriculum for UVic's Media Certificate program includes Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands"), decolonial methodologies, critical attention to the role media's played in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners, such as Amanda Strong (Manitoba Métis Federation), Leanne Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and

	Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). The proposed Minor, General, and Major would build upon this Indigenous media and further integrate Indigenous and decolonial methodologies.
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 consulted with our Office of Indigenous Academic and Community Engagement (IACE) throughout the development of this proposal, which they approved. Upon reviewing our proposal, IACE's Associate Director Academic, Robert L. A. Hancock, wrote, "It's a very impressive proposal" and that all "IACE resources identified are part of our regular scope and responsibilities." IACE has an Elders program and provides a bridge between UVic and local Indigenous nations. Additionally, an Indigenous media practitioner (such as Skwxwú7mesh journalist, Steph Kwetásel'wet Wood, in 2023-24) serves on Media Studies' program committee each academic year.

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.	We met with numerous relevant BC employers and community organizations and shared our proposed curriculum with them. Meetings were held in person, via Zoom, and by phone, with some follow-up by email. Several employers, including those represented by the attached letters of support, encouraged us to consider public-facing media projects as part of our curriculum. We revised MDIA400 (the capstone seminar) accordingly. Employers and community organizations also asked about our approach to generative AI, and we responded in Fall 2025 by introducing modules on AI ethics and regulation to MDIA200. Similar modules on AI will follow in courses such as MDIA300 and 400. Also, as mentioned earlier in this proposal, several employers inquired about Co-op, which the proposed programs would facilitate to help MDIA students gain real-world experience in media and communications across BC's public and private sectors. We are already working with Jeremy Pearce (Co-op Coordinator for UVic Humanities) to expand Co-op with Media Studies in mind and offer UVic students more media-related placements.

<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 proposed programs are not primarily relevant to public sector employment; however, we are attaching a letter of support from The Narwhal, a nonprofit organization that produces in-depth, public-interest journalism about the natural world in Canada. In it, The Narwhal's co-founder writes, "In today's information-crowded reality, individuals employed in marketing, education, public service and non-profit leadership have to be equipped to contend with a staggering complex of digital realities: politically charged misinformation, advertorials, fake news, rage-bait, pink slop and generative AI. Journalists, academics, policy analysts, researchers, community organizers, creative content generators, influencers, advertisers, filmmakers, producers, public relations specialists, book agents, publishers, environmentalists and communicators of all stripes must now, more than ever before, be armed with a sophisticated toolkit to evaluate sources, communicate across multiple digital platforms and design messages that reach diverse audiences with credibility and care. UVic's proposed Media Studies programs directly align with this provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills."</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. Media Studies is not a regulated profession.</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 MDIA programs (Appendix A3) relate to UVic's current priorities and mandates in the following ways:</p> <p><i>Indigenous perspectives:</i> All MDIA students will take Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands") and learn decolonial and anti-racist methodologies.</p> <p><i>People, places, and the planet:</i> All MDIA students will develop techniques for sustainable media production and addressing systemic barriers that affect equity, diversity, and inclusion in media.</p> <p><i>Change and transformation:</i> All MDIA students will be encouraged to experiment with media and apply their curiosity locally and globally toward social, cultural, and technical change.</p> <p><i>Partnerships and collaboration:</i> All MDIA students will take courses in at least three UVic units (including Indigenous Studies and Media Studies) and have opportunities to collaborate with experts across the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science. They will also be invited to participate in the Faculty's Co-op program to gain real-world experience in media and communications.</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's Media Studies Certificate program launched in September 2023 and has been an incredible success, with 8 graduates and 30 students currently enrolled in the program. Nearly all MDIA courses have had waitlists, and our introductory course (MDIA200) is in high</p>

	<p>demand among Humanities, Social Sciences, Business, Fine Arts, and Computer Science students. Nearly 700 UVic students have already registered in MDIA courses since September 2023, and we expect the demand to increase between 2027 and 2030. Our students have requested additional programming (Appendix A5), and our faculty members voted overwhelmingly in favour of proceeding with a Minor, General, and Major (Appendix A2), with strong support from Co-op, the Libraries, and the Faculties of Humanities, Law, Education, Social Sciences, Fine Arts, Business, Science, and Engineering and Computer Science.</p>
<p>If the proposed program builds on existing programs, how will the existing programs be affected?</p>	<p>The proposed Minor, General, and Major will build directly on UVic's Media Studies Certificate and provide students with more paths and opportunities to participate. We expect interest in the Certificate to grow or remain stable alongside the Minor, General, and Major. In consultation with our colleagues, we have also designed the proposed programs to align with and amplify UVic's Minors in Professional Communication, Professional Writing, Film Studies, and Technology and Society. Equally important, the proposed programs encourage students to take courses in departments across campus: in Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Gender Studies, Greek and Roman Studies, History, and the School of Languages, Linguistics, and Cultures, for instance.</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>UVic Media Studies is currently offering all the courses required for the proposed Minor, General, and Major. As student demand increases, we will have to increase the number of course sections in core MDIA courses such as MDIA200. These sections will be staffed primarily with existing faculty from Humanities and across campus. We have adequate resources to support the program launch with the existing faculty and staff complement. As the program expands, we anticipate increasing the current staff member from 0.32 to 0.5 FTE and increasing the pay band to reflect new responsibilities. This increase has been factored into projected budgets. We anticipate needing additional space for Media Studies in the medium term, and the Faculty of Humanities can provide that space using existing facilities. Finally, as the program expands over the next several years, we plan to hire faculty in the Humanities who will support growth in Media Studies (Appendix A4).</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>Enrollment plan for 2027-31 (note that, according to UVic's International Education Strategic Plan, 9 percent of UVic's undergraduate students are international students):</p> <ul style="list-style-type: none"> • 2-5 students in the General (91-95% domestic, full-time students), including 1 international student • 40-65 students in the Minor (91-95% domestic, full-time students), including 3-6 international students • 35-60 students in the Major (91-95% domestic, full-time students), including 3-6 international students <p>Anticipated number of credentials to be awarded each year:</p> <ul style="list-style-type: none"> • 2027-28: 0 Generals, 5-7 Minors, 0 Majors • 2028-29: 0-1 General, 7-13 Minors, 5-10 Majors • 2029-30: 1-2 Generals, 13-20 Minors, 10-20 Majors

- 2030-31: 1-2 Generals, 15-25 Minors, 20-30 Majors

These projected enrolment numbers reflect a combination of students who are net new to UVic (40-50% of projections) and students who already attend UVic and have either expressed an interest in Media Studies or have taken at least one of our MDIA courses (50-60% of projections).

As a point of comparison for our projected numbers of international students, Vancouver Island University's Media Studies program attracts more first-generation, low-income students than UVic does; however, it also attracts international students. If their Media Studies program, which is grounded in Canadian media, is attractive to international students, then we anticipate that our globally informed curriculum will be even more so.

Since UVic Media Studies is an interdisciplinary, non-departmental unit, we receive support from many departments across campus, with several of our courses (especially MDIA200) serving as popular electives. As such, minimum viable enrolment would be 15 students across the Minor, General, and Major.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Submitted by:	Name and title	Email
Dean or designate	Annalee Lepp Dean of Humanities Lisa Surridge Associate Dean Academic	deanhums@uvic.ca humsada@uvic.ca
Academic unit, department, or school	Media Studies Faculty of Humanities	dirmdia@uvic.ca
Name, title, and email of contact person	Jentery Sayers Director of Media Studies Lisa Surridge Associate Dean Academic	dirmdia@uvic.ca humsada@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		Sept. 2027 (promotions and applications in Sept. 2026)

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	29 May, 28 Aug., and 7 Nov. 2025
Departmental/School approval	7 Apr. 2025
Resource requirements approval (by Dean)	23 Sept. 2025
Faculty Curriculum Committee approval	29 Sept. 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	14 Oct. 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 Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	10 Oct. 2025	Yes
Co-operative Education and Career Services – Jeremy Pearce (Co-op Coordinator) and Heather Croft (Acting Associate Director) – cooped@uvic.ca	27 Aug. 2025	Yes
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	27 Aug. 2025	Yes
External and Internal Consultation (letters of support as per section F)	Summer and Fall 2025	Yes
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	No

Major, Minor, and General in Media Studies (MDIA)

Program Overview

Admission Requirements

The proposed Minor, General, and Major in Media Studies (MDIA) will be open to all undergraduate students admitted to the University of Victoria (UVic) who meet the Faculty of Humanities' admission requirements. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience in Media Studies (such as experience in media practice and media industries) may also be admitted. Qualifications of appropriate experience will be assessed by the Faculty of Humanities on a case-by-case basis using UVic's expanded qualifications category.

Curriculum Design

The proposed Media Studies curriculum (Appendix A3) is designed as an interdisciplinary inter-faculty program housed in the Humanities for administrative purposes (Appendix A4). To provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" ([B.C.'s 2025 mandate](#)), the curriculum draws on expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1). This range and depth of participation across four faculties and the Libraries makes UVic Media Studies unique in the province and allows the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide.

UVic Media Studies currently offers a "core" set of eight courses as part of our Certificate program. These eight courses are also the core of the proposed Minor, General, and Major:

- MDIA200, "Media in the 21st Century" (pre- or co-req: AWR), capacity: 60-108 students
- MDIA300, "Critical Media Practice" (pre- or co-req: MDIA200), capacity: 30 students
- MDIA325, "Current Topics in Media Studies" (pre-req: AWR), capacity: 38-80 students
- MDIA350, "Cultures of the Book" (pre-req: AWR), capacity: 25-38 students
- MDIA360, "Game Studies" (pre-req: AWR), capacity: 38-60 students
- MDIA370, "Anthropology of Sound" (pre-req: AWR and minimum second-year standing), capacity: 40-60 students (cross-listed with ANTH303)
- MDIA400, "Capstone Seminar" (pre-req: MDIA200, AWR, and third-year standing or permission from the Director), capacity: 18-30 students
- MDIA490, "Directed Studies" (pre-req: MDIA200, MDIA 300, AWR, and third-year standing)

The principle of the Media Studies core is to combine media theory with critical media practice. Our introductory course, which has been incredibly successful (~150 students per year), focuses on foundational concepts and methodologies that students then apply across our 300-level offerings and to their capstone projects (MDIA400). Importantly, this curriculum (Appendix A3) builds upon, extends, and enriches British Columbia's new secondary curriculum in media studies and design and aims to meet emerging undergraduate needs and demands in these knowledge areas (Appendix A5). Since Media Studies embraces decolonial and anti-racist principles, Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Lands") is required for all Media Studies students in the Certificate and proposed Minor, General, and Major programs.

Media Studies students are encouraged to build on the Media Studies core in three ways:

1. In Years 1 and 2, they pursue breadth in technical areas (such as computer programming, software, and technical communication) or non-technical areas (such as history and cultural studies) (Appendix A3).
2. In Years 3 and 4, they pursue approved electives across several faculties. These electives are divided into three breadth areas (Appendix A3). Students must cover each breadth area for the proposed Major and two of them for the proposed Minor and General:
 - Advanced Studies in Media (in a format such as comics, photography, or games)
 - Media and Culture (studies in a pertinent period, culture, or area such as Indigenous feminisms, Bollywood, Japanese fantasy, moral panics, or the politics of the internet)
 - Film and Television (such as documentary, narrative, horror, or ethnographic film or Chinese, Italian, Indigenous, German, or Francophone cinema)
3. In Years 3 and 4, they may also showcase their media projects (including projects from MDIA300 and 400) as part of UVic-sponsored events and collaborations with our community partners and media and communications programs at other B.C. post-secondary institutions, such as Simon Fraser University, Vancouver Island University, and the University of British Columbia.

Costs and Sustainability

We do not anticipate an immediate need for any new MDIA courses to offer the proposed Minor, General, and Major programs. With costs and sustainability in mind, we would instead offer more sections of MDIA courses such as MDIA200, 300, 325, 360, and 400.

Online Delivery

Media Studies has not yet offered an online course; however, all our courses rely on principles of universal design for learning that make them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

Research Strengths

Echoing the Premier's 17 July 2025 [mandate letter](#) to the Minister of Post-Secondary Education and Future Skills, the proposed programs' research integration offers "British Columbians the training and skills they need to be successful and help grow our provincial economy." Media Studies is an interdisciplinary, non-departmental unit. We draw expertise from UVic Libraries as well as four faculties—the Humanities, Social Sciences, Fine Arts, and Engineering and Computer Science (Appendix A1)—to address interdisciplinary problems in areas such as game studies, mass media, fandom studies, global media, audio studies, the content industry, networked and political communication, streaming and social media, and histories and futures of the book. This means students participating in the proposed programs will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance. The strength of this approach to Media Studies is not only range and diversity but also its applications to exigent issues of mediation and communication that students will inevitably encounter wherever they may be during university and after graduation.

Co-op and Experiential Learning

The proposed Minor, General, and Major stress the significance of critical media practice and thus engage students in ways of knowing by doing: learning about media by making it and then reflecting on that process, including its social, cultural, and political implications. The proposed programs will not require but strongly recommend Co-op, as the [2024 edition of the B.C. Labour Market Outlook](#) demonstrates that media expertise is currently in demand across private and public sectors of the economy. UVic Media Studies will thus coordinate with Co-op to facilitate exciting opportunities for MDIA students and encourage them to participate in Co-op. We will also partner with the Libraries to spark and sustain experiential learning in the Historic Computing Lab, Special Collections and University Archives, the Digital Scholarship Commons, and Farallon Book Arts Lab.

Prerequisites and Overrides

Given the interdisciplinary and inter-faculty nature of the proposed program, students will inevitably bring pertinent expertise and credits to MDIA's core courses and approved electives that are not addressed by the programs' requirements. Overrides (subject to MDIA committee review and approval as well as instructor permission) will be an option in these cases.

Transferability

The proposed programs will engage several transfer mechanisms, such as the BC Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across BC. MDIA will also join the BC Council on Admissions and Transfer (BCCAT)'s Communications and Media (CAMAC) committee to facilitate transfers.

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE 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

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

The proposed Minor, General, and Major in Media Studies (MDIA) will be open to all undergraduate students admitted to the University of Victoria (UVic) who meet the Faculty of Humanities' admission requirements. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience in Media Studies (such as experience in media practice and media industries) may also be admitted. Qualifications of appropriate experience will be assessed by the Faculty of Humanities on a case-by-case basis using UVic's expanded qualifications category.

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.

Approved by participating faculty members (Appendices A1 and A2), the proposed Media Studies curriculum (Appendix A3) is designed as an interdisciplinary inter-faculty program housed in the Humanities for administrative purposes (Appendix A4). To provide undergraduate students with "the training and skills they need to be successful and help grow our provincial economy" ([B.C.'s 2025 mandate](#)), the curriculum draws on expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science (Appendix A1). This range and depth of participation across four faculties and the Libraries makes UVic Media Studies unique in the province and allows the proposed curriculum to avoid needlessly duplicating courses and other forms of training and instruction that other B.C. post-secondary institutions already provide.

UVic Media Studies currently offers a "core" set of eight courses as part of our Certificate program. These eight courses are also the core of the proposed Minor, General, and Major:

- MDIA200, "Media in the 21st Century" (pre- or co-req: AWR), capacity: 60-108 students
- MDIA300, "Critical Media Practice" (pre- or co-req: MDIA200), capacity: 30 students
- MDIA325, "Current Topics in Media Studies" (pre-req: AWR), capacity: 38-80 students
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- MDIA360, "Game Studies" (pre-req: AWR), capacity: 38-60 students
- MDIA370, "Anthropology of Sound" (pre-req: AWR and minimum second-year standing), capacity: 40-60 students (cross-listed with ANTH303)
- MDIA400, "Capstone Seminar" (pre-req: MDIA200, AWR, and third-year standing or permission from the Director), capacity: 18-30 students
- MDIA490, "Directed Studies" (pre-req: MDIA200, MDIA 300, AWR, and third-year standing)

The principle of the Media Studies core is to combine media theory with critical media practice. Our introductory course, which has been incredibly successful (~150 students per year), focuses on foundational concepts and methodologies that students then apply across our 300-level offerings and to their capstone projects (MDIA400). Importantly, this curriculum (Appendix A3) builds upon, extends, and enriches British Columbia's new secondary curriculum in media studies and design and aims to meet emerging undergraduate needs and demands in these knowledge areas (Appendix A5). Since Media Studies embraces decolonial and anti-racist principles, Indigenous Studies 100 is required for all Media Studies students in the Certificate and proposed Minor, General, and Major programs.

Students are encouraged to build on the Media Studies core in three ways:

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SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

1. In Years 1 and 2, they pursue breadth in technical areas (such as computer programming, software, and technical communication) or non-technical areas (such as history and cultural studies).
2. In Years 3 and 4, they pursue approved electives across several faculties. These electives are divided into three breadth areas. Students must cover each breadth area for the proposed Major and two of them for the proposed Minor and General:
 - Advanced Studies in Media (in a format such as comics, photography, or games)
 - Media and Culture (studies in a pertinent period, culture, or area such as Indigenous feminisms, Bollywood, Japanese fantasy, moral panics, or the politics of the internet)
 - Film and Television (such as documentary, narrative, horror, or ethnographic film or Chinese, Italian, Indigenous, German, or Francophone cinema)
3. In Years 3 and 4, they may also showcase their media projects (including projects from MDIA300 and 400) as part of UVic-sponsored events and collaborations with our community partners and media and communications programs at other B.C. post-secondary institutions, such as Simon Fraser University, Vancouver Island University, and the University of British Columbia.

We do not anticipate an immediate need for any new MDIA courses to offer the proposed Minor, General, and Major programs. With costs and sustainability in mind, we would instead offer more sections of MDIA courses such as MDIA200, 300, 325, 360, and 400.

Please note that the proposed curriculum for the Minor, General, and Major (Appendix A3) ends with a variation of “No more than 4.5 units (excluding MDIA courses) may be taken in a single course code.” We will build this restriction into the degree audit system using the “max per discipline” qualifier and test it in consultation with the Degree Works project team. If this restriction cannot be automatically enforced by the degree audit system, then Media Studies will manually review it. Due to the limitations of the degree audit system, we will also manually review all cross-listed courses.

We should also note that our proposed General and Minor programs are nearly identical, with a difference of only 1.5 units between the two. If we need to create a greater distinction between the two programs, we will allow more of the lower-level courses from the technical and non-technical areas to be included as long as students still have 9.0 units at the 200-level or higher.

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

Media Studies has not yet offered an online course; however, all our courses rely on principles of universal design for learning that render them suitable to in-person, online, or hybrid delivery. If the proposed programs are approved, then we will likely offer MDIA200, 325, and/or 360 online each summer to meet demands. MDIA300, 350, and 400 will be offered in-person whenever possible.

- **How does the proposed program build on or integrate the academic unit’s research strengths?**

Echoing the Premier’s 17 July 2025 [mandate letter](#) to the Minister of Post-Secondary Education and Future Skills, the proposed programs’ research integration offers “British Columbians the training and skills they need to be successful and help grow our provincial economy.” Media Studies is an interdisciplinary, non-departmental unit. We draw expertise from UVic Libraries as well as four faculties—the Humanities, Social Sciences, Fine Arts, and Engineering and Computer Science—to address interdisciplinary problems in areas such as game studies, mass media, fandom studies, global media, audio studies, the content industry, networked and political communication, streaming and social media, and histories and futures of the book. This means students participating in the proposed programs will have opportunities to learn methods, perspectives, and ways of knowing and being from faculty experts across campus: courses with instructors from Indigenous Studies, Computer Science, Art History and Visual Studies, Anthropology, Sociology, Political

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Science, English, Pacific and Asian Studies, Academic and Technical Writing, and the School of Languages, Linguistics, and Cultures, for instance (Appendix A1). The strength of this approach to Media Studies is not only range and diversity but also its applications to exigent issues of mediation and communication that students will inevitably encounter wherever they may be during university and after graduation. For instance, one of MDIA's core courses, MDIA325, engages current topics in media and communication and teaches students to identify pertinent entry points into the province's economy. Meanwhile, MDIA400 trains and supports students to develop, present, and sustain public-facing media projects that are truly innovative and will help them transition into employment (Appendix A3).

- **Does the program include opportunities for experiential learning (practica, Co-op, work terms, etc.) community engagement, research-enriched learning, or other forms of experiential learning?**

The proposed Minor, General, and Major stress the significance of critical media practice and thus engage students in ways of knowing by doing: learning about media by making it and then reflecting on that process, including its social, cultural, and political implications. The proposed programs will not require but strongly recommend Co-op, as the [2024 edition of the B.C. Labour Market Outlook](#) demonstrates that media expertise is currently in demand across private and public sectors of the economy. UVic Media Studies will thus coordinate with Co-op to facilitate exciting opportunities for MDIA students and encourage them to participate. We will also partner with the Libraries to spark and sustain experiential learning in the Historic Computing Lab, Special Collections and University Archives, the Digital Scholarship Commons, and Farallon Book Arts Lab. We have, for instance, already coordinated with the Libraries to offer Media Studies 350, "Cultures of the Book," which features hands-on, dynamic learning opportunities with print media and contemporary and historical book equipment.

- **If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.**

Media Studies students will be strongly encouraged to join and benefit from the Faculty's optional Co-op program. See letters of support from Andrea Giles, UVic's Executive Director of Co-op, as well as from Heather Croft (Acting Associate Director, Optional and Professional Programs) and Jeremy Pearce (Advisor, Humanities and Fine Arts Co-op). Andrea Giles views the proposed program expansion as "very timely" and notes that "the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry." Heather Croft pledges to "collaborate as needed to ensure Co-op is well positioned to support Media Studies students." Jeremy Pearce writes that he "fully supports" the idea that future Media Studies Co-op students will "meet employers' needs, while greatly benefiting from Co-op experience in furthering their media skills (as well as transferable skills)."

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

- **How does the proposed program incorporate Indigenous perspectives and decolonization? Please provide details.**

With written permission from Indigenous Studies and a commitment to ongoing consultation with their staff, faculty, and students, each of the proposed programs requires IS100, "Responsibilities to Coastal Indigenous Peoples and Lands." The proposed curriculum also includes decolonial methodologies, critical attention to the media's role in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media practitioners, such as Amanda Strong (Manitoba Métis Federation), Leanne

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Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). MDIA hopes to attract students, including Indigenous students, with interests in media analysis, decolonial methodologies, and weaving Indigenous traditions of storytelling with media practice, empowering them to tell their own stories through audio, video, games, and other media. MDIA students will learn to tell their and their communities' stories rather than being the objects of media in mainstream society. Such storytelling practices are crucial to not only resisting marginalization but also centering the experiences of underserved and underrepresented groups in the media.

- **How does the proposed program promote justice, equity, diversity, and inclusion (including global perspectives)? Please provide details.**

Sʔeyəʔenxʷ | S,ÁĒĒĀ'NŴ | When things are in harmony: The proposed Media Studies curriculum is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local Indigenous territories, lands, and waters. Guiding questions include, "Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?"

ʔetalnəw' əʔ | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200, 300, and 400 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

Χəčɪŋəʔn' əw' əʔ | XEĆINEĒNEUEL | Actively planning and problem solving and ʔay'nəw' əʔ ʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow principles of universal design for inclusion (by affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by focusing on intersectional media practices and learning from Indigenous peoples, Black people, and People of Colour), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: a) equity-centred culture, b) relationality and belonging, c) recruitment and retention, d) access and support, and e) institutional (including unit-level) accountability.

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

Learning from the 2023 launch of the Media Studies Certificate and the last two years of MDIA course offerings, the proposed programs rely on universal design principles by: 1) rendering our course materials accessible (e.g., captioned/subtitled videos and alternative text for images) for engagement by students wherever they may be, 2) delivering assignments and assigned content in multiple formats (e.g., worksheets available in PDF, HTML, DOCX, and plain text), 3) identifying student access needs and applying them across any given course (e.g., reducing the need for in-person exams and even eliminating them where possible), 4) encouraging students to audio-record class sessions for private study, 5) integrating real-time transcription with online and in-person instruction, 6) using and reviewing rubrics for clear, concise, and consistent feedback, 7) producing a Media Studies glossary and "toolkit" of media practice handouts for all students at no cost in MDIA200 (our introductory course), and 8) teaching accessible media practices established by

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experts in areas such as Disability Studies, queer, trans, and 2SLGBTQI+ inclusion, web development, experience design, and anti-oppression and anti-racist education.

D. Describe the learning outcomes of the proposed program.

Students in the proposed Media Studies Minor, General, and Major (Appendix A3) will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem-solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media
- Anti-racist, inclusive communication across media and sensory modalities
- Critical evaluation of information and storytelling, including how they are shaped by history, culture, context, and media
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences
- Creating, showcasing, and sustaining innovative, public-facing media projects.

MDIA students in the proposed Minor, General, and Major (Appendix A3) will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from the local to the global, across media
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities
- Inclusive, life-long learning that adapts to changes in media over time.

These outcomes will be achieved through:

- An emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia, across Canada, and around the world
- The integration of research and teaching across all MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for lands and waters, and promotion of sustainable futures
- Critical media practice across sensory modalities and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400 and concluding with a capstone project)
- Opportunities for dynamic learning, research, and critical media practice across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, the Farallon Book Arts Lab, the Historic Computing Lab, and Kula: Library Futures Academy
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated—with respect and accountability—in context and culture
- The production of a public-facing media project as part of a capstone seminar (MDIA400).

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

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The Media Studies Certificate program has already graduated 8 students since its launch in 2023, and 30 students are currently enrolled in the program. Based on those numbers, ongoing demands for our MDIA courses (which fill and typically have waitlists), and current numbers of declared students in comparator UVic Humanities programs such as Philosophy, Gender Studies, Indigenous Studies, and Pacific and Asian Studies, we anticipate the following enrolments **by 2030-31**:

- 2-5 students in the General
- 40-65 students in the Minor
- 35-60 students in the Major.

These numbers echo the results of a Media Studies student survey we conducted in Spring 2025 (Appendix A5), and we imagine many UVic students will approach Media Studies as a path to augment their majors, hence our projected numbers for the Minor alongside those for the Major. A **steady-state scenario for 2031-36** will likely see increased enrolments, especially if B.C.'s secondary curriculum expands its media offerings:

- 5-10 students in the General
- 70-90 students in the Minor
- 75-100 students in the Major.

F. Show evidence of consultation with and/or support of related UVic academic units/programs and other B.C. 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.

In addition to consultations (see attached) with IACE, Co-op, the Libraries, and OREM, we consulted with seven faculties on campus (also attached): Education, Business, Social Sciences, Law, Fine Arts, Science, and Engineering and Computer Science, each of which was supportive. We incorporated their feedback to 1) add more approved electives (such as pertinent offerings in Theatre) to our curriculum, 2) require only 12 units (rather than 13.5) for the proposed Minor to make it accessible to more students, including those in Business, 3) adjust the design of the proposed programs to ensure they differ both conceptually and practically from UVic's Film Studies, Professional Communication, Technology and Society, and Professional Writing Minors, and 4) begin building partnerships with Kula: Library Futures Academy and other initiatives in the Libraries.

We also consulted with six post-secondary institutions with media and communications programs in B.C. (see attached):

1. University of British Columbia | Media Studies | Christine D'Onofrio, Chair
2. Simon Fraser University | School of Communication | Milena Droumeva, Director | Daniel Ahadi, Associate Director
3. University of the Fraser Valley | School of Culture, Media, and Society | Wade Deisman, Associate Dean | Amber Gazso, Director
4. Vancouver Island University | Media Studies | Joy Gugeler, Director
5. Capilano University | School of Communication | Edward Hamilton, Chair | Kym Stewart, Curriculum Lead
6. Thompson Rivers University | Communication and Visual Arts | Joceline Andersen, Acting Chair

We incorporated their feedback into our proposal by 1) clarifying the roles of MDIA325 and 400 in the proposed curriculum, 2) developing plans for MDIA students to showcase their projects with students at other universities in the province, 3) refining our planning and language for student pathways through the proposed programs, 4) engaging several transfer mechanisms, such as the B.C. Transfer Guide and university laddering agreements, to further articulate UVic's MDIA courses with media and communications courses at post-secondary institutions across B.C., 5) initiating the process to join the B.C. Council on Admissions and

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SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Transfer (BCCAT)’s Communications and Media (CAMAC) committee, and 6) beginning to build various Media Studies partnerships across the province.

Efforts were also made to consult with Royal Roads University, but—after exchanging several emails—they never confirmed a time to discuss our proposal.

Finally, we consulted with the following employers in the province, who also wrote letters of support (see attached):

1. The Narwhal | nonprofit employer | Carol Linnitt, Co-founder, Executive Editor and Editor-in-Chief
2. Benevity | private sector employer | Nina Belojevic, Senior Manager, Product Content Design
3. Flashpoint | private sector employer | Shaun Macpherson, Engineering Lead

Linnitt at The Narwhal underscores the timeliness and practical and analytical breadth of the proposed programs: “UVic’s proposed Media Studies programs directly align with . . . provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills. . . . The skills this media program is proposing to bring to the next generation of graduates is timely, urgent and vital.” Belojevic at Benevity notes how the proposed programs would prepare graduates for numerous in-demand occupations: “Along with the occupations identified in the proposal, I can see MDIA graduates being highly qualified for a variety of roles I regularly hire for or have hired in the past, such as technical writer, UX content designer, editorial writer, UX designer, UX researcher, and strategist. I would absolutely consider hiring a UVic Media Studies graduate for these types of roles. This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia’s prosperity.” And Macpherson connects the exigency of the proposed programs to the rise of artificial intelligence and its impact on BC’s economy and labour force: “In light of the rapid rise of AI, programs like UVic’s Media Studies are more important than ever. Today’s students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence. In the specific context of the humanities, such skills matter more than ever, as technical work increasingly requires strong communication skills. Fields like mine benefit immeasurably from media literate individuals such as those trained in the MDIA program.”

Major, Minor, and General in Media Studies (MDIA)

Appendix A	Pages
Appendix A1: Media Studies Membership	2-3
Appendix A2: Media Studies Program Approval to Proceed with a Minor, General, and Major in Media Studies	4-5
Appendix A3: Proposed Curriculum for a Media Studies Minor, General, and Major	6-13
Appendix A4: Resource Requirements Approval	14
Appendix A5: Media Studies Student Survey Results	15-23

Minor, General, and Major in Media Studies (MDIA)

Appendix A1: Media Studies Membership (54 members as of 2 September 2025)

Tina	Bebbington	bebbingt@uvic.ca	Libraries
Nina	Belmonte	belmonte@uvic.ca	Philosophy
Jonathan	Bengtson	bengtson@uvic.ca	Libraries
Marina	Bettaglio	bettagli@uvic.ca	SLLC
Michelle	Bonner	mbonner@uvic.ca	Political Science
Alexandrine	Boudreault-Fournier	alexbf@uvic.ca	Anthropology
Laurel	Bowman	lbowman@uvic.ca	Libraries
Shamma	Boyarin	sboyarin@uvic.ca	English
Hélène	Cazes	hcazes@uvic.ca	SLLC
Alison	Chapman	alisonc@uvic.ca	English
Rachel Hope	Cleves	rcleves@uvic.ca	History
Silvia	Colás Cardona	silviaco@uvic.ca	SLLC
Diane	Dakers	dianedakers@uvic.ca	Writing
Heather	Dean	hdean@uvic.ca	Libraries
Dennine	Dudley	ddudley@uvic.ca	AHVS
John	Durno	jdurno@uvic.ca	Libraries
Erin	Ellerbeck	ele@uvic.ca	English
Richard	Fox	rpfox@uvic.ca	PAAS
Lisa	Goddard	lgoddard@uvic.ca	Libraries
Chris	Goto-Jones	chrsgotojones@uvic.ca	Philosophy
Mariel	Grant	mlgrant@uvic.ca	History
Rebecca	Halliday	rebeccahalliday@uvic.ca	English
Justin	Harrison	justinh@uvic.ca	Libraries
Sara	Harvey	saraharvey@uvic.ca	SLLC
Iain	Higgins	imh@uvic.ca	English
Matt	Huculak	huculak@uvic.ca	Libraries
Sara	Humphreys	shumphreys@uvic.ca	ATWP
Tim	Iles	timiles@uvic.ca	PAAS
Janelle	Jenstad	jenstad@uvic.ca	English
Chase	Joynt	joynt@uvic.ca	Gender Studies
Erin	Kelly	ekelly@uvic.ca	English
Gary	Kuchar	kucharg@uvic.ca	English
Thomas	Land	tland@uvic.ca	Philosophy
Pierre-Luc	Landry	pierreluclandry@uvic.ca	SLLC
Mary Elizabeth	Leighton	mleight@uvic.ca	English
Michael	Lines	mlines@uvic.ca	Libraries
Ying	Liu	yingliu@uvic.ca	Libraries
Alexis	Luko	alexisluko@uvic.ca	Music

Regan	Mandryk	reganmandryk@uvic.ca	Computer Science
Richard	Marcy	rtmarcy@uvic.ca	Public Administration
Mark	Nugent	mnugent@uvic.ca	SLLC
Midori	Ogasawara	mogasawara@uvic.ca	Sociology
Tri	Phuong	tphuong@uvic.ca	PAAS
Elena	Pnevmonidou	epnev@uvic.ca	SLLC
Sheila	Rabillard	rabillar@uvic.ca	English
Dan	Russek	drussek@uvic.ca	SLLC
Joseph	Salem	salemjr@uvic.ca	Music
Charlotte	Schallié	schallie@uvic.ca	SLLC
Lincoln	Shlensky	shlensky@uvic.ca	English
Christine or waaseyaa'sin	Sy	christinesy@uvic.ca	Gender Studies
Christine	Walde	cwalde@uvic.ca	Libraries
Sarah	Wiebe	swiebe@uvic.ca	Public Administration
Adrienne	Williams Boyarin	aboyarin@uvic.ca	English
Loren	Gaudet	ldgaudet@uvic.ca	ATWP

Minor, General, and Major in Media Studies (MDIA)

Appendix A2: Media Studies Program Approval to Proceed with a Major, Minor, and General in Media Studies at UVic (approval confirmed by Simply Voting on 7 April 2025)



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

Apr 7, 2025

University of Victoria VPAC office
3800 Finnerty Road
Victoria, BC
V8P 5C2 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

A handwritten signature in black ink that reads "Brian Lack".

Brian Lack
President
Simply Voting Inc.

Results - MDIA program vote

Start: 2025-03-27 09:00:00 America/Vancouver
End: 2025-04-04 13:00:00 America/Vancouver
Turnout: 40 (72.7%) of 55 electors voted in this ballot.

MOTION 1: That the Media Studies program propose a minor in Media Studies at UVic.

Option	Votes
APPROVE	39 (97.5%)
REJECT	1 (2.5%)

VOTER SUMMARY

Total	40
Abstain	0 (0.0%)

MOTION 2: That the Media Studies program propose a general in Media Studies at UVic.

Option	Votes
APPROVE	37 (94.9%)
REJECT	2 (5.1%)

VOTER SUMMARY

Total	40
Abstain	1 (2.5%)

MOTION 3: That the Media Studies program propose a major in Media Studies at UVic.

Option	Votes
APPROVE	36 (94.7%)
REJECT	2 (5.3%)

VOTER SUMMARY

Total	40
Abstain	2 (5.0%)



Election ID: 256463
To validate the authenticity of this
report please contact Simply
Voting at info@simplyvoting.com.

Minor, General, and Major in Media Studies (MDIA)

Appendix A3: Proposed Curriculum for a Media Studies Minor, General, and Major

MEDIA STUDIES MINOR (12 UNITS)

YEARS 1 AND 2

All of:

- [MDIA200](#) - Media in the 21st Century (1.5)
- [IS100](#) - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

1.5 units of:

- Approved courses from lower-level Media and/or Culture Courses in Technical and Nontechnical areas (100 - 200 level)

YEARS 3 AND 4

1.5 units of [MDIA300](#) - Critical Media Practice (1.5)

3.0 units from:

- [MDIA325](#) - Current Topics in Media Studies (1.5) *
- [MDIA350](#) - Cultures of the Book (1.5)
- [MDIA360](#) - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- MDIA400 - Capstone Seminar (1.5) *

1.5 units each from two of the following breadth areas (for a total of 3.0 units):

- Approved courses from upper-level courses in:
 - Advanced Studies of Media
 - Media and Culture
 - Film and Television

No more than 3.0 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

MEDIA STUDIES GENERAL (13.5 UNITS)

YEARS 1 AND 2

All of:

- [MDIA200](#) - Media in the 21st Century (1.5)
- [IS100](#) - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

1.5 units of:

- Approved courses from lower-level Media and/or Culture Courses in Technical and Nontechnical areas (100 - 200 level)

YEARS 3 AND 4

1.5 units of [MDIA300](#) - Critical Media Practice (1.5)

4.5 units from:

- [MDIA325](#) - Current Topics in Media Studies (1.5) *
- [MDIA350](#) - Cultures of the Book (1.5)
- [MDIA360](#) - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- MDIA400 - Capstone Seminar (1.5) *

1.5 units each from two of the following breadth areas (for a total of 3.0 units):

- Approved courses from upper-level courses in:
 - Advanced Studies of Media
 - Media and Culture
 - Film and Television

No more than 3.0 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

MEDIA STUDIES MAJOR

YEARS 1 AND 2

All of:

- [MDIA200](#) - Media in the 21st Century (1.5)
- [IS100](#) - Responsibilities to Coastal Indigenous Peoples and Lands (1.5)

3.0 units of:

- Approved courses from lower-level Media and /or Culture Courses in Technical and Nontechnical areas (100 - 200 level).

24 units of electives

YEARS 3 AND 4

All of:

- [MDIA300](#) - Critical Media Practice (1.5)
- MDIA400 - Capstone Seminar (1.5) *

3.0 units from:

- [MDIA325](#) - Current Topics in Media Studies (1.5) *
- [MDIA350](#) - Cultures of the Book (1.5)
- [MDIA360](#) - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)

3.0 units from each of the following breadth areas (for a total of 9.0 units):

- Approved courses from upper-level courses in:
 - Advanced Studies of Media
 - Media and Culture
 - Film and Television

No more than 4.5 units (excluding MDIA courses) may be taken in a single course code.

Program note: Some courses will require prerequisites other than those listed as required courses in the Media Studies program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.

APPROVED COURSES (lower level)

Technical (media for design and development)

- [CSC103](#) - Introductory Programming and Software Development (1.5)
- [CSC110](#) - Fundamentals of Programming I (1.5)
- [CSC130](#) - World Wide Web and Mobile Applications (1.5)
- [ENSH202](#) - Technical Communications, Written and Verbal (1.5)
- [MUS207](#) - Music, Science and Computers (1.5)

Nontechnical (media for history, culture and/or storytelling)

- [AHVS121](#) - Understanding Visual Communication (1.5)
- [AHVS264](#) - Art History and the Lens (1.5)
- [ED-D205](#) - Leadership in Social Media and Popular Culture (1.5)
- [ENSH213](#) - How Popular Genres Work (1.5)
- [ENSH220](#) - Cultural Studies (1.5)
- [ENSH223A](#) - Dystopian Fiction (1.5)
- [FRAN280](#) – Literature, Media and Culture I (1.5)
- [GNDR100](#) - Gender, Power and Difference (1.5)
- [GNDR200](#) - Popular Culture and Social Media (1.5)
- [GNDR202](#) - Globalization and Resistance (1.5)
- [GRS204](#) - Greece and Rome on Film (1.5)
- [LAS/SPAN201](#)- Media and Magic in Latin America (in English) (1.5)
- [PAAS101](#) - Text, Manipulation, Propaganda (1.5)
- [PAAS202](#) - Topics in Asian Cinema (1.5)
- [PAAS206](#) - Comics and Graphic Novels in Asia and the Pacific (1.5)
- [PAAS215](#) - Language, Media and Translation in PAAS (1.5)
- [PAAS252](#) - Pop Cultural Asia (1.5)
- [SLLC230](#) - International Pop Culture (1.5)
- [SOCI220](#) - Media and Contemporary Society (1.5)
- [SOCI235](#) - Racialization and Ethnicity (1.5)
- [THEA104](#) - Theatre Concepts (1.5)
- [TS200](#) - Introduction to the Human Uses of Technology (1.5)
- [WRIT102](#) - Introduction to Professional Nonfiction (1.5)

APPROVED COURSES (upper level)

Advanced Studies in Media

- [AHVS310B](#) - Presenting Digital Art History (1.5)
- [AHVS310C](#) - Digital Tools for Art History and Visual Studies (1.5)
- [AHVS311E](#) - History of Video Games and Interactive Media (1.5)
- [AHVS311F](#) - Horror Video Games (1.5)
- [AHVS369](#) - History of Photography (1.5)
- [ANTH408](#) - Anthropology and Photography (1.5)

- [EDCI335](#) - Learning Design for Technology-Mediated Environments (1.5)
- [EDCI337](#) - Interactive and Multimedia Learning (1.5)
- [ENSH305](#) - Visual Rhetoric for Professional Writers (1.5)
- [ENSH324](#) - Comics and Graphic Novels (1.5)
- [ENSH325](#) - Games and Interactive Fiction (1.5)
- [ENSH403](#) - Digital Communication and Social Media (1.5)
- [HSTR300C](#) - Gaming and the Historical Imagination (1.5)
- [HSTR390A](#) - Early History through Role Playing Games (1.5)
- [HSTR390B](#) - Modern History through Role Playing Games (1.5)
- [HSTR489A](#) - Doing History in a Digital World (1.5 - 3)
- [MEDI445](#) - Topics in Medieval Media (1.5)
- [MDIA350](#) - Cultures of the Book (1.5)
- [MDIA360](#) - Game Studies (1.5)
- MDIA370 - Anthropology of Sound (1.5) (cross-listed with ANTH303)
- [PAAS357](#) - Chinese Cinema from Text to Screen (1.5)
- PAAS376 - Street Art and Graffiti in Asia (1.5)
- [PAAS412](#) - Understanding Chinese Media (1.5)
- PHYS304 - Physics of Science Fiction (1.5)
- [WRIT319](#) - Studies in the Graphic Novel (1.5)

Media and Culture (area, period or cultural studies)

- [AHVS311D](#) - Artists and Art History in Popular Culture (1.5)
- [AHVS312](#) - Gender, Identity and Film (1.5)
- [AHVS332A](#) - Bollywood and Popular Visual Culture in India, 1950s onwards (1.5)
- [AHVS332B](#) - Bollywood Global and Popular Visual Culture, India and Diaspora, 1990s onwards (1.5)
- [AHVS370A](#) - Popular Film and Cultural Theory (1.5)
- [ANTH373](#) - Museums and Anthropology (1.5)
- [ANTH460](#) - Ethnographic Mapping and Indigenous Cartographies (1.5)
- ATWP305 - Language and Rhetoric in Health and Medicine (1.5)
- [ENSH312](#) - Horror (1.5)
- [ENSH323](#) - Special Topics in Media and Popular Culture (1.5)
- [ENSH483](#) - In the Archives (1.5)
- [FA335](#) - Popular Culture (1.5 - 3)
- FRAN310 - Literature, Media and Culture II (1.5)
- [GMST300](#) - Germanic Cultural Studies (1.5)
- [GMST355](#) - German Expressionism (1910-1933) (1.5)
- [GMST401](#) - Topics in Popular Culture (in German) (1.5)
- [GMST454](#) - A Cultural History of Vampires in Literature and Film (1.5)
- [GMST455](#) - German Visual Culture (1.5)

Film and television

- [AHVS312](#) - Gender, Identity and Film (1.5)
- [AHVS364](#) - Documentary Film (1.5)
- [AHVS365](#) - Experimental Film (1.5)
- [AHVS367](#) - History in Cinema (1.5)
- [AHVS370A](#) - Popular Film and Cultural Theory (1.5)
- [AHVS370C](#) - Horror Cinema (1.5)
- [AHVS370D](#) - Canadian Film (1.5)
- [AHVS370E](#) - The Family in Film (1.5)
- [AHVS370F](#) - Apocalyptic Themes in Cinema (1.5)
- [AHVS370G](#) - Time in Cinema (1.5)
- [ANTH309](#) - Anthropology of Film and Video (1.5)
- [ANTH409](#) - Applied Ethnographic Film (1.5)
- [ENSH320](#) - Special Topics in Narrative and Film (1.5)
- [ENSH321](#) - Special Topics in Authors on Screen (1.5)
- [ENSH322](#) - Shakespeare on Screen (1.5)
- FRAN335 – Cinema of the French-Speaking World (in English) (1.5)
- [FRAN428](#) - Francophone African Women Filmmakers (1.5)
- [GMST350](#) - A Short History of German Film (1.5)
- [GMST351](#) - The New German Cinema (1.5)
- [GMST353](#) - Literature and Film of the Holocaust and "Third Reich" (1.5)
- [GMST450](#) - Major Filmmakers (1.5)
- [GMST453](#) - After-Images of the Holocaust in Text and Film (1.5)
- [GMST454](#) - A Cultural History of Vampires in Literature and Film (1.5)
- [GNDR340](#) - Indigenous Cinema Decolonizing the Screen (1.5)
- [GNDR349](#) - Topics in Film, Literature and Cultural Production (1.5)
- [HSTR310C](#) - American History in Film (1.5)
- [HSTR343A](#) - Cinema and European Society, 1900-1945 (1.5)
- [IED377](#) - Indigenous Voices in Video, Audio, Film (1.5)
- [ITAL485](#) - Topics in Italian Film (in English) (1.5)
- [PAAS357](#) - Chinese Cinema from Text to Screen (1.5)
- [PAAS358](#) - Global Chinese Cinema (1.5)
- [PAAS366](#) - Gendering India from Empire to Bollywood (1.5)
- [PAAS372](#) - Southeast Asian Cinema (1.5)
- PAAS374 - Short Films and Filmmaking in Asia (1.5)
- [PAAS393](#) - Humanism in Japanese Cinema to the 1960s (1.5)
- [PAAS404](#) - Asian Horror Cinema (1.5)
- [PAAS484](#) - Identity in Animated Japanese Cinema (1.5)
- [PAAS487](#) - Trends in Japanese Cinema, 1960 to Present (1.5)

- [PHIL360](#) - Philosophy and Film (1.5)
- [SLST403](#) - Topics in Russian Culture, Literature, Film (in Russian) (1.5)
- [SLST450](#) - Cold War on Film (1.5)
- [SLST451](#) - Stalinist Cinema (1.5)

300- or 400-level special topics courses related to media studies may be approved on request by email to dirmdia@uvic.ca.

Minor, General, and Major in Media Studies (MDIA)

Appendix A4: Resource Requirements Approval (by Annalee Lepp, Dean of Humanities)



Faculty of Humanities | University of Victoria
Clearihue C305 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
250-472-5556 | humsoff@uvic.ca | uvic.ca/humanities | @uvichumanities social media

September 23, 2025

We are currently offering all the courses required for the Major, General, and Minor Media Studies programs proposed in the attached curriculum. As student demand increases, we will have to increase the number of course sections in core Media courses. These sections will be staffed primarily with existing faculty from Humanities and across campus (the latter with enrollment credit transferred to the home unit so resources are not drawn away from other Faculties).

In terms of operating budget, costs in the short term are the same as the current costs for the program, including the following:

- Course releases for Director \$8645
- Research funds for Director \$1500
- Operating funds \$1500

We have adequate resources to support the program launch with the existing faculty and staff complement. As the program expands, we anticipate, increasing the current staff member to 0.5 FTE, and increasing the pay band to reflect new responsibilities (\$13,866). This has been factored into projected budgets. We anticipate needing additional space for Media Studies in the medium term and we will be able to provide that using existing facilities.

Finally, as the program expands over the next several years, we plan to hire faculty in the Humanities who will support growth in Media Studies.

A handwritten signature in blue ink, reading 'A. Lepp', is positioned above the printed name.

Dr. Annalee Lepp
Dean, Faculty of Humanities
University of Victoria



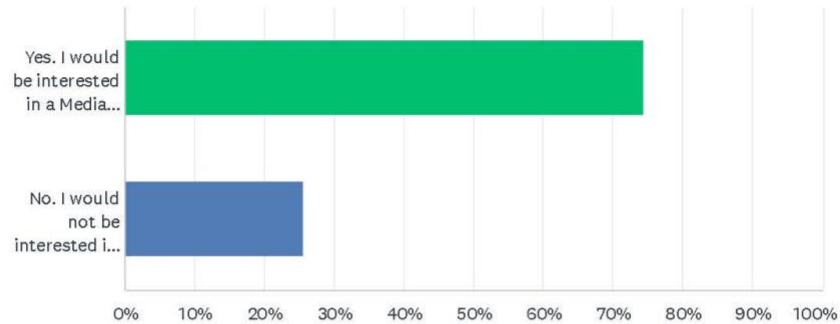
Minor, General, and Major in Media Studies (MDIA)

Appendix A5: Media Studies Student Survey Results (conducted in Spring 2025 using SurveyMonkey)

Media Studies Survey for Current UVic Students

Q1 Would you be interested in a Media Studies major if it were available to you?

Answered: 51 Skipped: 0

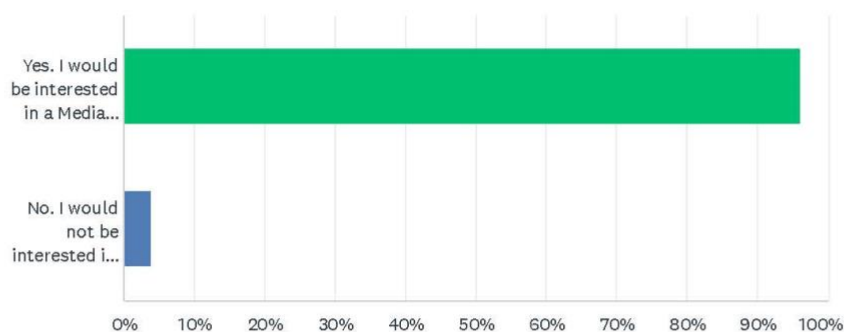


ANSWER CHOICES	RESPONSES	
Yes. I would be interested in a Media Studies major.	74.51%	38
No. I would not be interested in a Media Studies major.	25.49%	13
TOTAL		51

Media Studies Survey for Current UVic Students

Q2 Would you be interested in a Media Studies minor if it were available to you?

Answered: 51 Skipped: 0

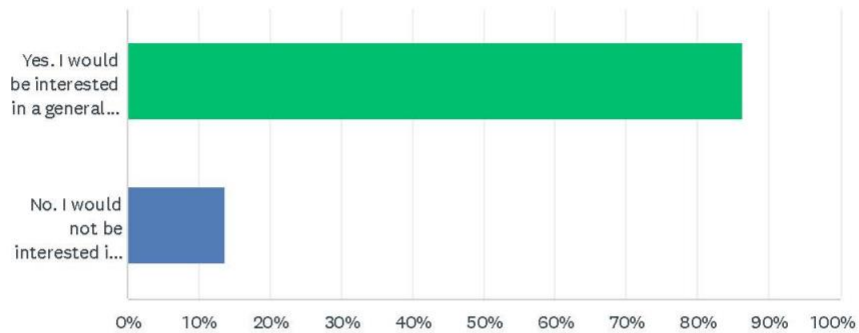


ANSWER CHOICES		RESPONSES	
Yes, I would be interested in a Media Studies minor.		96.08%	49
No, I would not be interested in a Media Studies minor.		3.92%	2
TOTAL			51

Media Studies Survey for Current UVic Students

Q3 Would you be interested in a general including Media Studies if it were available to you? (A "general" provides students with the opportunity to study broadly in two disciplines.)

Answered: 51 Skipped: 0

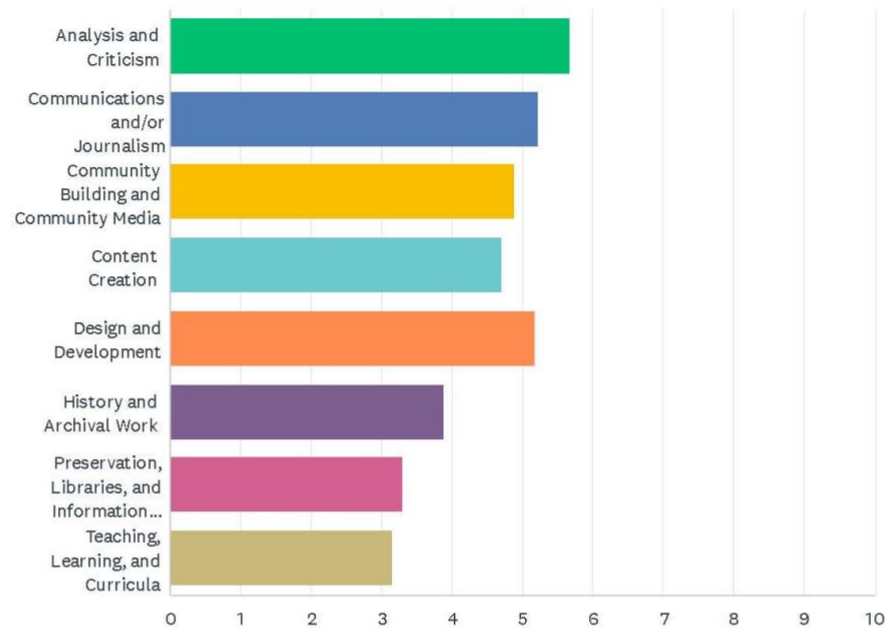


ANSWER CHOICES	RESPONSES	
Yes. I would be interested in a general including Media Studies.	86.27%	44
No. I would not be interested in a general including Media Studies.	13.73%	7
TOTAL		51

Media Studies Survey for Current UVic Students

Q4 Which of the following Media Studies skills and career choices most interest you? Please rank them.

Answered: 51 Skipped: 0

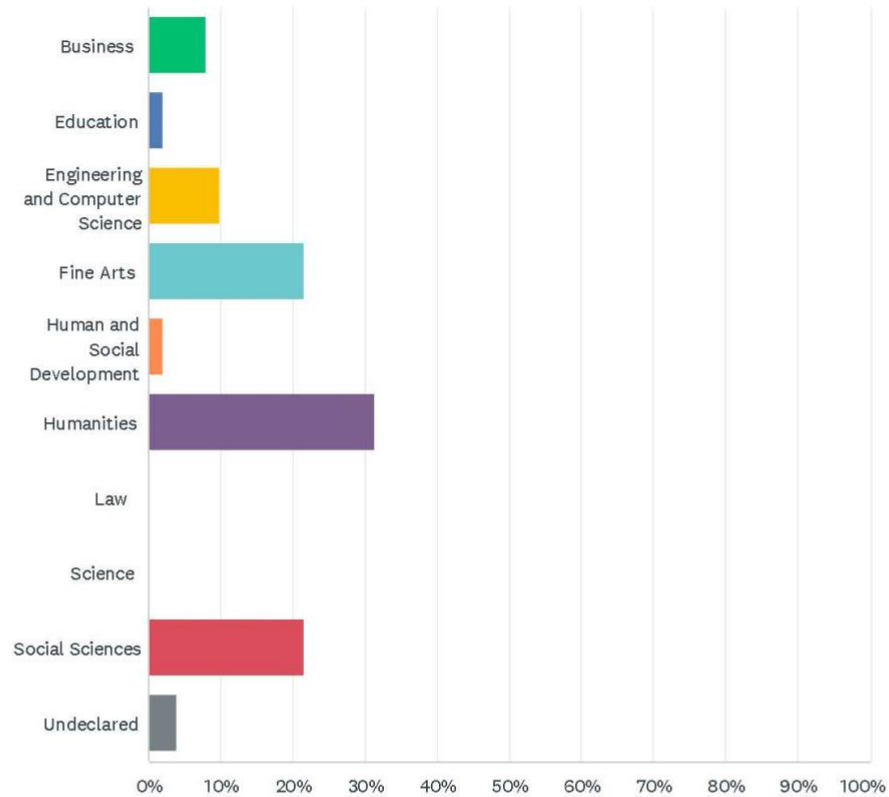


	1	2	3	4	5	6	7	8	TOTAL	SCORE
Analysis and Criticism	23.53% 12	15.69% 8	21.57% 11	9.80% 5	9.80% 5	13.73% 7	3.92% 2	1.96% 1	51	5.67
Communications and/or Journalism	13.73% 7	11.76% 6	21.57% 11	21.57% 11	13.73% 7	5.88% 3	7.84% 4	3.92% 2	51	5.22
Community Building and Community Media	13.73% 7	9.80% 5	13.73% 7	19.61% 10	19.61% 10	9.80% 5	7.84% 4	5.88% 3	51	4.88
Content Creation	15.69% 8	21.57% 11	9.80% 5	7.84% 4	9.80% 5	3.92% 2	13.73% 7	17.65% 9	51	4.71
Design and Development	15.69% 8	19.61% 10	11.76% 6	15.69% 8	15.69% 8	7.84% 4	5.88% 3	7.84% 4	51	5.18
History and Archival Work	7.84% 4	9.80% 5	7.84% 4	13.73% 7	7.84% 4	17.65% 9	21.57% 11	13.73% 7	51	3.88
Preservation, Libraries, and Information Studies	7.84% 4	7.84% 4	5.88% 3	5.88% 3	7.84% 4	13.73% 7	25.49% 13	25.49% 13	51	3.31
Teaching, Learning, and Curricula	1.96% 1	3.92% 2	7.84% 4	5.88% 3	15.69% 8	27.45% 14	13.73% 7	23.53% 12	51	3.16

Media Studies Survey for Current UVic Students

Q5 In which faculty is your current degree program?

Answered: 51 Skipped: 0



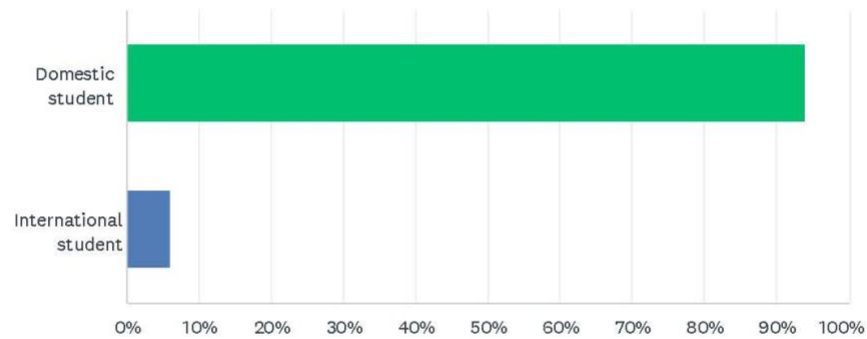
Media Studies Survey for Current UVic Students

ANSWER CHOICES	RESPONSES	
Business	7.84%	4
Education	1.96%	1
Engineering and Computer Science	9.80%	5
Fine Arts	21.57%	11
Human and Social Development	1.96%	1
Humanities	31.37%	16
Law	0.00%	0
Science	0.00%	0
Social Sciences	21.57%	11
Undeclared	3.92%	2
TOTAL		51

Media Studies Survey for Current UVic Students

Q6 Are you an international or domestic student?

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Domestic student	94.12%	48
International student	5.88%	3
TOTAL		51

Media Studies Survey for Current UVic Students

Q7 Optional: Please share your comments and suggestions in the space below.

Answered: 15 Skipped: 36

#	RESPONSES	DATE
1	As an ENSH graduate student, I found that my research, particularly in video games as narrative and cultural texts, required more than traditional literary frameworks could offer. Through MDIA 360 and a directed study (MDIA 490), I gained access to the critical and theoretical approaches necessary for analyzing games, play, and mediated storytelling. The tools Media Studies provided were essential; I could not have fully engaged with the critical and formal complexities of games without them. These courses also reshaped the way I think as a secondary English teacher. Content creation, media literacy, digital authorship, and communication are increasingly central to how students engage with the world, and they are transforming literacies in real time--as well as the job market. If a Media Studies MA had been available, I now know I would have pursued it.	4/25/2025 11:02 AM
2	I would absolutely love to do a media studies minor! So many different things I am interested in are wrapped up into this department!	4/23/2025 10:07 AM
3	shoutout jentery sayers, you absolutely rock. media studies is also very cool	4/22/2025 8:31 PM
4	I really enjoyed the history of the book class, and would love more opportunities to look into history/archival, especially with the department's close work with the library staff :)	4/17/2025 3:40 PM
5	I'd love to see courses dedicated to specific media such as music, film, games, etc.	4/17/2025 11:34 AM
6	in terms of affordability I like having it as a certificate, but, I think the program has a lot to offer, and would love for others to be able to have more time to study and interact with the work!	4/16/2025 10:46 AM
7	I have found the UVic Media Studies program to be exceptionally engaging and accommodating to a wide variety of interests. I would be overjoyed to have the program be expanded in the future!	4/15/2025 4:23 PM
8	Including a music-specific MDIA course (aside from Cultures of Sound) open to students who aren't doing a music degree would be awesome.	4/15/2025 1:10 PM
9	A class on/about fan studies would be very interesting for the program	4/11/2025 4:42 PM
10	I don't have any.	4/10/2025 2:03 PM
11	A Media Studies MA and PhD program at the University of Victoria should be considered. The student interest is there! If proper investment is given to the department, UVic could be a new hub of Communications and Media Studies in Canada, especially in the areas of Games Studies, Fan Studies, and Digital Content.	4/9/2025 8:39 PM
12	I would be especially interested in a general including media studies. At the moment, I am undeclared but interested in the sciences. I didn't know what a general was until this survey but it sounds like something that would suit my needs/interests. I'd also love if more online learning options were present for media studies.	4/9/2025 12:41 PM
13	I wouldn't be able to do a media studies degree as i'm finishing up my BA this year BUT if i had this option available a few years previously I would have done major/minor in a heartbeat	4/5/2025 8:04 PM
14	Media Studies offers a dynamic and relevant field of study that connects well with many disciplines, including communications, sociology, and digital arts. Adding a minor or major in Media Studies would provide students with valuable critical thinking skills, media literacy, and an understanding of how media shapes society and culture. It would be especially beneficial in today's digital age, where media is central to everyday life and most careers. I believe the program could attract a diverse group of students and open up interdisciplinary opportunities. Clear course pathways and practical components like media production would further enhance its appeal.	4/2/2025 5:40 PM

Media Studies Survey for Current UVic Students

15	I am currently pursuing the media certificate but I would love to change to a double major with media studies if it became available.	4/2/2025 4:45 PM
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Senate Committee on Planning
Required Internal Consultations

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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 – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/ Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: 13 June - 28 August 2025; minor reduced in units as a result of this consultation.	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Graham Brown, Acting Associate Dean, Teaching & Learning, Gustavson School of Business	Email, Zoom, and Quali proposal	We are supportive of this initiative. A minor would be excellent as it would allow our students to complete this minor with our new program structure. A couple of pieces for consideration would be that 9 courses is a larger minor which makes it slightly more difficult for students to complete with our program. Our BCom administrative director suggested that the higher level

		electives don't have much in the way of pre-reqs, which is helpful as the minor makes sense logically with what is required. She said that if you are able to reduce the upper level breadth requirement by one or two courses (or the removal of the additional lower level 100/200 course) it would likely help our students be more willing to take the full minor, but either way I think this is a win for our students.
--	--	---



Signature: _____

Date: October 15, 2025

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Co-operative Education and Career Services Consultation for Media Studies Program Proposal

Senate Committee on Planning
Required Internal Consultations

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

- **Co-operative Education and Career Services** – cooped@uvic.ca

Name of program: Major, Minor, and General in Media Studies	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: Media Studies Faculty of Humanities	
Name, title, and email of contact person: Lisa Surridge Associate Dean Academic and Jentery Sayers Director of Media Studies	
Dean (or designate) or administrative authority: Annalee Lepp Dean of Humanities	
Consultation date: 26 August - 11 September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles Executive Director, Co-op Heather Croft Acting Associate Director, Optional and Professional Programs Jeremy Pearce Co-op Coordinator, Humanities and Fine Arts	Email correspondence (26 August - 11 September 2025)	Complete correspondence (with email signatures) copied below.

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

Date: Thursday, September 11, 2025 at 2:40 PM

To: Andrea Giles <agiles@uvic.ca>

Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Kaye Miller <kaye@uvic.ca>

Subject: Re: Consultation re proposed Media Studies expansion

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Many thanks for this warm letter of support! Much appreciated.

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle A 415



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.

From: Andrea Giles <agiles@uvic.ca>
Date: Thursday, September 11, 2025 at 8:43 AM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion

Hi Lisa,

Thanks for the prompt – I don't feel I have anything else to add to my staff's enthusiastic support of your proposal!

You and I have discussed proposed evolution of the Media Studies expansion on several occasions, and I feel well informed, so I have no questions or concerns. I think this expansion is very timely and the skills gained will strongly support student career-readiness in the media-related sectors as well as supporting the related needs of employers in any industry. Labour market intelligence is clear that employers consider communications skills of all types as a key factor in successful talent recruitment.

What you're planning with this Media Studies expansion will certainly equip students with both critical and practical skills for today's workforce.

Please accept this email as my full support for this proposal.

Best,

Andrea

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE



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

University of Victoria
Jamie Cassels Centre (JCC), Room B271n
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Jeremy Pearce <jeremydp@uvic.ca>
Date: Wednesday, August 27, 2025 at 3:08 PM
To: Heather Croft <hcroft@uvic.ca>, Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Leo Spalteholz <leos@uvic.ca>, Andrea Giles <agiles@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion
Hi Lisa,

Thank you for the update/consult regarding the proposal for Media Studies to expand to include (in addition to the certificate program), minor, general and major degree programs.

I agree with what you describe below regarding the viability of future Media Studies co-op students meeting employers needs, while greatly benefiting from co-op experience in furthering their media skills (as well as transferable skills).

Jeremy

Jeremy Pearce, MEd, BSW
Co-op Coordinator, Humanities and Fine Arts
Co-operative Education Program and Career Services
University of Victoria

From: Heather Croft <hcroft@uvic.ca>
Date: Wednesday, August 27, 2025 at 2:58 PM
To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: deanhums <deanhums@uvic.ca>, Director of UVic Media Studies <dirmdia@uvic.ca>, Leo Spalteholz <leos@uvic.ca>, Andrea Giles <agiles@uvic.ca>, Jeremy Pearce <jeremydp@uvic.ca>
Subject: RE: Consultation re proposed Media Studies expansion

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Thank you for this exciting update, Lisa! It's encouraging to see the interdisciplinary collaboration behind this initiative, and I appreciate the opportunity to provide feedback from the Co-op perspective.

The integration of critical and practical skills aligns well with the evolving needs of employers, and I agree that this program has strong potential to enhance students' readiness for Co-op placements in media-related sectors. While Co-op participation will remain optional, we're optimistic about the positive impact this program could have on student engagement and employer partnerships. As you noted, Jeremy and the OPP ADirector are happy to continue supporting the development of relevant work terms as the program evolves.

At this stage, I don't have any concerns to raise, but I welcome further discussion as the proposal moves forward. Please do keep us informed as you prepare for the Senate Committee on Planning and the Senate Curriculum Committee in the fall. I am copying our Director of Operations, Leo Spalteholz, so that he is aware that updates to the Co-op website and Academic Calendar will be needed from the co-op end in tandem with the addition of these programs.

We're happy to collaborate as needed to ensure Co-op is well positioned to support Media Studies students.

Warm regards,

Heather

--

Heather Croft, MSc (she/her)

Acting Associate Director, Optional and Professional Programs

+ Co-op Coordinator, Biochemistry and Microbiology

Co-operative Education Program and Career Services

Bob Wright Centre, Room A237

T 250-721-8813 | C 250-580-9413

Working remotely on Tuesdays and Fridays

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From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

Sent: August 26, 2025 4:55 PM

To: Andrea Giles <agiles@uvic.ca>; Heather Croft <hcroft@uvic.ca>; Jeremy Pearce <jeremydp@uvic.ca>

Cc: deanhums <deanhums@uvic.ca>; Director of UVic Media Studies <dirmdia@uvic.ca>

Subject: Consultation re proposed Media Studies expansion

Dear Andrea, Heather, and Jeremy:

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

I am writing on behalf of the Faculty of Humanities to consult the Co-op on a proposed expansion of the Media Studies program from a certificate to a certificate, minor, general, and major. The program is planned as an interdisciplinary program housed in Humanities, with courses drawn from across the university, an interfaculty Advisory Board with representation from participating units, an interfaculty group of Program Members, and a directorship open to members from other faculties.

Since establishing the certificate in fall 2023, we have seen increasing interest and demand for Media courses and credentials from students across the university. Indeed, the University of Victoria is behind in not having a Media Studies minor or major. Other BC universities already have well-established programs: see, for example

- UBC: https://you.ubc.ca/ubc_programs/media-studies/,
- SFU: School of Communication (covers Communication and Media Studies): <https://www.sfu.ca/communication.html>
- VIU: <https://www.viu.ca/programs/arts-humanities-social-sciences/media-studies-ba>, and
- UFV: <https://www.ufv.ca/scms/programs/media-communications/>.

We are excited that this program will equip students with both critical and practical skills for today's workforce. While Co-op will not be mandatory for the Media Studies degree, we hope to encourage student participating. I expect the impact on Co-op to be positive, with more students prepared to meet employers' needs in this area, and more students keen to undertake Co-op terms in sectors where media skills are required and cultivated. I know that Jeremy and Heather are aware of this possible upcoming need for jobs related to Media, as we discussed this plan at Jeremy's interview and at our subsequent lunch meeting.

We welcome your feedback; please let us know if you have any questions or concerns. If you do, the dean and I are happy to meet with you to discuss and try to resolve them. We hope to take this proposal forward to the Senate Committee on Planning and the Senate Curriculum Committee in the fall; it will, of course, require Ministry approval.

Many thanks,

Lisa

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle C 311



Senate Committee on Planning
Required Internal Consultations

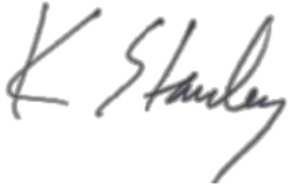
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- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 25 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
LillAnne Jackson, Associate Dean, Undergraduate Programs, Computer Science Kevin Stanley, Chair, Computer Science Celina Berg, Outreach, Recruitment and Retention Coordinator, Computer Science	Email, Zoom, and Kuali proposal	(in Zoom meeting) - CSC classes would be able to accommodate more students - Looking forward to collaborations in research surrounding Game Studies

A handwritten signature in dark ink, appearing to read "K Stanley". The signature is written in a cursive, flowing style.

Signature: _____

Oct 14 2025

Date: _____

Senate Committee on Planning
Required Internal Consultations

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Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 23rd- 25th, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Leslee Francis-Pelton, Associate Dean, Undergraduate Programs, Faculty of Education	Email consultation and Kual proposal	Your new proposed Media Studies minor and Major sound very exciting. I've consulted with both The Department of Curriculum and Instruction and the Department of Educational Psychology and Leadership Studies about the courses you have listed from our faculty. Both departments report there are no proposed changes to any of those courses that might impact your decision to

		include them as options for your minor or major programs. We are happy to support their inclusion in your new programs.
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Signature: _____ *L. Francis Pelton* _____

Date: _____ November 6, 2025 _____

Senate Committee on Planning
Required Internal Consultations

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Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: April 7 th – September 3 rd , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Catherine Harding, Associate Dean, Academic, Faculty of Fine Arts	Email, Zoom, and Kualii proposal	One of our concerns is that the proposed programming not compromise potential new programming in Film. Lisa and I have had fruitful conversations over the summer about the work that must be undertaken in developing a Film programme. Allana and I are satisfied that the current programme design should give students a taste for Film courses, without compromising our

		<p>programming, current and future.</p> <p>On behalf of the Faculty of Fine Arts, we wish you the very best in your bid to establish programming in Media Studies at the University of Victoria. We will be following your progress with the application to the Ministry very closely, and we wish you success. The programming will benefit students enormously.</p>
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Catharine Harding

Signature: _____

Date: _November 6, 2025_____

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

Office of Indigenous Academic and Community Engagement (IACE) Consultation for Media Studies Program Proposal



**Office of Indigenous Academic and
Community Engagement**
First Peoples House
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2 Canada
Tel (250) 472-4913, Fax (250) 472-4952
iaceadm@uvic.ca
<http://web.uvic.ca/iace/>



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.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: **Media Studies | Faculty of Humanities**

Name of Program: **Major, Minor, and General in Media Studies**

Credential Level: **Undergraduate**

Type of Proposal: **New Degree and New Program**

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Faculty of Humanities is proposing to expand its Media Studies (MDIA) Certificate program (10.5 units) to a Major, Minor (12 units), and General (13.5 units) in Media Studies at UVic. The Certificate's current courses—MDIA 200, 300, 325, 350, 360, 370, and 400—will serve as the core for the Major, Minor, and General. Since MDIA is an interdisciplinary program with 54 members across the Humanities, Fine Arts, Social Sciences, Computer Science, and the Libraries, we already have the capacity to teach more students and offer a Media Studies degree. The Libraries and all Faculties we consulted as part of this proposal process—Fine Arts, Social Sciences, Business, Law, Education, and Engineering and Computer Science—offered their support. We were also fortunate to consult with six post-secondary institutions in British Columbia, and they not only supported our proposal but also provided feedback on ways to avoid unnecessary duplication and build teaching and learning partnerships across the province.

Rationale for the proposal (approximately 200 words)

UVic is behind other Canadian post-secondary institutions in offering Media Studies, which is a core feature of BC's new secondary curriculum. First-year students are now arriving to UVic expecting Media Studies offerings, and—until 2023, when we launched the Media Studies certificate—UVic was unable to meet those demands and build upon already existing student knowledge and interests in the field. In Spring 2025, we surveyed UVic students about their interests in Media Studies, including the possibility of Major, Minor, and General at UVic, and the results, which are attached, suggested a high degree of demand. The proposed expansion of MDIA also responds to the success of our Media Studies courses in 2023-25. We are already offering two sections of Media Studies 200 (our introductory course) each year, and each section's had a waitlist, with enrolments at 60-85 per section. Our 300-level courses are flourishing as well, with ~80 students taking Media Studies 360 ("Game Studies") in 2024-25, several students requesting directed readings (Media Studies 490), and two other courses—Media Studies 350 and 370—creating opportunities for us to partner with the Libraries and Anthropology to offer media studies of the book and sound, respectively.

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

We anticipate ~10 Indigenous students enrolling in our new programs (the MDIA Major, Minor, and General) during the first 3-4 years (September 2026-30).

Part III: Proposal Information

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

Attracting or retaining Indigenous students? Yes

UVic's Media Studies curriculum includes decolonial methodologies, critical attention to the role media's played in colonization and Indigenous resurgence and sovereignty, and work by Indigenous writers, journalists, historians, and media artists, such as Amanda Strong (Manitoba Métis Federation), Leanne Betasamosake Simpson (Alderville First Nation), Bracken Hanuse Corlett (Wuikinuxv and Klahoose Nations), Christine O'Bonsawin (Odanak Nation), Candis

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Callison (Tahltan Band), Maize Longboat (Six Nations of the Grand River), and Karrmen Crey (Cheam Band). We hope to attract Indigenous students with interests in critical media practice and de/anti-colonial methodologies. We have also consulted with Indigenous Studies (Faculty of Humanities) and allied academic programs in BC, such as the Institute for Critical Indigenous Studies at the University of British Columbia, which offers courses on Indigenous Media, on ways to best support Indigenous students in our proposed Major, Minor, and General. If our proposal is successful, we would further coordinate with Indigenous Studies to support their students who express interests in a Media Studies minor or general.

Engaging with Indigenous communities, nations, or organizations? Yes

Each academic year, we invite an Indigenous media practitioner to serve as a member of our program committee, which provides feedback on future directions of MDIA and votes on curricular matters. We keep their commitment to a minimum, provide a stipend, and learn more from them about the work they do and how it articulates Indigenous ways of knowing and being with media. For instance, Skwxwú7mesh journalist, Steph Kwetásel'wet Wood, was a member of our 2023-24 program committee and told us about the photo stories she produces on Indigenous rights, sustainability, and social justice for *The Narwhal*. She also advised us on which skills students, including Indigenous students, need to thrive in today's media industries. Other than the program committee, most of our student engagements with Indigenous communities and nations occur in Indigenous Studies 100 ("Responsibilities to Coastal Indigenous Peoples and Land"), which is required to complete the Media Studies certificate and would also be required for the MDIA Major, Minor, and General. Indigenous Studies supports this requirement, and we communicate with them regularly to ensure it does not create capacity issues for their staff, faculty, and students.

Attracting or retaining Indigenous faculty? Yes

Media Studies is not—and does not plan to become—a tenure unit. We are an interdisciplinary, non-departmental program that relies on departments to release their faculty members to teach our Media Studies courses each year. (The EETs for those courses return to the instructor's home unit.) To date, Anthropology, English, Academic and Technical Writing, Pacific and Asian Studies, the Libraries, and the School of Languages, Linguistics, and Cultures (SLLC) have released faculty to teach in MDIA. Even though our program cannot hire faculty or serve as their tenure home, we would nevertheless invite and support Humanities and any other UVic faculty in hiring Indigenous faculty with expertise in media theory, history, and practice.

Engaging with Indigenous knowledge(s) and/or ways of knowing and being? Yes

See our responses to previous questions in this form. Our curriculum includes decolonial methodologies and Indigenous media, we invite an Indigenous media practitioner to serve on our program committee, and our draft curriculum for a Media Studies Major, Minor, and General requires IS100 with written permission from Indigenous Studies.

Engaging with Indigenous territories, lands and/or waters? No

The curriculum for the proposed Major, Minor, and General does not include any community-based or experiential learning on Indigenous territories, lands, or waters beyond the territory of the Lək'wəŋən (Songhees and Xwsepsem/Esquimalt) Peoples on which the university stands.

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SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

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

If IACE is willing and has the capacity, we would invite assistance with booking Elders to welcome people to the territory for MDIA events such as lectures and workshops. We would also invite assistance with events in the First Peoples House in cases where we ask an Indigenous expert in Media Studies to speak at UVic. This was the case last year, when Media Studies successfully nominated Dr. Candis Callison (Canada Research Chair in Indigenous journalism, media, and public discourse at UBC) to give a 2024-25 Distinguished Women Scholars lecture on campus, and IACE kindly helped Media Studies facilitate her November 4th talk on “News from the Global North” in the First Peoples House with a welcome to the territory by Songhees Elder, Dr. Skip Dick.

- 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).

Sʔeyəʔenxʷ | S,ÁELA'NW | When things are in harmony: The proposed Media Studies curriculum is designed to encourage collaborative media practices that are deeply aware of not only global phenomena but also local, Indigenous territories, lands, and waters. Guiding questions include, “Media, but for whom, by whom, under what assumptions, and to what effects on our memories of the past and the future to come?”

ʔetalnəw'əl' | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things: Rights and social justice are at the core of the proposed curriculum, and courses such as Media Studies 200 and 300 guide students in developing and applying responsible media practices driven by matters of accountability to each other and all things. The timing of this curriculum is crucial given the degree to which today's media landscape has been privatized to privilege revenue over rights, accountability, and deliberative communication. We believe UVic students can learn otherwise, and UVic's Indigenous and Strategic Plans show them why and how.

Χəçinəʔn'əw'əl' | XEĆINĒLNEUEL | Actively planning and problem solving and ʔay'nəw'əl'ʔist | ÍY,NEUELIST | Moving forward together for the good of all: The Media Studies program was designed in 2022-23 to be an inclusive and accountable environment that listens to students and responds to their needs. Our courses 1) follow principles of universal design for inclusion (by, for example, affording students with an array of approaches to media practice and assignments), 2) engage in anti-racist and anti-oppression education (by, for instance, focusing on intersectional media practices and learning from Indigenous and BPOC media scholars), and 3) anchor our collaborations with good heart and mind in the goals of UVic's Equity Action Plan: 1) equity-centred culture, 2) relationality and belonging, 3) recruitment and retention, 4) access and support, and 5) institutional (including unit-level) accountability.

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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.



10-OCT-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

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

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 – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: June 13-27 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrew Newcombe, Associate Dean, Academic and Student Relations, Faculty of Law	Email consultation and Kual proposal	Media plays a key role in public culture and public policy. With increasing misinformation and challenges to evidence-based decision making, media studies is increasingly important as an area of academic study. We enthusiastically support the proposed expansion of the Media Studies program from a certificate to a certificate, minor, general, and major.

Signature: 

Date: 10 October 2025

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Minor, General, and Major in Media Studies (MDIA)

UVic Libraries Consultation for Media Studies Program Proposal

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:

- **UVic Libraries** – bengtson@uvic.ca

Name of program: Major, Minor, and General in Media Studies	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): new	
Academic unit, department, or school: Media Studies Faculty of Humanities	
Name, title, and email of contact person: Lisa Surridge Associate Dean Academic and Jentery Sayers Director of Media Studies	
Dean (or designate) or administrative authority: Annalee Lepp Dean of Humanities	
Consultation date: 27 August 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Jonathan Bengtson University Librarian Lara Wilson Director, Special Collections, and University Archivist Shahira Khair Associate University Librarian, Advanced Research Services Karen Munro Associate University Librarian, Engagement and Learning Matt Huculak Director, Kula: Library Futures Academy	Zoom meeting and email correspondence	Complete correspondence (with email signatures) copied below.

From: Jonathan Bengtson <bengtson@uvic.ca>

Date: Wednesday, August 27, 2025 at 8:33 PM

To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>, Lara Wilson <ljlwilson@uvic.ca>, Shahira Khair <skhair@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Matt Huculak <huculak@uvic.ca>

UNIVERSITY OF VICTORIA
SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Cc: Jentery Sayers <jentery@uvic.ca>

Subject: Re: Notes from today's meeting: proposed Media Expansion

Many thanks Lisa.

JB

Jonathan B. Bengtson OXON, FRSC

[University Librarian](#)

250-721-8211/ <https://orcid.org/0000-0003-2369-6955>



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.

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

Date: Wednesday, August 27, 2025 at 5:08 PM

To: Jonathan Bengtson <bengtson@uvic.ca>, Lara Wilson <ljwilson@uvic.ca>, Shahira Khair <skhair@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Matt Huculak <huculak@uvic.ca>

Cc: Jentery Sayers <jentery@uvic.ca>

Subject: Notes from today's meeting: proposed Media Expansion

Dear Colleagues:

Thank you for a very productive and collegial meeting and for your support of the proposed Media expansion.

I have condensed my notes into a point-form summary below. Please feel free to correct any errors and add anything I missed. Thanks—Lisa.

UVic proposal:

- an inter-faculty interdisciplinary Media Studies program (Minor, General and Major); certificate already exists
- proposal to be submitted in fall 2025
- based in and funded by Humanities in terms of space, course releases for Director, staff support
- Will reach into other faculties (including Fine Arts, Social Sciences, Computer Science) for courses
- Co-op will be optional

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SUPPLEMENTAL TEMPLATE FOR NEW DEGREE PROPOSAL – UNDERGRADUATE

Potential Demand:

- Book and Media Studies at U of T “exploded” after its launch;
- a number of former UVic undergrads have joined this program as graduate students and have worked with the master printer.

Media/Library Collaborations (existing)

- MDIA program members already include many library colleagues: 11/50
- MDIA course on the book as medium will be taught in Spring 2026 in the Book Arts Studio (and is full)
- MDIA 200 course includes workshops on Historical Computing

Media/Library Collaborations (possible future collaborations, to be explored as KULA develops)

- The Kula Academy will launch in mid-September
- Part of the uniqueness of UVic Media Studies will lie in potential collaborations with KULA
- Possible use of historical computing lab for a research seminar
- Library staff who support the needs of Humanities, Fine Arts, Social Sciences can collaborate to support Media.
- Nathaniel Brunt, postdoc, photo archivist—he and Jentery will connect
- Jeremy Pearce will connect with the Libraries about possible co-op positions for MDIA students
- After mid-September, Matt H and Jentery will connect to discuss materiality of information

Dr. Lisa Surridge (she|her)
Associate Dean Academic

Faculty of Humanities
University of Victoria

250-721-7246
humsada@uvic.ca | Cle A 415



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.



2 October 2025

Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
University of Victoria

Dear Dr. Surridge:

On behalf of the University of Victoria Libraries and Art Collections, I am writing to express my enthusiastic and unreserved support for the proposed expanded Media Studies (MDIA) program in the Faculty of Humanities.

University libraries facilitate collaboration and engagement across domains, creating unique opportunities to address global issues, integrate new technologies to enhance scholarly processes, promote innovation, and advance the university's mission. As such, UVic Libraries is uniquely positioned to support the Faculty of Humanities' ongoing work and would like to offer our endorsement of support for the expanded MDIA program through the extension and enhancement of our current engagement and collaboration with the MDIA program and with our colleagues in the Humanities.

Through our collective learning, teaching and research, we are deeply connected to initiatives at the University of Victoria that involve the collection, curation and development and consideration of media resources. UVic Libraries will benefit from the MDIA's interdisciplinary focus, since we are a fundamental scholarly resource for researchers and students from all disciplines and communities. Not only have our librarians and archivists been MDIA program members, but we will be hosting an upcoming course on the book as medium for Spring 2026 in the Farallon Book Arts Lab, and the MDIA 200 course will feature workshops in our Historic Computing Lab.

Furthermore, as the Kula Library Futures Academy develops, we anticipate further opportunities for future collaborations with MDIA that could potentially include research seminars, lectures, workshops and exhibitions, finding ways to explore the foundational, historical, and theoretical intersections of technology and knowledge production in human culture and society.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jonathan Bengtson'.

Jonathan Bengtson
University Librarian

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.

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- 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: Major, Minor, and General in Media Studies (MDIA)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): New degree proposal	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies and Lisa Surridge, Associate Dean Academic	
Dean (or designate) or administrative authority: Annalee Lepp, Dean of Humanities	
Consultation date: November 11, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar; Ashley de Moscoso, Associate Registrar; Janine Mayers, Associate Registrar; Zane Robison, Associate Registrar	Proposal	See below

- 1) Under the admission requirements, it states ‘Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience may also be admitted.’ It would be helpful to see this requirement explained in more detail. For example, what is appropriate experience, and how this experience will be assessed and students admitted. For those students that do not meet normal admission requirements, what admission category is being used to evaluate their application for admission? Would it be expanded qualifications (<https://www.uvic.ca/undergraduate/admissions/categories/expanded-qualifications/>)? We recommend that students who do not meet normal admission requirements would not need to apply through a SCARTA appeal.


- 2) In Appendix I, the minor/general/major curricula all end with a variation of “No more than 4.5 units (excluding MDIA courses) may be taken in a single course code.”
Is the intention that this be built into the degree audit system, or will this be manually monitored/reviewed? In Degree Works, there is a “Max per discipline” qualifier that exists in the documentation, but it will need to be tested, and the project team has not been trained on UG program rules yet so we aren’t sure if this is something that can be enforced by the system or not.

Additionally, how will cross-listed courses be considered in the above requirement? A student could take a different section of a cross-listed course to avoid surpassing the 4.5 units in a particular course code, and this could only be caught through manual review.

- 3) There are several discrepancies with the pre-reqs/pre- or co-reqs listed the “Core media courses” within Section B (pg. 2) that may affect progression through the programs:
- “MDIA200, *“Media in the 21st Century”* (pre-req: AWR)”
 - The proposal for [MDIA200](#) now lists the AWR as either a pre- or co-req
 - “MDIA370 (was MDIA375), *“Anthropology of Sound”* (pre-req: AWR)”
 - The proposal for [MDIA370](#) currently lists the pre-req as “*Minimum second-year standing*”
 - “MDIA400, *“Topics in Media Studies”* (pre-req: MDIA200)”
 - The proposal for [MDIA400](#) currently lists a prereq of “*MDIA200, AWR, and third-year standing or permission from the Director*”
 - “MDIA490, *“Directed Studies”* (pre-req: MDIA200, MDIA300)”
 - The pre-req for [MDIA490](#) is “*MDIA200, MDIA 300, AWR, and third-year standing*”
- 4) Appendix I limits MDIA 325 (repeatable up to 3 units) and MDIA 400 (repeatable up to 4.5 units) to 3.0 units total of the Year 3 & 4 requirements of the Major (pg. 61). Repeatable limits are often missed by students (leading to a last-minute need to find an alternate course with available seats), so it may be worth considering reviewing/revising these repeatable limits and/or allowing 3 units of MDIA 325 be used in the major, instead of 1.5.
- 5) General and Minor programs are nearly identical with only 1.5u difference between the two. Suggestion: If they would like to create a greater distinction between the two programs, they could consider allowing more of the lower-level courses from the Technical and Non-technical lists to be included as long as they have 9.0 units at the 200-level or higher.
- 6) For the General and Minor programs, it reads:
*Note: no more than 1.5 units of MDIA 325 and MDIA 400 can be used in the above list of requirements. This makes it seem like you can only take one of MDIA 325 or MDIA 400 for a total of 1.5 units, not 1.5 units of each (3.0 units total). As these are repeatable topics courses, we believe it is their intention to allow students to take both courses once, but not to be able to use 3.0 units of MDIA 325, for example, toward the requirement.
Suggested edit: change it to “no more than 1.5 units each of MDIA 325 and MDIA 400 can be used in the above list of requirements.” This allows for 1.5u of MDIA 325 and 1.5u of MDIA 400 to be used toward the requirement.
- 7) The same note appears in the Major program where MDIA 400 is a required course and is not part of the list of course options (MDIA 325...370).

Suggested edit: changing this note to “no more than 1.5 units of MDIA 325 can be used in the above list of requirements.” The * can also be removed from MDIA 400 as it isn’t part of the list.

- 8) Question about the names of the three streams, specifically “Particular Media”, which is not as descriptive as the other two streams. Perhaps there is a good reason for the ambiguity of this title, but it doesn’t speak to the advanced nature of the coursework as seen in the brief description, and something along the lines of “Advanced Studies in Media” might be more descriptive.

Signature: _____ 

Date: _____ November 11, 2025

Senate Committee on Planning
Required Internal Consultations

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- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: July 16 th -25 th , 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Chris Eagle, Associate Dean Academic, Faculty of Science	Email consultation and Kual proposal	I wonder if our new(ish) course PHYS 304 (Physics of Science Fiction) might also be of interest in the “Media and Culture” list of upper-level courses? The course requires 3 rd year standing but has no other prerequisites. Other than that thought, it all looks good to me.

A handwritten signature in blue ink, appearing to be 'Ch. [unclear]'.

Signature: _____

Date: _____ 14 October 2025 _____

Senate Committee on Planning
Required Internal Consultations

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- Libraries – ulo@uvic.ca
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- **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: Media Studies Major/Minor/General	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New Program	
Academic unit, department, or school: Media Studies	
Name, title, and email of contact person: Jentery Sayers, Director of Media Studies, jentery@uvic.ca	
Dean (or designate) or administrative authority: Lisa Surridge, Humanities Associate Dean Academic, humsada@uvic.ca	
Consultation date: 16 July – 1 August; note that inclusion of Fine Arts courses has been carefully negotiated with the faculty's dean, associate dean, and chairs.	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	Email consultation and Kuali proposal	This looks like a very promising proposal, and I fully support it moving forward. You have probably already considered this, but one suggestion is to build more linkages with the journalism/media/film courses in the Writing Department. I see that the Media Studies certificate already has a few WRIT courses. Below are a few

		<p>others that might be considered as well, one of which is cross-listed with an Environmental Studies course: WRIT215 - Journalism and Professional Writing, WRIT315 - Advanced Journalism and Professional Writing, WRIT320 - Writing and Film Production Workshop, WRIT321 - Issues in Journalism, WRIT323 - Writing for TV, WRIT326 - Media Production for Writers, WRIT344 - Environmental Journalism (cross-listed with ES 354), WRIT345 - Advanced Environmental Journalism, WRIT420 - Film Writing and Production</p>
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Signature: Robert R. Redwood

Date: October 10, 2025

Tuesday, November 4, 2025 at 13:37:52 Pacific Standard Time

Subject: Re: Meeting notes: Consultation with Capilano U re UVic Proposed Media Studies Program
Date: Friday, October 10, 2025 at 2:55:32 PM Pacific Daylight Saving Time
From: Ted Hamilton
To: Lisa Surridge - Humanities Associate Dean, Academic, Kymberley Stewart
CC: Director of UVic Media Studies, Jentery Sayers
Attachments: image001.png, image002.png

Some people who received this message don't often get email from ehamilton@capilano.ca. [Learn why this is important](#)

Hi Lisa:

Apologies for the delay in getting to this - there has been a lot going on over here that has soaked up our time in one way and another, as I'm sure you can appreciate.

In lieu of a letter, we are hoping that the following statement can suffice for the Ministry's purposes.

Having reviewed documentation on the University of Victoria's proposed Media Studies program, we are happy to voice our encouragement and support for this development, as a unique addition to the discipline in the Vancouver Island region. We feel that this program is uniquely focused on areas of media studies that are both definitive of the discipline, but delivered and situated in a program structure that is distinct from what is offered in other CMNS programs across the province. To have more media studies programming at one of BC's major research universities will also broaden the reach of our discipline to what has to this point been an underserved population of higher education students, and will likely enhance mobility and transferability options for communication students in the province. We do not see overt replication or duplication of programming in relation to what we offer in our Bachelor of Communication Studies degree and are happy to voice our support for the University of Victoria's Media Studies program as a welcome addition to the field.

Again - hope this is helpful to you Lisa and adequate to your purposes. Bye for now
Ted

Dr. Edward Hamilton (he/him)
School of Communication
604.986 1911 (2589) | ehamilton@capilano.ca

North Vancouver Campus | 2055 Purcell Way, North Vancouver
British Columbia, Canada V7J 3H5 | capilano.ca

Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Lílwat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh)

October 14, 2025

Dr. Lisa Surridge
Associate Dean, Academic
Faculty of Humanities
University of Victoria

Dear Dr. Surridge,

I am writing in my capacity as Director of the School of Communication at Simon Fraser University to express my enthusiastic support for the University of Victoria's proposal for an inter-faculty interdisciplinary Media Studies program. Our recent meeting with your team confirmed both the academic rigour and the institutional need driving this initiative. The proposed program's emphasis on critical media practice, interdisciplinary collaboration, and student engagement reflects a thoughtful response to the evolving landscape of communication and media education in British Columbia. We were particularly impressed by the program's design as a cross-faculty initiative that integrates courses from Humanities, Fine Arts, Social Sciences, and Computer Science, while maintaining a clear intellectual focus on the study and critique of media forms, technologies, and institutions.

At SFU, we have long recognized the growing demand among undergraduate students for programs that combine conceptual grounding with creative and analytical exploration of media. UVic's proposed model is well positioned to meet this demand in ways that complement rather than duplicate existing offerings across the province. Its structure as a non-departmental, flexible program promises to open new pathways for students whose academic and professional interests intersect multiple disciplines.

We also value the spirit of collaboration your proposal encourages among BC institutions. As discussed, we look forward to future opportunities for exchange and partnership, whether through joint student showcases and presentations, course articulations, or faculty networking/collaborations. These initiatives strengthen the broader communication and media studies community across the province and align well with our shared commitment to inclusive, future-oriented education.

Please accept my full support for the University of Victoria's proposed Media Studies program. I have no doubt it will make a meaningful and distinctive contribution to the landscape of postsecondary media education in British Columbia.

Sincerely,



Dr. Milena Droumeva
Director, School of Communication
Simon Fraser University



Dr. Joceline Andersen
Communication and Visual Arts
Thompson Rivers University
805 TRU Way
Kamloops, BC V2C 0C8

Friday, Oct. 24, 2025

Dr. Jentery Sayers
Director, Media Studies
University of Victoria

Dear Dr. Sayers,

The Department of Communication and Visual Arts at TRU has reviewed your proposal for an expanded Media Studies program at UVic. We support this application, and have noted the following:

Media Studies Minor

The minor recognizes the need for a broad understanding of media, and it encourages breadth in areas such as sound studies, game studies, print studies, with a slight emphasis on film and television.

Media Studies Major

The Media Studies major builds on the minor through a clear, easy-to-navigate progression into a more specialized plan of study. The major's structure ensures a broad foundational knowledge in a variety of media, with single subject ("particular media") core courses ensuring that students are well-versed in the history and affordances of multiple media. The interdisciplinary list of courses demonstrates that the program is up-to-date with media research across disciplines on the UVic campus, and demonstrates that there is a wealth of existing media expertise for students to access.

Please let me know if you have any follow up questions.

Sincerely,

Joceline Andersen, PhD

Acting Chair, Communication and Visual Arts

Tuesday, November 4, 2025 at 13:43:43 Pacific Standard Time

Subject: Re: UVic Media Studies: Request for Review and Consultation
Date: Thursday, July 31, 2025 at 8:17:30 AM Pacific Daylight Saving Time
From: D'Onofrio, Christine
To: Director of UVic Media Studies
CC: Lisa Surridge - Humanities Associate Dean, Academic, UVic Media Studies

You don't often get email from cdono@mail.ubc.ca. [Learn why this is important](#)

Dear Jentery,

Apologies for the delay, and a big congratulations. These areas of study and their antecedents are so incredibly important, it looks like a thoughtfully arranged degree and I wish you all the best.

If you are ever in Vancouver, feel free to reach out as I'd love to meet and share stakes of teaching media studies in our current environment. I'm finding it is definitely a moving target!

Christine

Christine D'Onofrio (she/her/they)

Associate Professor of Teaching, Department of Art History, Visual Art and Theory

Director, Digital Scholarship in the Arts, Faculty of Arts

Chair, Media Studies Program

Artist: www.christinedonofrio.com

In ongoing reflection, I am an uninvited guest on traditional, ancestral and unceded xʷməθkʷəy̓əm (Musqueam) Territory where University of British Columbia is situated.

From: Director of UVic Media Studies <dirmdia@uvic.ca>
Sent: July 30, 2025 4:01 PM
To: D'Onofrio, Christine <cdono@mail.ubc.ca>
Cc: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>; UVic Media Studies <adminmdia@uvic.ca>
Subject: Re: UVic Media Studies: Request for Review and Consultation

[CAUTION: Non-UBC Email]



September 10, 2025

To: Degree Quality Assessment Board Secretariat

Ministry of Post-Secondary Education & Future Skills (British Columbia)

Re: University of Victoria (UVic) Media Studies expansion (Certificate, Minor, General, Major)

Dear Secretariat Members,

On behalf of the College of Arts at the University of the Fraser Valley (UFV), I am pleased to express strong support for the University of Victoria's proposal to expand Media Studies from a certificate to a certificate, minor, general, and major. UVic's inter-faculty, interdisciplinary design—centred on critical media studies with selective practice—fills a clear provincial need and aligns with contemporary student demand and public-interest objectives (media literacy, platform governance, dis/misinformation resilience, and creative-industry readiness). We understand that UVic established a Media Studies certificate in Fall 2023 and plans to introduce the expanded credentials in the 2025–26 academic year; early indicators of student interest are positive.

Our assessment finds the proposal to be:

1. **Complementary (not duplicative)** within B.C.'s system: At UFV, Media Arts (production) and Professional Communication (applied communication) already exist. UVic's program emphasizes critical media analysis across the Humanities, Fine Arts, Social Sciences, and Computer Science. The focus areas and governance models at the two institutions are distinct, reflecting system diversification.
2. **Student-centred and mobility-enhancing:** The structure readily supports BCCAT articulation. We are prepared to work with UVic on course-to-course matrices and 2+2 / 3+1 pathways to minimize credit loss and improve time-to-degree.
3. **Aligned with labour-market and civic needs:** Graduates will bring evidence-informed media analysis, data and platform literacy, and professional communication—competencies that BC employers, public agencies, and community partners increasingly demand.
4. **Quality-assured and scalable:** The UVic model (programmatic rather than departmental home; clear core + subfields; optional co-op; Indigenous-focused first-year requirement) supports coherent outcomes, sustainable delivery, and responsive growth.



5. **Collaboration-ready:** UFV and UVic have already initiated collegial consultation and are prepared to pursue: (a) articulation and transfer agreements; (b) guest lectures and shared seminars (virtual/hybrid); (c) co-op and WIL coordination; and (d) capstone/portfolio alignment. We believe that this continuing communication supports one another's programs and honours each other's uniqueness.

We intend to continue consultation with UVic to ensure complementary curricula and to formalize transfer pathways. We also commit to avoiding unnecessary duplication as we advance our own critical-media-focused planning within UFV's College of Arts. In our view, UVic's proposal advances the public interest by broadening affordable, high-quality pathways in an area of expanding societal and labour-market relevance, while strengthening inter-institutional collaboration across B.C.

Thank you for the opportunity to comment. We respectfully recommend approval.

Warm regards,

A handwritten signature in black ink, appearing to read "Sylvie", followed by a stylized flourish.

Dr. Sylvie Murray
Dean, College of Arts
University of the Fraser Valley



**VANCOUVER ISLAND
UNIVERSITY**

October 14, 2025

Attn: Ministry of Post-Secondary Education and Future Skills

Please consider this an official letter of support for the University of Victoria's proposed expansion of its inter-faculty, interdisciplinary Media Studies certificate to add a Minor, General, and Major. After speaking with Faculty of Humanities Associate Dean Academic Dr. Lisa Surridge and Media Studies Director Dr. Jentery Sayers at length on September 12, 2025, I see their proposed program as complementary rather than competitive or duplicative of VIU's 4-year, 48-credit Media Studies Major and 24-credit Minor within our 120-credit Bachelor of Arts degree.

As I understand it, UVic's Media Studies program will be grounded in theoretical critique, rather than combining this with a parallel focus on media production in video, audio, Web, and gaming as VIU currently does, placing equal emphasis on context and practice. Though there are opportunities to investigate some of these media practices in Directed Studies, co-op opportunities, or cross-listed electives at UVic, this will be optional and considerably less than VIU currently demands for its 16-course Major or 8-course Minor, concluding with a capstone project, internship incentive, and industry outreach through our year-end Showcase in April.

It is also my understanding that UVic intends to offer a MS program rather than create a Media Studies department, and that instructors will be drawn from existing departments and faculties (including Fine Arts, Social Sciences, Computer Science) where instructors have, or earn, tenure and have secured work according to their expertise. Though the UVic program is lodged within the Humanities faculty, as VIU's is, this is largely to oversee space, course releases for the Media Studies program Director, and to offer administrative staff support. VIU's department is one of 14 in Arts & Humanities, and its five full-time faculty teach exclusively in Media Studies, with the exception of myself, who has taught half-time in Creative Writing and Journalism for the past 15 years.

VIU's program is largely grounded in North American media policy, news, and history, with a course on Global Media in third year, but naturally it situates online media in an international context throughout, whereas I understand UVic is proposing a more deliberately global focus from the outset. Additionally, UVic will require a first-year Indigenous Studies course, where VIU strongly encourages electives in this department and integrates Indigenous units and examples in all its courses in balance with curriculum goals and learning outcomes.

UVic's focus since 2023 has been on a Media 200 survey course before specializing in streams related to the book as a medium, game studies, or sound studies, with plans to add research-focused 4th-year seminars. VIU's Media Studies degree is in its 20th year and demands a synthesis of media critique and practice from first year onward, offering an average of 10 distinct media courses in each of its four years. VIU MS currently draws students to fill 35-40 classes annually capped at 28-34 registrants each. Nearly 25% of our students are international, and our students in general are more likely to be the first generation in their family to attend post-secondary, and are often from a lower income bracket than those who might be able to afford UVic and the cost of living in Victoria. VIU is a teaching-focused university rather than a research one and the 7-course faculty teaching load reflects this.

VIU is therefore in support of our colleagues at UVic who are expanding Media Studies coverage in the province while offering a flexible, more interdisciplinary option to students of a unique profile. We hope to collaborate to bring speakers to Vancouver Island, co-host workshops and events, invite our students to our year-end showcases, and facilitate easy credit transfers via BCCAT as well as articulating and laddering agreements where appropriate. VIU Media Studies is currently beginning a 3-year program review and hopes to increase exchanges with other lower-mainland and Island programs in the field to mutual benefit. UVic's initiative will be a valuable asset in this regard. Please don't hesitate to contact me should you wish to discuss any of the above in further detail.

Sincerely,

Joy Gugeler, Chair of Media Studies

Vancouver Island University

Joy.gugeler@viu.ca 250-797-2623

Annalee Lepp

Professor, Dean of Humanities
Faculty of Humanities
University of Victoria
Clearihue Building A405
Victoria BC V8P 5C2
Canada

7 October 2025

Dear Annalee Lepp,

I am writing this letter in support of the University of Victoria's (UVic) proposal to expand its Media Studies (MDIA) program from a Certificate to a Minor, General, and Major. As a Senior Manager of Product Content Design at Benevity, I understand the critical need for graduates equipped with the media literacy and critical thinking skills this program is designed to cultivate.

Benevity is the leading integrated SaaS platform for corporate social impact programs globally. In my role leading and hiring technical writers, content designers, and editorial writers, I consistently seek candidates who possess the precise competencies the proposed MDIA curriculum offers.

As noted in the proposal, UVic is the only university in the province without a Media Studies or Communications BA program. The expansion is a crucial and timely response to student demand and the acute need for skilled media workers on Vancouver Island and across British Columbia. Considering today's media landscape, particularly since the popular adoption of generative AI, it's more important than ever for professionals in product, content, and experience design fields to be able to navigate rapidly evolving technologies and their social, cultural, political, and professional applications. Whether in the context of designing and building software or engaging users and clients, a critical lens on how media and technology fit into these various contexts enables professionals to create and support meaningful product and communications experiences in inclusive and ethical ways.

A particular strength I see in the MDIA program is its unique interdisciplinary design, drawing expertise from the Libraries, Humanities, Fine Arts, Social Sciences, and Engineering and Computer Science. This training directly addresses the provincial mandate to provide "British Columbians the training and skills they need to be successful and help grow our provincial economy." The program fosters the technical understanding, complex problem solving, and social competencies vital for today's workforce.

Along with the occupations identified in the proposal, I can see MDIA graduates being highly qualified for a variety of roles I regularly hire for or have hired in the past, such as technical writer, UX content designer, editorial writer, UX designer, UX researcher, and strategist. I would absolutely consider hiring a UVic Media Studies graduate for these types of roles.

This program is necessary, uniquely designed, and will produce graduates ready to contribute to British Columbia's prosperity.

Sincerely,



Nina Belojevic
Senior Manager, Product Content Design
Benevity
nina.belojevic@benevity.com
604-833-4408
<https://benevity.com/>

Annalee Lepp
Professor, Dean of Humanities
Faculty of Humanities
University of Victoria
Clearihue Building A405
Victoria BC V8P 5C2
Canada

October 10, 2025

To Annalee Lepp:

I'm an alumni of the University of Victoria's English (BA, 2011) and CSPT (MA, 2014) programs. For the past eight years, I've been employed in the technology sector, and have been a leader within Software Engineering organizations since 2022. I currently work for Flashpoint, a leading cyber threat and risk intelligence provider, where I manage teams building products in the field of Open-Source Intelligence (OSINT), compromised credentials, and breached data intelligence.

In my previous letter of support for UVic's Media Studies (MDIA) program in 2022, I mentioned how the Covid pandemic signalled a shift in online behaviours and media consumption, and that the rates of extremist rhetoric and disinformation had soared. Since then, the rise of generative AI models has poured gasoline on the fire of public discourse, as this technology threatens a sea change in people's abilities to discern not only truth from fiction, but reality from fabrication. Moreover, as AI becomes a stand-in for mental labour, the average user's ability to think critically is at risk of further diminishing.

From my professional perspective, these developments carry growing risks of danger on several fronts – from bad actors leveraging such tools to steal, deceive, and otherwise harm to the further erosion of job security as companies look to leverage agentic tools to reduce costs.

In light of the rapid rise of AI, programs like UVic's Media Studies are more important than ever. Today's students have a golden opportunity to build a new kind of media literacy, one where they can navigate the digital landscape with confidence. In the specific context of the humanities, such skills matter more than ever, as technical work increasingly requires strong communication skills.

Fields like mine benefit immeasurably from media literate individuals such as those trained in the MDIA program. It is for this reason that I am writing this letter in support of the expansion of the program from a Certificate to a Minor, General, and Major program.

Kind regards,

Shaun Macpherson
Engineering Lead

Flashpoint
smacpherson@flashpoint-intel.com
604-970-9607
<https://flashpoint.io>



October 7, 2025

To Annalee Lepp, Dean of Humanities,

I am writing to voice my enthusiastic support of the University of Victoria's proposal for a new Media Studies program.

As the executive director and co-founder of The Narwhal — an award-winning, non-profit journalism organization based in Victoria — I can speak directly to the need for rigorous academic training related to critical media studies in British Columbia's post-secondary landscape and its potential to strengthen both the province's media ecosystem and broader economy.

Founded in 2018, The Narwhal produces in-depth, public-interest journalism about the natural world in Canada. Since our launch, we've grown a team of three into a staff of 29 and have received more than 50 national awards for our work, including the prestigious Michener and Hillman prizes in the last two years. Our work is fiercely independent and guided by a mission to tell stories that advance transparency and accountability in decision-making at the intersection of natural resource development, communities and the climate. We employ a talented team of editors, reporters, administrators, designers and technologists who work collaboratively to produce high-quality, award-winning journalism that reaches more than 400,000 people each month.

Media literacy, critical thinking and digital fluency are foundational to what we do. Every member of our team — whether in editorial, communications or operations — relies on a deep understanding of how media is produced, circulated and consumed in a rapidly changing environment. When we hire new staff, we consistently look for candidates who combine critical thinking and technical competence with social and cultural awareness, especially knowledge of Indigenous rights and Canada's dark colonial history — precisely the suite of intellectual and practical skills that the proposed Media Studies curriculum is designed to provide.

More broadly, critical media literacy, decolonial perspectives and intellectual inquiry have become essential skills across so many jobs in the creative, communications and public sectors. In today's information-crowded reality, individuals employed in marketing, education, public service and non-profit



leadership have to be equipped to contend with a staggering complex of digital realities: politically charged misinformation, advertorials, fake news, rage-bait, pink slop and generative AI. Journalists, academics, policy analysts, researchers, community organizers, creative content generators, influencers, advertisers, filmmakers, producers, public relations specialists, book agents, publishers, environmentalists and communicators of all stripes must now, more than ever before, be armed with a sophisticated toolkit to evaluate sources, communicate across multiple digital platforms and design messages that reach diverse audiences with credibility and care.

UVic's proposed Media Studies programs directly align with this provincial need by training students to analyze, produce and innovate within complex media systems. The curriculum proposed displays an impressive breadth of practical and analytical skills.

The world is transforming at a pace that has in many ways outstripped the human imagination. It has never been more urgent to provide rigorous training for navigating mediated environments. As users and generators of these environments, the future labour pool in this province will increasingly depend on a sophisticated understanding of media technologies, ethics and audience engagement. At The Narwhal, such competencies inform all levels of our work, from informing our business and editorial strategies, to project management for large investigations and partnerships with other newsrooms, to visual storytelling, to audience development, collaborations, fundraising and donor retention strategies. Whether it's being able to identify a funny but inoffensive gif (and be able to explain why it is both) or using culturally sensitive reporting techniques to report from within an Indigenous community ravaged by wildfire, critical media skills are vitally important to the work of journalists and public communicators of all stripes. The skills this media program is proposing to bring to the next generation of graduates is timely, urgent and vital.

The Narwhal would enthusiastically consider hiring graduates of UVic's Media Studies program. I look forward to the day a program graduate's application comes across my desk. As an alumni of UVic and a doctoral graduate from the humanities faculty, I cannot think of a finer institution and faculty to host such a thoughtful and impressive program. The proposed curriculum — integrating critical media practice, interdisciplinary collaboration and community engagement — matches the



blend of analytical and creative abilities The Narwhal and other publications across Canada are looking for in emerging journalists and media professionals. The program's grounding in decolonial and antiracist principles also reflects the evolving standards of integrity and accountability required in contemporary, public-interest journalism, especially as we still endeavour to respond meaningfully to the Truth and Reconciliation Commissions Calls to Action.

As the world around us changes, so too do the demands it places upon us as thinkers and creators and consumers. B.C. should be investing seriously and proudly in the future generations of students and media-literate workers who will run our newspapers, generate our public school curriculum, launch our next Slack, dream up award-winning creative campaigns. We need workers who can think critically, act ethically and adapt creatively to change. UVic's proposed Media Studies programs will help meet that need and I have no doubt contribute to the richness of our shared democratic and cultural life in this province.

Sincerely,



Carol Linnitt

Co-founder, executive editor and editor-in-chief

The Narwhal

Victoria, British Columbia

carol@thenarwhal.ca

www.thenarwhal.ca



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

MEMO

To: Senate

From: Fraser Hof, Associate Vice President Research

Date: November 24, 2025

Re: **Policy for the Establishment, Review and Closure of Research Centres (RH8300): Updates, revisions, and companion motion to extend Senate-approved status**

Background

The Office of the Vice President Research and Innovation (OVPRI) has been working to revise the [Policy for Establishment, Review, and Closure of Research Centres](#) (RH8300) since 2022. The revision process was initiated under Cynthia Milton, who worked with an initial task force made up of five Centre Directors. An iterative consultation process has occurred with the VPRI Executive Committee, the Research Advisory Committee, the Centre Directors Community of Practice, and Deans Council prior to being presented to Senate on May 2, 2025. Based on the collective feedback, we further revised the draft policy and sent it to the FA for final consultations in Fall 2025. The formal FA feedback was limited to requests for clarifications in a few places, and we made further minor changes and summarized our responses in a memo to the FA dated Nov. 24, 2025. One element of our FA consultation worth noting is the clarification that core space and core funding (i.e. salaries for faculty members) are not discussed in the Research Centres Policy because, unlike Academic Units, Centres do not hold salary lines for regular Faculty appointments. The Policy continues to provide some clarity around the options for the funding of a Centre's research activities. The final draft Policy is now presented for formal Senate approval, and should it receive that approval it will proceed to Board of Governors for their approval.

A track changes document is provided. Because there are so many small edits that make the track changes version hard to interpret, we have also included a "red text" version in which all substantive changes from pre-existing Policy are indicated in red. The reasoning behind all major changes is summarized below.

Summary: Policy revision objectives

1) **Update and tighten the language throughout.** The old policy language has some redundancies and ambiguous word choices that were difficult to interpret. The many possible sources of funding for Centre activities were vague in their presentation. The old [Policy for Establishment, Review, and Closure of Research Centres](#) included one associated [Procedure for Establishment and Review of Research Centres](#) that was silent on some important procedural elements. That omnibus Procedure has now been split out into three separate Procedure documents—one each for Establishment, Review, and Closure.

2) **Align the external reviews of Centres with the 7-year cycle for Academic Program Reviews.** Current policy sets this cycle at every five years. We heard strong feedback from Deans and Directors that they want to preserve the valuable opportunities for reflection that arise from the review process, while also reducing frequency to reduce the administrative burden on Centres and their administrative units. It makes sense to settle on the same frequency as Academic Program Reviews.

3) **Simplifying the framework for Centres**, by reducing the number of different types down to three: Intra-faculty, Multi-faculty, and Multi-institution. Previously, two mostly redundant categories (“Inter-Faculty” and “Multi-Faculty”) existed, with Inter-Faculty having less Senate oversight and Multi-Faculty having more Senate oversight. We have collapsed them into one category (“Multi-Faculty”) and also applied the old language that provided the higher level of Senate oversight. The new framework also includes clear guidelines for Advisory Committees for each type of Centre, along with clear statements of responsibility for both administrative oversight and approval. A further simplification is the introduction of a single, streamlined annual report, which consolidates five different reports that are currently required annually or biannually: Centre financial reports, requests for information that OVPRI brings to Senate, requests for information that OVPRI brings to Board of Governors, requests for content for the Academic Calendar, and Centre Director reports.

4) **Clarifying the conditions and processes for closure**, while implementing strong safeguards around this process, is essential for ensuring accountability and strategic alignment with UVic’s research mission. Recent and ongoing experiences have highlighted that the existing policy has no effective tools for meaningfully facilitating the evolution of Centres, nor does it specify any guardrails around the decision to close a Centre. We seek a framework that balances flexibility with oversight, allowing for adaptation and change as research priorities evolve, while also protecting Centres. This approach will mitigate risks associated with abrupt decisions while ensuring that Centres continue to serve the university’s research mission effectively.

5) **Asking each Centre to provide clarity** around requirements for its own membership as well as a framework for participation by external partners.

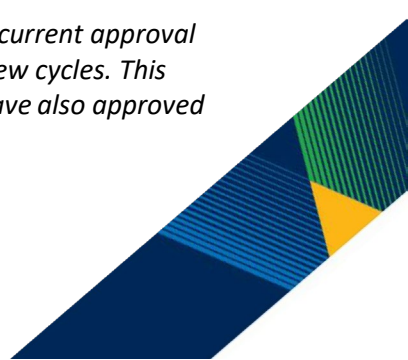
Motion 1

That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the policy Establishment, Review, and Closure of Research Centres (RH8300).

Because this draft Policy proposes a change in review/approval cycles from five years to seven years, we ask that current Centres also receive an extension for their Senate-approved status so that the faculty members and staff associated with Centres can immediately benefit from the reduced administrative burdens associated with the reviews being more spaced out.

Motion 2

That each Centre that currently enjoys non-conditional Senate-approved status have its current approval period extended by two years to align with the change from five-year to seven-year review cycles. This blanket extension will take effect only if and when the Senate and Board of Governors have also approved the draft Policy RH8300.





Establishment, Review, and Closure of Research Centres

University Policy No: RH8300
Classification: Research
Approving Authority: Board of Governors
(on the recommendation of Senate)
Effective Date: tbd
Supersedes: January 2019
Last Editorial Change: March 2021
Mandated Review: tbd

Associated Procedures

[Procedures for the Establishment of Research Centres](#)

[Procedures for the Review of Research Centres](#)

[Procedures for the Closure of Research Centres](#)

Purpose

- 1.00 The purpose of this policy is to provide direction on:
- the scope and establishment of Research Centres;
 - the procedures for the operation of Research Centres;
 - the review of the performance of Research Centres; and
 - the renaming and decommissioning of Research Centres.

Definitions

- 2.00 **Research Centres** are University-approved organized groups with clearly defined projects in research and/or creative works. Research Centres provide a framework to coordinate and advance research and/or creative works of multiple faculty members whose collaboration supports the research mission of the University, contributes to research relationships with other universities and/or external partners, and enhances the university's reputation. While some Research Centres use the title "Institute" for historical reasons, there is no distinction conferred by this choice of name. This Policy and associated Procedures provides a governance framework that allows them to conduct multiple projects and benefit from stability over multi-year time frames. There are three categories of Research Centre:

- a) **Intra-Faculty** – membership and activities primarily within a single faculty working with significant external partner(s).
- b) **Multi-Faculty** – collaborative, multi- and inter-disciplinary research with national and international impact, and membership and activities across more than one faculty.
- c) **Multi-Institutional** – membership and activities between two or more institutions with UVic as the lead institution.

Academic Unit is an academic department, school, division, or faculty.

Director is the administrative position that leads a Research Centre.

Academic Constituency of a Research Centre are the academic units from which a

Research Centre primarily draws its membership.

Scope

- 3.00 This policy applies to the **establishment, review, closure, and** governance of Research Centres at the University of Victoria including multi-institutional Research Centres in which the University of Victoria is the lead institution.

Policy

- 4.00 The university is committed to developing and maintaining high-quality interdisciplinary programs of research, which are advanced in part through the work of Research Centres.

5.00 Purpose

The purposes of a Research Centre are to:

- a) **Make significant contributions to UVic's excellence in research through collective effort;**
 - b) Promote and facilitate collaborative, interdisciplinary research and **enhance research capacity through shared effort and/or infrastructure;**
 - c) **Obtain and effectively manage external resources to support its members;**
 - d) **Advance UVic's strategic plans** and to support synergies between research, teaching, and learning;
 - e) Engage with external constituents to transfer and mobilize knowledge gained through research for the benefit of society; and
 - f) **Form provincial, national and/or international partnerships.**
- 6.00 Research Centres are expected to develop their own objectives and measurable goals, as well as plans for operational and financial sustainability, such that they can achieve the purposes stated in Section 5.00.

Approval and Establishment of Research Centres

- 7.00 Research Centres are constituted formally as part of the university's organization and are subject to its direction, oversight, and strategic plans. Table I provides the Administrative Authority, Approval Authority, and Notification responsibilities that are relevant to the establishment, review, and closure of each category of Research Centre, and which are referred to in the associated Procedures.

Table I

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors
Multi-Institutional	Vice-President Research and Innovation	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a

8.00 The approval and establishment of all Research Centres shall be in accordance with the associated [Procedures for the Establishment of Research Centres](#).

9.00 Research Centres are typically approved for a term of **seven** years. Continuance of a Research Centre is subject to a review which covers the ongoing purpose for the Research Centre, the meeting of established goals, sustainable external funding, and governance arrangements as per the [Procedures for the Review of Research Centres](#).

Administration of Research Centres

10.00 A Research Centre will be led by a Director who is normally a regular faculty member of the university. The duties and responsibilities of the Director will be negotiated between the Administrative Authority (Table 1) and the Director, in accordance with the university's [Duties and Responsibilities of Directors of Research Centres policy \(GV0715\)](#) and [Procedures for the Appointment and Re-appointment of Research Centre Directors](#)

[\(GV0705\)](#). Contributions to the leadership of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.

- 11.00 Research Centres may have Associate Directors who are normally regular faculty members of the university.
- 12.00 **Advisory committees will be established as appropriate to the mandate and categorization of Research Centres as outlined below:**
 - a) **Advisory committees are optional for Intra-Faculty Centres.**
 - b) **Multi-Faculty Research Centres normally have an advisory committee with representation from each participating faculty and from external partner(s).**
 - c) **Multi-Institutional Research Centres will establish an executive committee that includes, at minimum, the Vice-President Research and Innovation or designate from all partner institutions, the Executive Director, and normally also including a member from a relevant branch of government.**
- 13.00 Research Centres may employ their own research, technical and administrative staff, subject to the relevant collective agreements, the university human resource policies, and EDI best practices.
- 14.00 Research Centres may occupy space assigned by the OVPRI or Dean, designated specifically for their own use, or their activities may be carried out without assigned space. Research Centres may be located on the university campus or in off-campus premises owned by the university, or in premises owned by a third-party.

Financial Structure

- 15.00 **The majority of funding for Research Centres is normally from external sources, including but not limited to: external funding agreements, services and credentialing fees, indirect funding, philanthropic donations and endowments. Internal funding such as academic unit operating funds and non-recurring funds may be included. Funding sources may change and adapt over time, though financial sustainability must be demonstrated in the seven-year request for renewal as per the [Procedures for the Review of Research Centres](#).**
- 16.00 Research Centres that seek additional donations should work with the Associate Vice-President Alumni and Development for fundraising activities directed at external donors, to be consistent with the University's fundraising plan. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's [Fundraising and Gift Acceptance Policy \(ER4105\)](#).
- 17.00 Any agreement defining the obligations and liability of the university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research and Innovation or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

Membership

- 18.00 Each Research Centre must establish guidelines for membership that include the expectations of members. The following may hold the title of "member" or "fellow": University faculty, including active, retired or adjunct; postdoctoral fellows; students; and research personnel. Members may be involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.
- 19.00 Research Centres are encouraged to involve the participation of community, government and private sector partners, as well as from other academic institutions, reflecting diverse collaborations. These external members may hold the title of "affiliate" members with the expectations as defined by each Centre.

Closure

- 20.00 Research Centres are not expected to continue in perpetuity but to have a lifespan according to the original goals, continued relevance and decommissioning plan.
- 21.00 The closure of a Research Centre shall be decided upon in accordance with the [*Procedures for the Review of Research Centres*](#) and [*Procedures for the Closure of Research Centres*](#).

Authorities and Officers

The authorities and officers for this policy are:

- i) Approving Authority: Board of Governors (on the recommendation of Senate)
- ii) Designated Executive Officer: Vice-President Research and Innovation
- iii) Procedural Authority: Board of Governors
- iv) Procedural Officer: Vice-President Research and Innovation

Relevant Legislation

[*University Act, RSBC 1996 c 468*](#)

Related Policies and Documents

[Duties and Responsibilities of Directors of Research Centres \(GV0715\)](#)

[Fundraising and Gift Acceptance \(ER4105\)](#)

[Intellectual Property \(GV0215\)](#)

[Procedures for the Establishment, Review, and Closure of Research Centres \(RH8300\)](#)

[Procedures for the Appointment and Re-appointment of Research Centre Directors \(GV0705\)](#)

[Guidelines for the Review of Research Centres](#)

[Collective Agreement with the Faculty Association](#)



Procedures for the Establishment of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: January 2010
Last Editorial Change: March 2021

Parent Policy

[Establishment, Review, and Closure of Research Centres RH8300](#)

Purpose

- 1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for proposal and approval of Research Centres at the university. These are intended to enable due diligence related to review of a proposed Research Centre, its ability to contribute to the strategic research priorities of the university and its viability for a minimum of a seven-year term.

Procedures

- 2.00 Table I in the Policy (RH8300) identifies the Administrative Authority and Approval Authority for each category of Research Centre where:
- a) The Administrative Authority is responsible for submitting the recommendation to establish or continue a Research Centre and ongoing responsibility for the oversight of the administration and activities of the Centre;
 - b) The Administrative Authority is responsible for the review of a Research Centre following the Procedure for the Review of Research Centres;
 - c) The Administrative Authority is responsible for recommending that a Research Centre be continued or closed; and
 - d) The Approval Authority is responsible for formal approvals as indicated in the Procedure for the Establishment of a Research Centre, Procedure for the Review of a Research Centre, and Procedure for the Closure of a Research Centre.

- 3.00 Table I in Policy RH8300 also specifies the notification requirements.

Establishment and Approval of Research Centres

- 4.00 The Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed **seven** years.
- 5.00 Proposals for the establishment of a Research Centre should be submitted to the Administrative Authority and include detailed information on the following items:
- a) Statement of objectives and measurable goals showing how the proposed

activities of the Research Centre relate to the purposes as outlined in Section 5.00 of the [*Establishment, Review and Closure of Research Centres Policy RH8300*](#);

- b) The statement should be in accordance with the priorities and goals of the Centre's Academic Constituency and the university;
- c) An explanation of how the proposed activities can best be achieved through the establishment of a Research Centre;
- d) An administrative and organizational structure with clear reporting lines and accountability, and the duties and responsibilities of the Director. The organizational structure and governance will be agreed upon between the Administrative Authority and the Director;
- e) **The membership and provisional terms of reference for the advisory committee, if relevant;**
- f) Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Research Centre, an interdisciplinary group of faculty members, with established reputations in the field proposed for the Research Centre, who are willing to collaborate on projects the Research Centre will sponsor or undertake;
- g) Identification of the required direct and indirect resources, including funding, space, services and personnel, and their sources to assure operational and financial stability during the first seven years;
- h) A statement outlining the benefits of the proposed centre to the university and society;
- i) **A plan for ongoing communication and alignment with the Office of the Vice-President Research and Innovation (OVPRI) and relevant faculties for purposes of coordinating resources, research training, research activities and strategic planning; and**
- j) **A decommissioning plan that addresses the criteria for closure and the risks associated with closure. Criteria for closure are outlined in the [*Procedures for the Closure of Research Centres*](#).**

6.00 After approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I.

Renaming of Research Centres

7.00 For a Research Centre to change its name, the Director must prepare a proposal outlining the rationale for a new name. The proposal should include direct input indicating support by the members and by external partners where relevant. This proposal is submitted to the Administrative Authority for approval before submission to the Approval Authority.



Procedures for the Review of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: **NEW** (some content from prior omnibus Procedure)
Last Editorial Change: **NEW**

Parent Policy

[Establishment, Review, and Closure of Research Centres RH8300](#)

Purpose

- 1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for review of Research Centres at the university every seven years, or as indicated otherwise below.

Overview

- 2.00 Research Centres are normally approved for a period of seven years based on the completion of a review.

Annual Reports and Administrative Reviews

- 3.00 Research Centres are responsible for submitting an annual report to their Administrative Authority. A template for this report will be provided. These annual reports must articulate:
- a) progress against the objectives and measurable research goals as stated in the prior report;
 - b) the past year's expenditures, allocation of resources (including space), and ongoing plans for financial sustainability; and
 - c) objectives and measurable research goals for the coming year.
- 4.00 The Administrative Authority will respond to the annual report in writing where it has any concerns or comments on the elements of the report.

External Review of Research Centres

- 5.00 When an external review is due, the Administrative Authority will normally initiate the review process 12 months in advance of the expiry of the current term.
- 6.00 If the Research Centre cannot meet the seven-year renewal deadline with justifiable reasons, the Administrative Authority, with agreement of the Chair of the Senate Committee on Planning, may extend the Approved Centre Status for up to 12 months. Such extension is allowable once per renewal cycle.
- 7.00 A panel shall be established for the review, consisting of one internal and two external members appointed by the Administrative Authority in consultation with the Director of the Research Centre. The Administrative Authority will appoint the chair, who will normally be an external member.
- 8.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with

the Research Centre. Internal members will normally be from a department, school, or faculty other than the home unit of the Director.

- 9.00 In the case of an Intra-Faculty Centre, and with the approval of the **Dean**, an external member may be a UVic faculty member in a faculty other than the Centre's home faculty.
- 10.00 Prior to the review, the Director, in consultation with others in the Centre, will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment and/or prior review, **drawing on the content in the annual reports. The self-assessment report will include contributions from members and affiliate members, as appropriate.** The Administrative Authority will review the report and may require alterations before it is sent to the review panel.
- 11.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the [Guidelines for the Review of Research Centres](#).
- 12.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority, the Director, members, the advisory committee, and others as appropriate to the structure of the Research Centre.
- 13.00 The panel shall prepare a detailed external review report on the Research Centre and its activities, and make one of the following recommendations:
 - a) continuation, normally for **7 years** (also called "renewal");
 - b) conditional continuation of the Research Centre not to exceed two years with specific conditions outlined and a timeline for those conditions to be met; or
 - c) closure.
- 14.00 The panel chair shall submit the external review report to the Administrative Authority for review and approval, and to share with the Director. **If the Administrative Authority differs from the external reviewers in their recommendation, they will provide their own recommendation and a written rationale along with the external review report to the Director.** The Director will provide a written response to the recommendations from the external review report **and, where provided, the recommendations from the Administrative Authority.**
- 15.00 The Administrative Authority will submit a memo with their recommendation to the Approval Authority along with the following:
 - a) the Research Centre's self-assessment report;
 - b) the panel's external review report; and
 - c) the Director's written responses.

The Approval Authority will make a decision and notifications will proceed as outlined in Table I.

- 16.00 For conditional continuation, further review of the Research Centre's activities will be conducted under the direction of the Administrative Authority during the continuation period. A Research Centre cannot be granted two consecutive conditional continuations.

17.00 For a closure, the Research Centre will be closed as described in the [*Procedures for the Closure of Research Centres.*](#)



Procedures for the Closure of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: **NEW** (some content from prior omnibus Procedure)
Last Editorial Change: **NEW**

Parent Policy

[Establishment, Review, and Closure of Research Centres RH8300](#)

Purpose

- 1.00 The purpose of these procedures is to supplement the Establishment, Review, and Closure of Research Centres (RH8300) and set out the appropriate instances and processes for the closure of Research Centres at the university. The procedures outlined below are intended to provide rationale for closure and ensure that in the event of closure, actions have been undertaken to ensure appropriate review and disposition of assets and liabilities (including consideration of personnel, contractual obligations and partnerships) and that a strategy has been established for both internal and external parties to communicate closure of the centre.

Procedures

- 2.00 The university recognizes the following circumstances in which closure of a Research Centre may be appropriate:
- A Centre, through the annual reporting process, demonstrates evidence of fundamental performance problems, including lack of financial sustainability and/or activities demonstrably not meeting research objectives, as determined by the Administrative Authority.
 - A Centre ceases to be active as demonstrated by failure to submit an annual report for two consecutive years or inability to appoint a Director.
 - A Centre Director recommends that the Research Centre should be closed, after consultation with their membership and, where present, the Centre's Advisory Committee, and the Administrative Authority agrees.
 - A Centre receives a recommendation to close or fails to obtain approval for continuation from its Approval Authority following an external review process.
- 3.00 In the event of a closure, the Administrative Authority will determine the appropriate process for closure of the Research Centre. The Administrative Authority will submit a brief written notice of intent to the Director and Deans from the principal Faculties to close a Centre. The notice will outline:
- a) Name of centre;
 - b) Anticipated date of closure;
 - c) Rationale for closure (see above 2.00);
 - d) Identify individual/team overseeing the closure; and
 - e) High-level communication strategy to internal and external partners.
- 4.00 After notification from the Administrative Authority that a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible

for coordinating the appropriate and orderly closure of the Centre according to the decommissioning plan in collaboration with the OVPRI and relevant Deans. The Director will submit a report briefly outlining the decommissioning plan to the Administrative Authority, including but not limited to:

- completion, transfer, or termination of research activities and projects;
- resolution of financial matters (e.g. review and close all funds associated with the centre, including disposition/management of surpluses/deficits);
- management of personnel, including re-location and/or appropriate notice and layoff;
- disposition of infrastructure (including computers), space, and other physical resources (e.g. furnishings);
- archiving of records, including data management, in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), the University's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures;
- working with Occupation, Health, Safety and Environment on proper disposal of hazardous materials;
- communication plan to inform/engage internal and external partners; and
- proper handling of research resources including archiving of research data, records, and research results as required by university or funding agency policy.

5.00 The Administrative Authority will submit to the Approval Authority a recommendation of closure outlining the following:

- a) Name of centre;
- b) Anticipated Date of closure;
- c) Rationale for closure (see above 2.00);
- d) Identify individual/team overseeing the closure; and
- e) Decommissioning plan provided by the Director.



Establishment, Review, and Closure of Research Centres

University Policy No: RH8300

Classification: Research

Approving Authority: Board of Governors
(on the recommendation of Senate)

Effective Date: ~~January 2019~~^{tbd}

Supersedes: January ~~2010~~²⁰¹⁹

Last Editorial Change: March 2021

Mandated Review: ~~January 2026~~^{tbd}

Associated Procedures

[Procedures for the Establishment of Research Centres](#)

[Procedures for the Review of Research Centres](#)

[Procedures for the Closure of Research Centres](#)

Purpose

[Procedures for the Establishment and Review of Research Centres](#)

Purpose

~~1.00~~ 1.00 The purpose of this policy is to provide direction ~~on:~~

- ~~to those seeking university approval for the~~ the scope and establishment of Research Centres; ~~and~~
- ~~on the procedures for the operation of Research Centres;~~
- ~~the review of the performance of Research Centres; and~~
- ~~the renaming and decommissioning of Research Centres.~~

Definitions

~~2.00~~ **Research Centre** is a formally approved research organization made up of a group of faculty members, students, and other research personnel who collaborate on an area of research, inclusive of all research, scholarship, and creative activity, whose work together provides added value over and above their individual research programs, and who benefit from the university's official recognition of that collaboration.

~~3.00~~2.00 **Research Centres** are University-approved organized groups with clearly defined projects in research and/or creative works. Research Centres provide a framework to coordinate and advance research and/or creative works of multiple faculty members whose collaboration supports the research mission of the University, contributes to research relationships with other universities and/or external partners, and enhances the university's reputation. While some Research Centres use the title "Institute" for historical reasons, there is no distinction conferred by this choice of name. This Policy and associated Procedures provides a governance framework that allows them to conduct multiple projects and benefit from stability over multi-year time frames. There are three categories of Research Centre:

- a) **Intra-Faculty** – membership and activities primarily within a single faculty working with significant external partner(s).
- b) **Multi-Faculty** – collaborative, multi- and inter-disciplinary research with national and international impact, and membership and activities across more than one faculty.
- c) **Multi-Institutional** – membership and activities between two or more institutions with UVic as the lead institution.

Academic Unit is an academic department, school, division, or faculty.

~~4.00~~ **Director** is the ~~leader of~~administrative position that leads a Research Centre.

~~5.00~~ **Academic Constituency** of a Research Centre ~~is~~are the academic ~~unit(s)~~units from which a Research Centre primarily draws its membership.

Scope

~~6.00~~ This policy applies to the ~~establishment, review, closure, and~~ governance of Research Centres at the University of Victoria including ~~inter~~multi-institutional Research Centres in which the University ~~Of~~of Victoria is the lead institution.

Policy

~~7.00~~ ~~The university encourages the establishment of Research Centres at various levels of the organization that respond to emerging research opportunities, promote collaborative and interdisciplinary research, and enhance research networking capacity and infrastructure. Research Centres take a leading role at the university in forming external partnerships in Canada and throughout the world, and in mobilizing knowledge. Faculty may be~~

~~involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.~~

~~84.00 The university is committed to developing and maintaining high-quality interdisciplinary programs of research. Therefore, it provides for appropriate reviews and management of Research Centres as well as ongoing improvement activities and an evolving strategic direction (i.e. as articulated in the university's Strategic Research Plan).~~

~~9.00 The administrative requirements, approval and renewal processes, scope of activities, and other aspects of Research Centres, which are dependent on advanced in part through the breadthwork of their academic constituencies. Research Centres are of four types:~~

- ~~• Intra faculty membership and activities primarily within a single department, a non-departmentalized faculty, or between departments in a single faculty~~
- ~~• Inter faculty membership and activities primarily between 2 faculties~~
- ~~• Multi faculty membership and activities primarily between 3 or more faculties~~
- ~~• Inter institutional membership and activities between multiple institutions.~~

Purposes and Objectives of Research Centres

5.00 Purpose

The purposes of ~~establishing~~ a Research Centre are to:

~~10.00a) Make significant contributions to~~ UVic's excellence in research through collective effort;

~~a.b) Promote and facilitate collaborative and/or, interdisciplinary research and enhancement of enhance research networking capacity through shared effort and/or infrastructure;~~

~~b.c) IncreaseObtain and effectively manage theexternal resources and researchto support for its members and the wider university community;~~

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

~~d.d) Contribute to the university'sAdvance UVic's strategic educational and research missionsplans and to support synergies between research, teaching, and learning;~~

~~e.e) TransferEngage with external constituents to transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate; and~~

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

~~f) 11Form provincial, national and/or international partnerships.~~

~~6.00 Research Centres are expected to develop their own objectives and measurable goals to meet, as well as plans for operational and financial sustainability, such that they can achieve the purposes stated in section 10Section 5.00 of this policy. The Research Centre's objectives and goals should be appropriate for the size and~~

scope of its Academic Constituency.

Approval, Governance, and Review Establishment of Research Centres

12 7.00 ____ Research Centres are constituted formally as part of the university's organization and are subject to its direction, oversight, and strategic plans. [Table I provides the Administrative Authority, Approval Authority, and Notification responsibilities that are relevant to the establishment, review, and closure of each category of Research Centre, and which are referred to in the associated Procedures.](#)

Table I

<u>Type</u>	<u>Administrative Authority</u>	<u>Approval Authority</u>	<u>Notification</u>
Intra-Faculty	Dean	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors

Multi-Institutional	Vice-President Research and Innovation	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a
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8.00 ~~The administrative and organizational structures of Research Centres are developed as appropriate to the mandate and type of the centre. All have equal status as University of Victoria Research Centres.~~

~~14.00 Research Centres may use cognate titles such as "institute". Such titles do not imply differences in structure or function.~~

~~15.00 The approval and establishment, approval, review, and closure of all Research Centres shall be in accordance with the associated Procedures for the Establishment, Review, and Closure of Research Centres and the Guidelines for the Review of Research Centres. Procedures for the Establishment of Research Centres.~~

~~16~~ 9.00 ____ Research Centres are typically approved for a term of normally five ~~seven~~ years. Continuance of
 ____ a Research Centre is subject to a review, which covers the ongoing purpose for the
 ____ Research Centre, ~~and the meeting of established goals, sustainable external~~
 funding,
 ____ and governance arrangements.

~~17.00 Research Centres and their constituent academic units are expected to establish mechanisms to assure there is ongoing communication for purposes of coordinating resources, training, research activities, and strategic planning.~~

~~Administrative and~~ as per the *Procedures for the Review of Research Centres*.

Administration~~**Financial Structure**~~ of Research Centres

~~18~~ 10.00 A Research Centre will be led by a Director who is normally a regular faculty member of the university. The duties and responsibilities of the Director will be negotiated between the Administrative Authority (Table 1) and the Director, in accordance with the university's *Duties and Responsibilities of Directors of Research Centres policy (GV0715)* and *Procedures for the Appointment and Review/Re-appointment of Research Centre Directors (GV0705)*.

~~19.00~~ Contributions to the work ~~leadership~~ of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.

20

~~11.00 A Research Centre~~ Research Centres may have Associate Directors who are normally regular faculty members of the university.

12.00 Advisory committees will be established as appropriate to the mandate and categorization of Research Centres as outlined below:

- a) Advisory committees are optional for Intra-Faculty Centres.
- b) Multi-Faculty Research Centres normally have an advisory committee with representation from each participating faculty and from external partner(s).
- c) Multi-Institutional Research Centres will establish an executive committee that includes, at minimum, the Vice-President Research and Innovation or designate from all partner institutions, the Executive Director, and normally also including a member from a relevant branch of government.

13.00 Research Centres may employ ~~its~~their own research, technical, and ~~clerical~~administrative staff ~~on term appointments~~, subject to the relevant collective agreements ~~and, the~~ university human resource policies, and EDI best practices.

~~21~~14.00 A Research ~~Centre~~Centres may occupy space assigned by the OVPRI or Dean, designated specifically for ~~its~~their own use, or ~~its~~their activities may be carried out without assigned space. A Research ~~Centre~~Centres may be located on the university campus, or in off-campus premises owned by the university, or in premises owned by a third-party.

Financial Structure22

15.00 ~~Funding~~The majority of funding for Research Centres ~~can be made up of a combination of multiple internal and is~~ normally from external sources, including but not limited to: external funding agreements, services and credentialing fees, indirect funding, philanthropic donations and endowments. Internal funding such as academic unit operating funds, ~~and non-recurring funds, indirect funding, and endowments.~~ may be included. Funding sources may change and adapt over time.

~~23.00~~ A Research Centre, though financial sustainability ~~must obtain approval from~~ be demonstrated in the seven-year request for renewal as per the *Procedures for the Review of Research Centres*.

16.00 Research Centres that seek additional donations should work with the Associate Vice-President Alumni and Development for fundraising activities directed at external donors. to be consistent with the University's fundraising plan. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's *Fundraising and Gift Acceptance Policy (ER4105).*

~~24.00~~ A Research Centre that plans to sell services or products on a commercial basis may not compete unfairly with private sector organizations offering similar services or products and must comply with the intellectual property and commercialization policies of the university.

~~25.00~~–~~17.00~~ Any agreement defining the obligations and liability of the university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research and Innovation or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

Membership

~~18.00~~ Each Research Centre must establish guidelines for membership that include the expectations of members. The following may hold the title of “member” or “fellow”: University faculty, including active, retired or adjunct; postdoctoral fellows; students; and research personnel. Members may be involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.

~~19.00~~ Research Centres are encouraged to involve the participation of community, government and private sector partners, as well as from other academic institutions, reflecting diverse collaborations. These external members may hold the title of “affiliate” members with the expectations as defined by each Centre.

Closure

~~20.00~~ Research Centres are not expected to continue in perpetuity but to have a lifespan according to the original goals, continued relevance and decommissioning plan.

~~21.00~~ The closure of a Research Centre shall be decided upon in accordance with the *Procedures for the Review of Research Centres* and *Procedures for the Closure of Research Centres*.

Authorities and Officers

~~26.00~~ The authorities and officers for this policy are:

- i) Approving Authority: Board of Governors (on the recommendation of Senate)
- ii) Designated Executive Officer: Vice-President Research and Innovation
- iii) Procedural Authority: Board of Governors
- iv) Procedural Officer: Vice-President Research and Innovation

Relevant Legislation

[*University Act*, RSBC 1996 c 468](#)

Related Policies and Documents

[Duties and Responsibilities of Directors of Research Centres \(GV0715\)](#)

[Fundraising and Gift Acceptance \(ER4105\)](#)

[Intellectual Property \(GV0215\)](#)

[Procedures for the Establishment, Review, and Closure of Research Centres \(RH8300\)](#)

~~[Procedures for Appointment and Review of Research Centre Directors \(GV0705\)](#)~~

~~[Guidelines for the Review of Research Centres](#)~~

[Procedures for the Appointment and Re-appointment of Research Centre Directors \(GV0705\)](#)

[Guidelines for the Review of Research Centres](#)

[Collective Agreement with the Faculty Association](#)



~~Procedures for the Establishment, Review, and~~ ~~Closure of Research Centres~~

~~Procedural Authority:~~ Board of Governors

~~Effective Date:~~ January 2019

**~~Procedural Officer: Vice-President
Procedures for the Establishment
of Research and
Innovation Centres~~**

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and
Innovation
Supersedes: January 2010
Last Editorial Change: March 2021

Parent Policy: Establishment, Review, and Closure
of Research Centres RH8300

~~Last Editorial Change:~~ March 2021

~~Purpose~~

Parent Policy

Establishment, Review, and Closure of Research Centres RH8300

Purpose

- 1.00 The purpose of these procedures is to ~~set out~~supplement the university's policy
and describe the processes for ~~the establishment, proposal and~~ approval,
~~administration, review, and closure~~ of Research Centres at the university. These
are intended to enable due diligence related to review of a proposed Research
Centre, its ability to contribute to the strategic research priorities of the university
and its viability for a minimum of a seven-year term.

Procedures

- 2.00 Table I in the Policy (RH8300) identifies the Administrative Authority and Approval
~~2.00~~ Authority for each category of Research Centre where:

- a) The Administrative Authority ~~has responsibility~~is responsible for submitting the
recommendation
to establish or ~~renew~~continue a Research Centre and ongoing responsibility for
the
oversight of the administration and activities of the Centre;
b) The Administrative Authority ~~also has responsibility~~is responsible for the review
of a Research Centre
2.01 following the procedures specific below. Procedure for the Review of
Research Centres;

c) The Administrative Authority is responsible for recommending that a Research Centre be continued or closed; and

2.02d) The Approval Authority has responsibility is responsible for the formal approval of the establishment or renewal of a Research Centre approvals as indicated

In in the case Procedure for the Establishment of an inter-faculty Research Centre, Procedure

2.03 for the Dean Review of the faculty is both a Research Centre, and Procedure for the Administrative and the Approval Authority. Closure of

a Research Centre.

3.00 Table I in Policy RH8300 also specifies the notification requirements when a Research Centre is established or renewed.

~~Table I~~

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean of Faculty	Dean of Faculty after consultation with the Vice-President Research and Innovation	Dean notifies Faculty Council. Dean notifies Vice-President Research and Innovation who notifies Senate and the Board of Governors.
Inter-Faculty	Deans of Faculties	Vice-President Research and Innovation on the recommendation of the Deans	Vice-President Research and Innovation notifies Senate and the Board of Governors
Multi-Faculty	Vice-President Research and Innovation	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	Vice-President Research and Innovation notifies the Board of Governors
Multi-Institutional	Vice-President Research and Innovation in consultation with the Vice-President Academic and Provost	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research and Innovation	n/a

Establishment and Approval of ~~a~~ Research CentreCentres

4.00 The Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed ~~five~~seven years.

5.00 Proposals for the establishment of a Research Centre should be submitted to the Administrative Authority and include detailed information on the following items ~~where applicable~~:

- a) Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes ~~of a Research Centre~~ as

outlined in Section ~~10~~

• ~~5.00~~ of the ~~Establishment and Review of Research Centres Policy~~

*RH8300: Establishment, Review and Closure of Research Centres Policy**RH8300:*

- b) The statement should be in accordance with the priorities and goals of the Centre's Academic Constituency and the university.;
- c) An explanation of why/how the proposed activities can best be achieved through

 - the establishment of a Research Centre.;
- d) An administrative and organizational structure with clear reporting lines and accountability, and the duties and responsibilities of the Director. The organizational structure and governance will be agreed upon between the Administrative Authority and the Director;
- e) The membership and provisional terms of reference for the advisory committee, if relevant;
- f) Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Research Centre, aan interdisciplinary group of

 - faculty members, with established reputations in the field proposed for the centre
 - Research Centre, who are willing to collaborate on projects the Research Centre will sponsor or undertake.;
- g) Identification of the required direct and indirect resources, including

 - funding, space, services and personnel, and their sources, ~~in a detailed business plan, to assure~~ operational and financial stability during the first seven years;
- h) A statement outlining the benefits of the proposed centre to the university

 - and society.;

~~6.00 — An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the Administrative Authority. The organizational structure and governance of the Research Centre will include a steering committee whose membership will include representatives commensurate with the Academic Constituency of the Centre. The duties and responsibilities of the Director will be negotiated between the Administrative Authority and the Director.~~

- i) ~~7~~ A plan for ongoing communication and alignment with the Office of the Vice-President Research and Innovation (OVPRI) and relevant faculties for purposes of coordinating resources, research training, research activities and strategic planning; and
- j) A decommissioning plan that addresses the criteria for closure and the risks associated with closure. Criteria for closure are outlined in the Procedures for the Closure of Research Centres.

6.00 After approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I.

Review **Renaming of Research CentreCentres**

The review of 7.00 For a Research Centre will be initiated to change its name, the Director must

prepare a proposal outlining the rationale for a new name. The proposal should include direct input indicating support by the members and by external partners where relevant. This proposal is submitted to the Administrative Authority for approval before submission to the Approval Authority.



Procedures for the Review of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research and Innovation
Supersedes: NEW (some content from prior omnibus Procedure)
Last Editorial Change: NEW

Parent Policy

Establishment, Review, and Closure of Research Centres RH8300

Purpose

- 1.00 The purpose of these procedures is to supplement the university's policy and describe the processes for review of Research Centres at the university every seven years, or as indicated otherwise below.

Overview

- 2.00 Research Centres are normally approved for a period of seven years based on the completion of a review.

Annual Reports and Administrative Reviews

- 3.00 Research Centres are responsible for submitting an annual report to their Administrative Authority. A template for this report will be provided. These annual reports must articulate:
- a) progress against the objectives and measurable research goals as stated in the prior report;
 - b) the past year's expenditures, allocation of resources (including space), and ongoing plans for financial sustainability; and
 - c) objectives and measurable research goals for the coming year.
- 4.00 The Administrative Authority will respond to the annual report in writing where it has any concerns or comments on the elements of the report.

External Review of Research Centres

- 8.00 5.00 When an external review is due, the Administrative Authority will normally initiate the review process 12 months in advance of the expiry of the current term.

In the event that the Director, after consultation with the faculty members in 6.00 If the Research Centre, advised cannot meet the seven-year renewal deadline with justifiable reasons, the Administrative Authority that, with agreement of the Chair of the Senate Committee on Planning, may extend the Research Approved Centre should not be considered Status for renewal, the Centre will be closed as described in Sections 25.00-27 up to 12 months. Such extension is allowable once per renewal cycle.

8.01 — 7.00:

- 9.00 — A panel shall be established for the review, consisting of one internal and two

external members appointed by the Administrative Authority in consultation with the Director of the [Research](#) Centre. The Administrative Authority will appoint the chair, who will normally be an external member. ~~The Administrative Authority may add additional external members if that is necessary to undertake a fulsome review of the Centre.~~

~~10.8.00~~ No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with the Research Centre. Internal members will normally be from a department, school, or faculty other than the home unit of the ~~Centre~~ Director.

~~119.00~~ In the case of an ~~intra-faculty~~ [Intra-Faculty](#) Centre, and with the approval of the ~~Vice-President Research and Innovation~~ [Dean](#), an external member may be a [UVic](#) faculty member in a faculty other than the Centre's home faculty.

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10.00 Prior to the review, the Director, in consultation with others in the Centre, will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment ~~or previous review and/or prior review, drawing on the content in the annual reports. The self-assessment report will include contributions from members and affiliate members, as appropriate.~~ The Administrative Authority will review the report and may require alterations before it is sent to the review panel.

1311.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the *Guidelines for the Review of Research Centres*.

~~14.00~~ ~~The panel shall satisfy itself that the self-assessment report has included contributions from the Centre's faculty members, staff, students, and other internal and external stakeholders as appropriate.~~

1512.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority ~~and members of the Centre including, the Director, faculty, staff, students, and steering members, the advisory committee members. The panel may also meet with, and~~ others as required appropriate to ~~assess the Centre, e.g. representatives from other institutions in the case of a multi-institutional structure of the Research~~ Centre.

1613.00 The panel shall prepare a detailed external review report on the Research Centre and its activities, and make a recommendation on its one of the following recommendations:

- a) continuation ~~or closure or a, normally for 7 years (also called "renewal");~~
- b) conditional continuation of the Research Centre not to exceed two years with

17 specific conditions outlined and a timeline for those conditions to be met; or
c) closure.

14.00 The panel chair shall submit the panel's external review report to the Administrative Authority ~~who for review and approval, and to share with the Director. If the Administrative Authority differs from the external reviewers in their recommendation, they will in turn relay it to the Director for provide their own recommendation and a written rationale along with the external review report to the Director. The Director will provide~~ a written response to ~~any issues raised in the recommendations from the external review~~ report.

18.00 ~~In the event and, where provided, the recommendations from the Administrative Authority supports the renewal of a Centre, a recommendation for renewal, normally for five years, is submitted to the Approving Authority accompanied by the.~~

15.00 The Administrative Authority will submit a memo with their recommendation to the Approval Authority along with the following:

- a) the Research Centre's self-assessment report;
- b) the panel's external review report; and
- c) the Director's response to the panel's report. written responses.

_____ The ~~Approving~~Approval Authority will ~~undertake the necessary~~make a decision and notifications will proceed as outlined in Table I.

~~19.00 If the Approval Authority's decision is a~~16.00 ~~For~~ conditional continuation ~~of the~~
~~Centre, a~~, further review of the Research Centre's activities will be conducted under the
direction of the Administrative Authority during the continuation period. A Research
Centre cannot be granted two consecutive conditional continuations.

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17.00 ~~In~~For a closure, the event Research Centre will be closed as described in ~~the~~ Procedures
for the Closure of Research Centres.



**University
of Victoria**

Procedures for the Closure of Research Centres

Parent Policy

Establishment, Review, and Closure of Research Centres RH8300

Procedural Authority: Board of Governors

Procedural Officer: Vice-President Research and
Innovation

Supersedes: NEW (some content from prior omnibus
Procedure)

Last Editorial Change: NEW

Purpose

- 1.00 The purpose of these procedures is to supplement the Establishment, Review, and Closure of Research Centres (RH8300) and set out the appropriate instances and processes for the closure of Research Centres at the university. The procedures outlined below are intended to provide rationale for closure and ensure that in the event of closure, actions have been undertaken to ensure appropriate review and disposition of assets and liabilities (including consideration of personnel, contractual obligations and partnerships) and that a strategy has been established for both internal and external parties to communicate closure of the centre.

Procedures

- 2.00 The university recognizes the following circumstances in which closure of a Research Centre may be appropriate:
- A Centre, through the annual reporting process, demonstrates evidence of fundamental performance problems, including lack of financial sustainability and/or activities demonstrably not meeting research objectives, as determined by the **Administrative Authority** does not support renewal of a .
 - A **Centre**, ceases to be active as demonstrated by failure to submit an annual report for two consecutive years or inability to appoint a Director.
 - A Centre Director recommends that the **Approving Authority** shall be so-informed Research Centre should be closed, after consultation **with** reasons. The **Approving Authority** may accept their membership and, where present, the decision of Centre's Advisory Committee, and the **Administrative Authority**, or may request agrees.
 - A Centre receives a recommendation to close or fails to obtain approval for continuation from its Approval Authority following an external review process.
- 3.00 In the event of a closure, the **Administrative Authority** to reconsider. If will determine the **Approving Authority** accepts the decision appropriate process for closure of the Research Centre. The **Administrative Authority**, the Centre will be closed as described in Sections 25.00–27.00. will submit a brief written notice of intent to the Director and Deans from the principal Faculties to close a Centre. The notice will outline:

- a) RenamingName of a Research Centre;
- b) 21Anticipated date of closure;
- c) Rationale for closure (see above 2.00 — For a Research Centre to change its name);
- d) Identify individual/team overseeing the Director must prepare a proposal outlining the rationale for a new name. This proposal is submitted to closure; and
- e) High-level communication strategy to internal and external partners.

4.00 After notification from the Administrative Authority for approval before submission to the Approving Authority.

22.00 Once the proposal for a name change is approved by the Approving Authority, the Research Centre Director will distribute the proposal to members of the Research Centre or other internal or external stakeholders, and solicit letters of support in favour of the new name. Letters must be on official letterhead of the member's unit or institution, and addressed to the Approving Authority.

23.00 The Director will forward all letters of support to the Administrative Authority for completion of the approval and notification process, as required in Table I.

Closure of a Research Centre

24.00 In exceptional circumstances, a Centre may be closed before the end of its current term, with the agreement of the Administrative Authority and the Director after consultation with faculty members in the Centre.

25.00 When that a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible for coordinating the appropriate and orderly closure of the Centre according to the decommissioning plan in collaboration with the OVPRI and relevant Deans. The Director will submit a report briefly outlining the decommissioning plan to the Administrative Authority, including but not limited to:

- completion, transfer, or termination of research activities and projects in the Centre;
- resolution of financial matters, (e.g. review and close all funds associated with the centre, including disposition/management of surpluses/deficits);
- management of personnel, including re-location and/or appropriate notice and layoff;
- disposition of infrastructure (including computers)), space, and other physical resources (e.g. furnishings);
- archiving of management records, and including data management, in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), the University's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures;
- working with Occupation, Health, Safety and Environment on proper disposal of hazardous materials;
- communication plan to inform/engage internal and external partners; and
- proper handling of research resources including archiving of research data, records, and research results as required by university or funding agency policy.

~~26.00 — The Vice President Research and Innovation shall notify Senate and the Board of Governors of any closures in the annual report on Research Centres.~~

Related Policies and Documents

~~Duties and Responsibilities of Directors of Research Centres policy GV0715 Establishment, Review, and Closure of Research Centres policy RH8300 Procedures for Appointment and Review of Research Centre Directors GV0705 Guidelines for the Review of Research Centres~~
5.00 The Administrative Authority will submit to the Approval Authority a recommendation of closure outlining the following:

- ~~a) Name of centre;~~
- ~~b) Anticipated Date of closure;~~
- ~~c) Rationale for closure (see above 2.00);~~
- ~~d) Identify individual/team overseeing the closure; and~~
- ~~e) Decommissioning plan provided by the Director.~~